



SECOND IN DEPARTMENT - MATHS

APPLICATION PACK

Neston High School
Raby Park Road
Neston
Cheshire
CH64 9NH

Headteacher: Ms Cunningham

www.nestonhigh.com



Welcome



Message from the Headteacher

Neston High School is a high-achieving mixed 11 – 18 school in Neston, a beautiful part of Cheshire. It is an extremely popular school with a reputation for academic excellence, outstanding pastoral care and for providing a positive environment in which young people thrive. Parents know that if their children come here they will be joining a strong, caring, respectful community with an emphasis on high achievement for all, alongside dedicated support and encouragement.

At Neston High, every individual is highly valued. Our supportive approach enables everyone to develop the knowledge, skills and understanding required to be responsible, considerate and well-rounded individuals suited to the demands of our ever-changing society. Our commitment to STEM education was recognised nationally in 2022 and 2023 when we were awarded the Educate Outstanding Commitment to STEM. This is just one of many awards we achieve for our extra-curricular programme, including Gold Award for Learning Outside the Classroom.

At Neston High, we all work in partnership to ensure the very best outcomes for each of our students. Our aims are simple: we want to achieve excellence so that each and every student reaches their academic potential. First class teaching is crucial to our students' achieving great outcomes and our dedicated team of specialist staff are enthusiastic, talented and strongly committed to providing the very best. Staff development is widely regarded as "leading edge". We have strong partnerships with universities and other higher education institutions and we actively support our staff in pursuing NPQs and other professional qualifications. This is a great place to learn and work, whether you are a teacher, student or a member of our support staff.

We place a high emphasis on respect and positive behaviour, which ensures that the school is a happy place to learn. Students involve themselves fully in everything the school has to offer. They attend well and are keen to learn. Young people enjoy coming to Neston High School and we enjoy teaching them. This is a wonderful community school but there is still work to be done. We are not perfect and so we strive to improve. There is no room for complacency here.

We look forward to meeting you, introducing you to our students and showing you our school.

Ms Kirsty Cunningham
Headteacher





SECOND IN DEPARTMENT – MATHS (TLR 2.2)

Permanent Full-Time position from September 2024

- Are you pursuing a leadership role within a large Maths department?
- Do you have a passion for learning and strive to be an outstanding classroom practitioner?
- Do you create engaging and challenging experiences for your students?
- Do you have an excellent track-record of inspiring students to reach beyond their potential?
- Do you want to join a supportive and enthusiastic team striving to build upon their strengths?
- Do you want to join a heavily oversubscribed school in Cheshire with an excellent reputation?
- Do you want to join a large school that supports the professional development of their staff?

If you are excited by your answers to these questions, then you may be our next teacher to join our Maths team.

We are looking to appoint an inspirational colleague, to join our thriving learning community. We are building on present best practice and developing a new strategic vision in order to raise standards even further. We are looking for someone to join our Maths team who can bring creative new ideas to further enhance the learning experience of our students.

Closing Date: 9am Friday 16th February 2024

Proposed Interview date: Tuesday 27th February 2024

Applications and supporting letters should be returned FAO Ms K Cunningham via Mrs Leadbetter, PA to the Headteacher via leadbetterh@nestonhigh.com. In your supporting letter please detail any examples of leadership you have previously had.

Neston High School is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. Applications will be subject to checks with past employers and enhanced check with the Disclosure and Barring Service. Applicants who have lived outside of the UK in the past five years will be required to provide a Police Check from their country of residence. In accordance with DfE Keeping Children Safe in Education 2023, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process. The School is an equal opportunities employer.





DEPARTMENT INFORMATION

Neston High School is seeking to appoint an outstanding Second in Department from September 2024.

The department aims to create successful Mathematicians. We want students to enjoy their learning of Mathematics and embrace the range of skills it can develop.

We are developing pathways most appropriate to the needs of our students to support, stretch and challenge them mathematically and developing their



problem-solving skills for life in the real world.

We will do this through an enhanced and

flexible curriculum model that allows students the opportunity to study above and beyond their required GCSE courses to add further skills to their portfolio.



We believe Maths plays a critical part across the Whole School Curriculum and as such will work hard to promote its use to other subjects (as either Maths or basic Numeracy).

Maths lessons will be engaging and challenging, educating students not to be able to do, but to be able to think and communicate mathematically to their individual levels of potential.

About the Department.

The Mathematics Faculty comprises a team of eighteen teachers, (4 of which are part time) and one full time Learning Support Assistant dedicated to the maths department. There are twelve teaching rooms within the department and teachers with the fullest timetables having their own classroom. Within the department area is an additional staff workroom with a bank of computers and work desks. It is also where we store a vast array of manipulatives and resources we have invested in to assist students to connect ideas and integrate their knowledge in order to gain a deep understanding of mathematical concepts.

