

Teacher of

Mathematics

KS3 to KS5

From 27th August 2024

Recruitment Pack

Message from the Headteacher

Thank you for expressing an interest in this post at Ashby School.

Ashby is a school with a proud history and a strong position in the local community; where students are delighted to learn, and staff are excited to work. It is also a school embracing innovation as we transition through age-range change. We welcomed our first Year 7 students in September 2022 who start our progression to an all through school whilst we continue to welcome Year 10 students transitioning from our local High Schools until August 2024. We are thrilled about the opportunities that will be created by this exciting change and know that all members of our school community will benefit from this change.



We are also very proud that our students and those from our feeder high schools can continue into Ashby Sixth form which is an integral part of our school but with its own identity. Housed on its own campus across the road from our main site, our sixth form offers a choice of 27 Level 3 courses with a predominantly academic focus and currently caters for 250 students in each year very successfully.

Part of the LiFE Multi-academy Trust, our School and Sixth form pride themselves on putting students at their heart. We want all our students to be happy and successful and are committed to ensuring that all students fulfil their academic potential. However, at Ashby, we realise that academic success is only a part of our role as educators. We offer our students a range of opportunities to enable them to embrace our core values; to 'Show Respect'; 'Accept Responsibility' and 'Build Resilience' to prepare them for their successful futures. We were delighted to see our approach to this work and the results of our recent improvement and innovation reflected so positively in our OfSTED inspection in January 2024 where we were judged to be a good school with a good sixth form provision.

Ashby is also a school built on the power of its staff. We have a great team of professionals, with exceptional subject knowledge, who enthuse students about the subjects they love. Ashby School also takes huge pride in growing the professionals of the future; working closely with a range of local ITT providers, as well as utilising professional development opportunities both within and beyond the MAT to ensure that investing in our staff is a key feature in our improvement strategy. This is evidenced by so many of our staff staying at Ashby year after year with several growing from their NQT year into Senior Leadership positions and giving back to their school community through the work they do.

Such investment in staff is also indicative of our willingness to work with those we employ. We know that through a career, things change, and new challenges arise. We are proud of the work that we do with staff to ensure that we can find ways to adapt to need and, as such, this post is offered alongside a willingness to discuss flexible working approaches.

We look forward to your application and showing you that 'Anything is Possible' in such an innovative and exciting setting!

Dr Jude Mellor

Our Ethos

'Empowered to Learn'

We want every student to have the support they need to succeed, while recognising that success looks different for every student. We also appreciate that students need to learn to be empowered; it is this ethos that underpins our commitment to develop the whole child both within and beyond the classroom.



'Anything is Possible'

Society is evolving rapidly which makes the future possibilities endlessly exciting for our students. We want them to embrace these opportunities, develop the skills they need to navigate the challenges ahead and embody our ethos that 'Anything is Possible'.

Our staff go the extra mile every day. Alongside our academic successes, we believe in creating a school community that reflects the kind of society in which we want to live.

In addition, our values focus around these aims:



We seek to embed these in all we do as embodied by our innovative and unique 'Empowering to Learn' curriculum at the heart of our Key Stage 3 provision.



Our Student Experience

Age range change presented Ashby School with an amazing opportunity to grow a Key Stage 3 curriculum with future citizens at its heart. Our curriculum is therefore driven by subject strength, engagement, and skills development, as well as enjoyment for both staff and students alike!

Following on from this, our Key Stage 4 curriculum incorporates a broad and balanced offer that is flexible enough to meet the needs of our individual students and best supports both achievement and progression to further education be that within our own Sixth Form or beyond.

Ashby Sixth form welcomes around 300 students each year from both Ashby School Key Stage 4 and schools across the locality. It offers 29 Level 3 courses across the full breadth of curriculum alongside offering our Sixth form students the opportunity to grow their skill sets through our enrichment program and through various leadership opportunities which are expanding as age-range change occurs.



Our Pastoral Support

Our year groups are led by a pastoral Year Team Leader and supported by Assistant Key Stage Leaders and administrative staff as well as staff focussed on supporting our Looked After Children and those in receipt of Pupil Premium.

Our dedicated Inclusion support includes:

- The LINC Learning and Inclusion Centre where our dedicated team of Teaching and Learning Support Assistants work with students with Special Educational Needs in both classroom settings and intervention groups.
- The Bridge focussing on supporting student well-being.
- The Gateway, an on-site Alternative Provision supporting students who find mainstream learning more challenging through facilitating a range of hybrid learning models.

Mathematics at Ashby School

Mathematics is the key to understanding the logic of the world in which we live. At Ashby School, we believe that every student is capable of being successful at mathematics and that prior attainment is not a barrier to this. We want students to become confident mathematicians who can apply the logic of mathematics to the world that we live in. Taught by our expert staff, students gain fluency in mathematical methods, develop conceptual understanding, explore the connections between different areas of mathematics and learn to apply problem-solving strategies.

Following on from the AQA course at GCSE, Maths is a popular and highly successful subject at Key Stage 5 where we offer Maths A level as a standalone course, in conjunction with Further Maths for those students who excel at GCSE level, and also a successfully embedded and highly popular Core Maths course.

