

Application Pack

Second in Mathematics



January 2021

Dear Applicant

Thank you for responding to our advertisement for the post of Second in Mathematics. We hope you will find the details of the post both interesting and informative.

Historically we have been a training school, but are now a strategic partner in the Redborne Teaching School. However, our extensive infrastructure developed to support CPD continues as an independent facility dedicated to supporting the need of our local school community.

Stratton is a vibrant Upper School with around 1,000 students on roll. Due to considerable housing development within and around Biggleswade, the school is set to grow significantly over a number of years to a capacity of 1650 students. We are proud of our large Sixth Form and the breadth of curriculum we are able to offer our post-16 students. In every respect we are a truly comprehensive school with a full ability range. As the only provider of Key Stage 4 and 5 education in the town, our challenge is to move effortlessly between preparing Year13 students for top universities to working with students who, without our support, would have rejected the concept of education. Our students are our best advertisement, although closely followed by our dedicated, creative and passionate staff.

Teachers at all career stages benefit from excellent on-going training opportunities provided by the school, including support for colleagues seeking to enhance their professional development by studying for further qualifications and preparing for promotion.

If you think you can make a positive contribution to the learning of our students and would like to work and learn in a continuously improving school, then we would be delighted to receive your application. We ask that letters of application do not exceed two sides of A4.

The closing date for applications is 12 noon on Friday 5th February 2021. We hope you will want to work with us and look forward to hearing from you.

Whatever your decision, we wish you good fortune in your search for the right post.

Roz Hodges
Principal

The Mathematics Department

The Mathematics department enjoys a spacious accommodation comprising of a department office and seven dedicated teaching rooms all equipped with data projectors. The enthusiastic and supportive teaching team currently includes eight mathematicians.

We share a range of resources and are continually developing our scheme of work to reflect the needs of the students. We subscribe to the MyMaths website providing a resource for homework as well as encouraging independent learning. We offer a twice weekly drop-in session to provide extra support for our students whilst offering a space for them to do their mathematics homework, knowing they can ask for help when needed.

Teamwork is very important within the department, with teachers continually sharing good practise with each other, supporting one another and being involved with the running of the department.

Extra-Curricular Activities

We have recently started a Cipher Club providing our students with an excellent forum to stretch and challenge their mathematical skills. Members of the mathematics department are also working as part of the STEM Hub to create even more exciting opportunities for our students. Further enrichment is provided with top set students being entered for the UKMT Mathematical Challenges each year. In addition, we offer weekly support for those considering Oxbridge applications and STEP paper entries.

THE CURRICULUM

Transition

We regularly liaise carefully with partner middle schools to ensure continuity of curriculum experience for our new students undertaking cross phase activities when possible. Students are set within the first half of the autumn term according to ability with the flexibility to move students in response to their mathematical ability.

Key Stage 4

Students start learning the mathematics GCSE from year 9, giving them the best opportunities to succeed with the higher rigor that the qualification now contains. We aim to deliver an engaging and varied curriculum where we can personalise learning and effectively meet the needs of pupils of all levels and provide enjoyment, understanding and progress within the subject whilst encouraging our students to share in the responsibility of their learning. Selected students are given extra support with their mathematics skills with intervention sessions in addition to their normal lessons.

Key Stage 5

We provide a variety of ways for our post 16 students to enhance their GCSE grades through studies at L2 and A Level; dependent on individual needs.

We teach both the Mathematics A Level and Further Mathematics A Level following the Edexcel specification. We work with the students to develop their logic and reasoning skills to ensure excellent outcomes. Our students enjoy the challenge and logic of the course, together with the sense of excitement and satisfaction achieved when reaching the solution to problems.

