



Hadleigh High School
Part of Penrose Learning Trust
Second in Maths Teacher
Recruitment Pack



**Aim
High**

**Work
Hard**

**Be
Kind**

Headteachers Welcome

Dear Applicant

Thank you for your interest in the post of Second in Mathematics at Hadleigh High School. This post has arisen due to the promotion of the current post holder.

This is an exciting opportunity to join our popular and successful school. Hadleigh High School is a vibrant, student-focussed 11 – 16 secondary school rated “Good” by Ofsted in January 2019. We foster a strong community and have great pride in our students and their achievements. Our examination results continue to improve year on year, but we still have ambitious plans for the future.

The job description summarises the broad range of responsibilities attached to this role. If you relish the opportunity of working in a supportive and stimulating professional environment, Hadleigh High school would welcome your application.

All applications must be made on the Trust’s application form. Applications should be returned by email to applications@penroselearningtrust.uk

The closing date for applications is **Friday 19th April 2024 at midday**

The selection process is planned for **Wednesday 24th April 2024**

The school is committed to recruiting the highest quality individuals in order to build on our many successes. We can offer a range of incentives to attract the very best talent. These include:

- An outstanding continuous professional development programme.
- The school also offers a range of benefits to all employees through our pro-active staff Well-being Team.

Hadleigh High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and Trustees to share this commitment. All appointments are therefore subject to satisfactory DBS and Immigration Checks, together with the receipt of references and only applications submitted on the school’s application form will be considered.

If you require any further information, or you would like to visit the school, please do not hesitate to contact me on 01473 823496.

Yours sincerely



Nicola Shingleton

School Vision Statement

All young people at Hadleigh High School, regardless of background or need, strive to be the best version of themselves through working hard, aiming high and being kind.

They will make outstanding progress academically, secure excellent destinations post-16, and become well-rounded, happy individuals who go out into the world and make a difference.

Our students will be diligent learners, who are resilient and able to adapt to an ever-evolving world. They are able to question the world in which they live and learn how our history and culture shape us. They take pride in their achievements and those of their peers, and have a strong sense of moral purpose.

Our young people will achieve success as a result of our strong culture of unwavering high expectations, where all students are supported and treated as individuals. Our excellent pastoral care will ensure all our students flourish through their personal development, positive habits and healthy relationships.

The school has an uncompromising focus on securing the highest calibre staff, and will be a beacon of outstanding classroom practice. We will harness the power of our community, national networks and the benefits of being part of the Penrose Learning Trust.

Our curriculum will be thoughtfully sequenced, balanced and aspirational, delivered by outstanding teachers who ensure the highest levels of progress. As a result, our students will be inspired to pursue excellence and embrace learning throughout their lives.

Core values

Aim High, Work Hard, Be Kind

Job Description

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Roles and Responsibilities

Leadership and Management

- To work under the direction of the Leader of Maths to raise standards of student attainment and achievement within Maths; to monitor and support all students' progress and be accountable for that progress;
- To be responsible for leading, managing, deploying and developing the teaching and support staff within the faculty;
- To be responsible for self-evaluation and analysis of achievements and standards within Maths;
- To implement appropriate plans to impact on the progress of students in Maths.

Teaching and learning

- To create an effective learning environment through efficient use of resources and support;
- To be responsible for the highest standards of teaching and learning in the faculty through monitoring, evaluation and planning;
- To promote positive attitudes to learning through ensuring high quality teaching and consistent implementation of the Academy's Behaviour Policy;
- To be accountable for the highest standards of student achievement within the faculty;
- To assist the Leader of Maths to ensure that faculty assessments provide accurate data on student performance;
- To assist the Leader of Maths to ensure teachers within the faculty know the prior learning and achievement of individual students;
- To use data effectively to monitor students' progress and set appropriate targets for improvement;
- To assist the Leader of Maths to ensure all staff in the faculty follow procedures outlined in the Academy Teaching and Learning policy.

Curriculum Development

- To keep up to date with current thinking/legislation regarding the work of the department and disseminate this to relevant parties;
- To assist the Leader of Maths to ensure Schemes of Work are in place, up to date and reviewed annually;
- To assist the Leader of Maths to ensure progression and continuity between Key Stages (including KS2);
- To assist the Leader of Maths to produce an annual Subject Development Plan that reflects the curriculum development, the aims and current Academy priorities.

Staff Development

- To participate fully in the Academy's Performance Management system;
- To assist the Leader of Maths to seek out and promote appropriate training and development for all members of the faculty;
- To seek and participate in professional development relating to Whole Academy issues and career development.