At present, all students in Years 7 - 11 have seven or eight hours of Mathematics each fortnight on a two-week timetable and are taught in two parallel ability bands. Regular summative assessments are used to review progress and setting arrangements as necessary. The SOW being followed is a bespoke 5-year program of study leading to their GCSE examination in year 11. Lessons should contain the opportunity to solve more open-ended questions in line with the increased focus on application of knowledge and problem-solving style of questions in GCSE examinations. At KS4, students are taught in one of six ability sets and work towards the OCR GCSE Mathematics examination. We are pleased to have a year on year improved GCSE Maths results culminating in 2023 with us achieving a Progress figure of 0.44.

At KS5 we follow the Edexcel A-Level and have 7 lessons of pure and 5 lessons of applied per fortnight. A-Level Maths is one of the most popular courses at KS5 and we currently have over 60 students studying A-Level Maths. 2024 will be our first year to take a group of students through Further Maths GCSE and 2025 will see our first cohort of students who will have completed Further A-Level Maths. A very exciting development for us as a department!



PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidenced From?
Qualifications	<ul style="list-style-type: none"> • A relevant degree • A teaching qualification 	<ul style="list-style-type: none"> • Additional evidence of CPD in the area of Maths 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • Ability to teach Maths at KS3 & 4 	<ul style="list-style-type: none"> • Experience in an 11-19 school • Experience in at least one comprehensive school • Experience of Teaching A Level • Held a specific T & L responsibility within a Maths Team • Experience of successful strategies to raise and maintain achievement and standards • Experience of teaching Maths at KS5 	<ul style="list-style-type: none"> • Application form
Abilities and Skills	<ul style="list-style-type: none"> • To enhance the current school vision and ethos • To positively impact on learning outcomes for students • To lead and motivate students • To provide appropriate support and challenge to students • To take and act upon initiative • To have a strong presence and maintain a high profile • To safeguard and promote child safety and welfare • To work with a variety of partners with an inclusive approach to learning and teaching. • To prioritise and complete tasks • Effective communication and listening 	<ul style="list-style-type: none"> • A good level of ICT proficiency 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

	<ul style="list-style-type: none"> • A creative approach to problem solving • Strong interpersonal skills • Efficient resource management • To work effectively with the other Heads of Departments and a variety of other Senior Leaders 		
Qualities	<ul style="list-style-type: none"> • Clear commitment to achieving the best for all members of the school community • Belief in inclusion, achievement and aspiration • Strong sense of community • Strong sense of justice and mutual respect • A dynamic approach • Sense of perspective 		<ul style="list-style-type: none"> • Letter of application • Selection process • References
Knowledge	<ul style="list-style-type: none"> • Current thinking and initiatives around Maths and the National curriculum assessment. • Effective teaching and learning strategies 	<ul style="list-style-type: none"> • School performance data 	<ul style="list-style-type: none"> • Letter of application • Selection process • References



JOB DESCRIPTION

Job Title: Second in Department
Responsible to: Head of Department / Senior Leadership Team Line Manager

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to 'Keeping Children Safe in Education' and 'Working together to Safeguard Children' as well as the Prevent Duty.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning

1. Manage pupil learning through effective teaching in accordance with the department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with EAL/SEN staff and support staff (including prior discussion and capital planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including pupils on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
7. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.
9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
10. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
11. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.

Departmental Leadership

1. Supporting the Maths Curriculum Leader in developing all aspects of the Maths Curriculum, with particular responsibility across Key Stage 3/4.
2. Supporting the Maths Curriculum Leader in securing the quality of teaching in the department across all key stages.
3. Ensure assessment in Maths is consistent and accurate, with particular responsibility for Key Stage 3/4

4. Ensure the academic progress of all KS3/4 Maths students ensuring systems of support are in place that can cater to all.
5. Contribute and work with other Maths TLR holders to support an ethos that promotes achievement and high standards.
6. To lead the tracking of student progress data for Key Stage 3/4. Working in conjunction with class teachers to monitor progress and offer opportunities that enrich and extend the student's knowledge and experiences.
7. To promote colleague professional development and have responsibilities for performance management

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.
3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
6. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the subject area.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.
5. Keep up-to-date and have a knowledge of Health and Safety requirements.

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.

11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:

- have SEN;
- are gifted and talented;
- are not yet fluent in English.

Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues, especially ECTs and ITTs.
10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

N.B: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.