Job Description

Post Title	Second in Mathematic
Responsible to:	Curriculum Area Leader: Mathematics
Post Grade	TLR2a
Purpose:	<ul style="list-style-type: none"> To assist the Head of Subject/Curriculum Area in holding accountable, developing and leading a team of teachers focusing on a discrete curricular area to ensure high standards of teaching and learning, student progress and the well-being of staff and students. To support the Head of Subject/Curriculum area in leading the learning area in all aspects and across relevant Key Stages. Working with other teachers assigned to the subject/learning area to improve their work and enhance the educational outcomes for all students including Pupil Premium and SEND. In conjunction with the Head of Subject/Curriculum Area, developing and maintaining processes and procedures for the learning area that are in line with school policies, support learning and promote effective internal/external school communications.
Impact on educational progress beyond assigned students.	<p>Working with and supporting the Head of Curriculum Area in:</p> <ul style="list-style-type: none"> Monitoring and evaluation of assessment data to identify trends, issues for development and in order to assure quality throughout a student's educational experience of the subject. Supporting teachers in meeting progress targets via appropriate interventions, improvement planning, coaching and mentoring etc. Developing schemes of work, approaches to teaching and the uses of new technologies to produce high quality teaching and learning that generate enthusiastic responses from students and self-sufficient learners. Defining and implementing intervention strategies to improve student progress. Promoting the importance of the use of Individual Education Plans when lesson planning, tailoring work and managing students with SEN. Supporting teachers in the management of student behaviour and providing procedures to ensure that poor behaviour is both recorded and challenged.
Leading developing and enhancing the teaching practice of others.	<p>Working with and supporting the Head of Subject/Curriculum Area in:</p> <ul style="list-style-type: none"> Monitoring, evaluating and quality assuring the work of teachers assigned to work in the subject/learning area. Providing developmental and constructive feedback to teachers at regular intervals and ensuring that teachers act on this guidance. Promoting inclusive teaching practices. Encouraging reflective practice. Researching, and promoting the use of sound and valuable pedagogic practices to improve student learning. Promoting innovative and effective teaching strategies.
Accountability for leading, managing and developing the subject and pupil development within the subject and cross-curricular initiatives.	<p>To work with and support the Head of Subject/Curriculum area in:</p> <ul style="list-style-type: none"> Producing an annual department evaluation and an improvement plan, which is designed to help achieve school targets. Leading professional development within the subject/learning area and when appropriate the school. Building effective links with the local community, business and industry in order to best provide a context for the work. Utilising and managing the allocated resources effectively.

Personal Specification

Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualification as a teacher by means of a PGCE, or by the successful completion of any other recognised training route. 	<ul style="list-style-type: none"> Good Honours Degree.
Teaching and Learning	<ul style="list-style-type: none"> Participation in your own professional development and general school improvement for instance via mentoring of other teachers, delivering CPD to groups of teachers, participation in school working groups. Experience developing schemes of work and teaching resources A demonstrable understanding of how children learn. Ability to take positive actions to make lessons and learning inclusive. The ability to design and interpret schemes of work to create detailed lesson plans with objectives, activities and appropriate outcomes. 	<ul style="list-style-type: none"> At least 2 years successful teaching experience. Results that show students to have made good progress in relation to school/individual targets. Experience in writing or contributing to a school, subject or area improvement plan. Experience monitoring and/or quality assuring the work of other people. Experience meeting with parents, or other stakeholders to resolve problems or complaints. The ability to teach a second subject. Involvement in extra-curricular activities. Successful involvement as a form tutor.
Classroom management	<ul style="list-style-type: none"> The ability to use a wide range of pedagogic skills to enhance the learning experience. Good behaviour management skills. 	
Philosophy	<ul style="list-style-type: none"> Valuing every individual. Committed to comprehensive and inclusive education. A demonstrable commitment to the principle that every child matters. 	<ul style="list-style-type: none"> An infectious enthusiasm for schools. An expectation that work should be highly professional and great fun.
Professional Development	<ul style="list-style-type: none"> A commitment to continuous improvement and professional development. Maintaining an up to date Safeguarding training record and an awareness of an adherence to the school's Safeguarding Policy. 	
Whole school work	<ul style="list-style-type: none"> A willingness to take on the role of form tutor. 	<ul style="list-style-type: none"> A willingness to lead extra-curricular activities within the school.

Procedure for Application

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees, and submit a concise letter of application. This should be typed and should include the following information:

- A brief outline of what you have achieved in your present or most recent post
- A statement about why you want this job
- An indication of the strengths and expertise you could offer the school
- How your experience has prepared you for this role

We are not in a position to accept a generic CV instead of an application form. Additional sheets or a separate letter may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Nicola Richardson, HR Officer either by post or by email. Email address is: nrichardson@stratton.school

The Academy Council of the school is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief.

The school takes Safeguarding very seriously. As a matter of routine, all successful applicants will undergo DBS and barred list checks. Teaching staff will also be subject to a prohibition check. Disclosure of criminal records will be required for any applicants invited to interview.

Canvassing any member of staff or member of the Academy Council either directly or indirectly, is prohibited and will be considered a disqualification. We do however encourage candidates to discuss very informally either by telephone or by arranging a pre-application visit.

If you have not heard from us within two weeks following the closing date, regretfully you must assume that your application has been unsuccessful on this occasion, in which case the school would like to thank you for your time and your interest in the position.

Stratton Upper School

Stratton Upper is a 13 to 19 school with a roll approaching 1,000 students. This includes just over 250 students in our Sixth Form. We are the only upper school serving Biggleswade and the surrounding villages. This has both advantages and responsibilities. An advantage is that any competition from neighbouring schools is minimal and this has enabled us to develop increasingly collaborative relationships with them. Our unequivocal responsibility however, is to ensure that we support the needs of all students within our catchment. It follows that we accommodate students from across the full spectrum of ability and that we are truly inclusive.