Professional Behaviour

- To be professional, friendly and respectful towards all colleagues, and to address any concerns through proper channels;
- To be professional, friendly, fair and firm with students, demonstrating the sort of politeness and respectfulness that we wish them to emulate;
- To be friendly, helpful and welcoming to parent/carers and others visiting or making contact with the school;
- To provide a good role model for students and staff;
- To support and uphold the aims, values and ethos of the school;
- To develop a relationship with students which is professional, firm, fair, caring and friendly, and based upon mutual respect;
- To maintain an appropriate and professional distance with students in more informal situations;
- Use the school's positive behaviour policy to deal with student behaviour in a manner which is appropriate to the context;
- To celebrate and praise the achievements of staff and students;
- To deal with students in a manner which conveys mutual respect;
- Not to behave towards students in a manner which is aggressive, intimidating or demeaning in any way;
- Be smartly and professionally dressed.

Miscellaneous

- To continue personal development as agreed at performance review meetings;
- To engage actively in the performance review process;
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example;
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate;
- To comply with safeguarding policies at all times;
- To show a record of excellent attendance and punctuality;
- The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. Appropriate training will be given to enable the post holder to undertake this new/varied work.

The job description sets out the major duties and other tasks associated with the stated purpose of the post. Other duties of a similar nature and/or level undertaken within the school are not excluded simply because they are not itemized.

The duties of this post could vary from time to time resulting from new legislation, changes in technology or policy changes and in this case appropriate training may be given to enable the post holder to undertake this new/varied work.

NOTE

The duties and responsibilities of this post may vary time to time according to the changing demands of the school. This job description may be reviewed at the reasonable discretion of the Headteacher in the light of those changing requirements and in consultation with the post holder.

Person Specification

Person Specification – Second in Mathematics		
<u>Qualifications and Training</u> <ul style="list-style-type: none"> Qualified Teacher Status Good Honours Degree Recent and relevant continued professional development 	Essential	Desirable
	✓	
	✓	
	✓	
<u>Knowledge</u> <ul style="list-style-type: none"> Current educational issues, national and local policies, legislation and developments Good working knowledge of statistical data and ability to transfer data into quantifiable outcomes <ul style="list-style-type: none"> Effective strategies for achieving high standards of discipline at whole school level to secure excellent academic progress Understanding of the role of parents and the community in school improvement and how this can be promoted and developed 	Essential	Desirable
	✓	
	✓	
	✓	
<u>Experience</u> <ul style="list-style-type: none"> Recent and successful management and leadership experience in a secondary school setting. A proven track record of implementing effective strategies to include and meet the needs of all students to ensure they are safeguarded. Experience of supporting/mentoring/coaching colleagues to secure school improvement. Experience of initiating and implementing strategies to improve parental involvement in children's learning and progress. A proven track record of securing high standards of achievement and attainment. Experience of successful networking with external partners. Experience of developing and leading or contributing to effective staff development programmes Effective promotion of community links and cohesion to ensure pathways for success for all learners Demonstrable success in preparing students for public examinations. 	Essential	Desirable
		✓
	✓	
		✓
		✓
	✓	
		✓
	✓	
		✓
	✓	
<u>Skills</u> <ul style="list-style-type: none"> Highly effective oral and written communication skills Good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions An effective and inspirational classroom teacher with a proven record of student success irrespective of the students' needs or backgrounds Ability to empower students who have been disengaged from learning to achieve success 	Essential	Desirable
	✓	
	✓	
	✓	
	✓	

<u>Skills</u>	Essential	Desirable
<ul style="list-style-type: none"> Effective behaviour management skills which empower young people to manage their behaviour more appropriately 	✓	
<ul style="list-style-type: none"> Excellent interpersonal and people skills to lead, inspire, motivate and support students and colleagues successfully 	✓	
<ul style="list-style-type: none"> Exceptional ICT, organisational and administrative skills 	✓	
<u>Personal Qualities</u>	Essential	Desirable
<ul style="list-style-type: none"> Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust 	✓	
<ul style="list-style-type: none"> Committed to undertaking professional training and assist with the professional development of others 	✓	
<ul style="list-style-type: none"> Demonstrate reliability and integrity and lead by example 	✓	
<ul style="list-style-type: none"> Can hold others to account by insisting on high standards and a desire to continuously improve and develop 	✓	
<ul style="list-style-type: none"> Be tolerant and possess a calmness when working with others to develop team work 	✓	
<ul style="list-style-type: none"> A genuine concern to secure the educational progress of students irrespective of their background or ethnicity 	✓	