Information concerning our 2019 exam outcomes can be found on the school website. We are now embarking on an ambitious programme to raise standards, transform our curriculum and help our students realise what they are truly capable of achieving. Our ambition for school improvement continues with even more purpose, driven by our commitment to open as many opportunities for our students as we possibly can.

To achieve our vision we guide our students to be self-motivated, enthusiastic learners who are equipped and inspired to love learning throughout life as much as we do.

In practice, our approach is based on high expectations, high aspirations and high levels of trust. Our starting point is our working assumption that staff and students alike are committed to personal fulfilment and expect to work in an environment of success and respect.

We find there is very little need for traditional lists of dogmatic school rules and attendant lists of sanctions and consequences. Our expectation is that our students will always “do the right thing” because we have inspired them to commit to our shared values, which centre on aspiration, mutual support and of course, learning. When this is challenged (and it is, we are a school with 1,000 13 – 19 year olds!) we resolve the issue swiftly, but we also reflect the extent to which our own actions, as adults and professionals, contributed to the situation.

We recruit professionals who share our vision, who focus on the long game, knowing that schools thrive on quality relationships between staff and students.

Candidates should be aware of our adherence and commitment to these values.

The holistic experience of being a Stratton student is of vital importance to us. Our staff are incredibly giving of their time, which means we can offer a vibrant, extracurricular range of activities. In 2014, we took part in a humanitarian expedition to Peru, in 2016 students returned from a similar expedition to Borneo and our latest humanitarian visit returned in August 2018 from Costa Rica.

Performing and visual arts are a strength with regular multimedia exhibitions, drama, music and dance productions. Our sports facilities are excellent and support a full range of individual and team sports and our students have enjoyed particular success in racket sports over recent years. Our current push is to become a centre of STEM excellence in the local authority.

General Information

Our Stratton catchment area incorporates the town of Biggleswade and a number of small villages in the Bedfordshire and Cambridgeshire countryside.

Biggleswade lies on the A1 and mainline railway, making it an ideal town for commuting into London (35 min to King's Cross). Other centres of employment include Cambridge, Bedford, Stevenage,

Milton Keynes and Peterborough. Each of these towns and cities are accessible within 45 min travel time from Biggleswade. Employment in Biggleswade has traditionally been in market gardening and engineering. Both these industries still have a presence in the area, but are no longer the significant employers they once were.

Biggleswade is set to expand over the coming years. Population is expected to rise by at least 25% and we are already seeing significant economic investment in the town. Biggleswade has been featured in a number of national newspapers as *the* place to live, combining with its strong communication links, reasonable house prices and of course, good schools!

The school is ready for an expected expansion in numbers due to these demographic changes. Our new science centre was opened in September 2017 and has provided the additional 13 classrooms needed.

The welfare and well-being of all members of our community is of central importance and we expect staff, pupils and students to give high priority to the needs of others and their development. The school is known for its strong pastoral care and support for students with special educational needs and disabilities.

We aspire to be a school where learning is fun and fosters the joy of learning within the boundaries of good order and discipline.

Staff Development

Stratton Upper School places a great deal of emphasis on the continual development of its colleagues. We are an outward facing school and play a significant role in the following organisations:

The Biggleswade Community Union of Schools (BCUS) an association of all education providers in our area dedicated to developing seamless education provision from ages 0 to 19;

Central Bedfordshire Upper Schools Heads Group;

Central Bedfordshire Teaching School;

The Academy of Central Bedfordshire, an alternative provision free school established by the Central Bedfordshire Upper Schools;

Cambridge University Department of Education;

Colleagues expect to engage in professional development through a mixture of school-based training, addressing holistic priorities and an individual assessment of needs.

Final Comments

We are fastidious in our recruitment of new colleagues. Potential applicants must share our vision and commitment to providing the very best education to our students that we possibly can and promote our ethos. Applicants must be team players who are able to see how their contribution fits into the bigger picture. They must be dedicated, skilled, highly professional individuals who are passionate about their work and enjoy working with others that share these values.

Choosing to apply for a job is potentially life changing. It is important that we assist you as much as we possibly can in assessing whether we are the right environment for you, as much as we assess whether you have the right skill set and attitude for us. Please do not hesitate to contact us if you require additional information, or would like to visit us as part of your application process.

DBS and the Recruitment of Ex-Offenders Policy

In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>

- As an organisation which uses the Disclosure and Barring service, the Governing Body of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at the School is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge.
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.
- We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the School. This will depend on the nature of the position and the circumstances and background of your offences.