The successful candidate would join a large, supportive faculty who enjoy talking about mathematics pedagogy and working from and developing shared resources. This approach has been instrumental in developing our Key Stage 3 pedagogy as we embrace age-range change. Maths is taught in a suite of subject specific rooms all equipped with interactive projectors and visualisers to promote modelling in our lessons.

Advert

Teacher of MATHEMATICS

MPS/UPS/ECT

Permanent

Part/full-time

We are seeking to appoint an enthusiastic and determined teacher with a passion for their subject, the ability to enthuse and engage students and the dedication, commitment, and openness to strategies to raise attainment across the 11-18 age-range. We are particularly interested in candidates who are interested in and excited to teach at Key Stage 5.

Ashby School is a thriving, successful and over-subscribed 11-19 Academy with over 1,600 students on roll including 500 in Ashby Sixth form. Conveniently located close to the M42 and M1, within easy reach of several areas of outstanding natural beauty and with the national forest on the doorstep, the school is set in its own attractive grounds in the expanding market town of Ashby-de-la-Zouch, Leicestershire.

The post offers an exceptional opportunity for either an experienced teacher looking for a new challenge, or an individual new to the profession seeking to grow their pedagogy in a student and staff centred Academy. We offer an excellent Continued Professional Development programme within a supportive environment and are committed to continuous improvement in both teaching and learning.

We are proud of the work we do at Ashby School; if you are passionate about your subject, share our enthusiasm for teaching and learning and are seeking to develop your practice in a supportive and dynamic school, we would be delighted to hear from you.

How to Apply

We hope that, after getting a flavour of our very special school, you will want to apply to join us.

If there is any further logistical information you wish to know, please do not hesitate to ask by emailing recruitment@ashbyschool.org.uk

To apply you need to:

1. Complete the application form and monitoring form – you may exclude the ‘additional information’ section
2. Write a letter of application outlining your ethos of education and the skills and experiences you bring to this role. Letters should be no longer than 2 sides A4, font size 12.

Please send completed applications to recruitment@ashbyschool.org.uk.

Closing date for applications is Friday 14th June 2024 at 9.00am

If we have not contacted you within two weeks of the closing date above please assume that on this occasion your application has not been successful.

“LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.”

Job Description & Person Specification

Post:	Teacher
Salary:	MPS/UPS/ECT
Responsible to:	Subject Leader
Framework:	To work within the framework of teachers' pay and conditions, current legislation, and the policies of the school.

MPS Job Description

Set high expectations which inspire, motivate and challenge students:

- A 'can do' attitude to challenges and an openness to problem solving.
- A desire to support students to their best possible outcomes regardless of starting points or barriers.
- Knowledge and understanding of different pedagogies and a willingness to reflect, expand and develop own practice.
- Able to consistently demonstrate, evaluate and share successful and creative teaching.
- An ability to deliver lessons that are great day in day out.
- Have strong written and oral communication skills, and relate very well and sensitively to students, staff, and parents.
- Good attendance record.
- Professional appearance and manner.

Promote good progress and outcomes by students:

- Able to use data effectively to assess prior attainment, track progress and set student targets.
- An aspirational mindset regarding student outcomes.
- An understanding of formative and summative assessment and their place within a cohesive assessment system.
- An understanding and application of how feedback drives progress.
- Monitor progress of students and report as required in line with school procedures for recording and reporting.
- Demonstrate successful strategies for raising standards of achievement.
- Organisational skills that facilitate timely intervention, assessment, and feedback.

Demonstrate good subject and curriculum knowledge:

- Degree level educated.
- Accredited teaching qualification/Qualified Teacher Status.
- Work in accordance with the school's curriculum policy statement and the aims and objectives of the Faculty.
- Responsible to the subject leader for teaching duties within the designated curriculum area (& beyond where directed).
- Be an inspirational teacher, confident to work at all key stages (in due course).
- Knowledge and awareness of current issues within the curriculum area.
- Working knowledge of the National Curriculum as relevant for the faculty within which your area of specialism resides.
- Experience of KS4 syllabi.
- Ideally have experience of KS5 syllabi.
- Confidence to seize creative opportunities within the curriculum area to more effectively meet students' needs.

Plan and teach well-structured lessons:

- Plan, resource and deliver lessons and sequences of lessons to the highest standard that ensure genuine learning takes place and students make excellent progress through an innate desire to know more.
- Share plans and teaching resources with colleagues and engage in dialogue around this.
- Collaborate with other members of the department in the delivery of the subject, undertaking a fair and equitable share of the work by helping to develop and prepare teaching materials for use within the department and cross-curricular themes as required.

- Set and mark homework as indicated by the department and school homework timetable in accordance with the departmental homework policy.

Adapt teaching to respond to the strengths and needs of all students:

- To adapt pedagogy according to the educational needs of all students assigned to you, responding to departmental policy, national curriculum guidelines and examination syllabi.
- To engage with SEND information for students with a SEND diagnosis as indicated on and shared via our MIS.
- To proactively engage and collaborate with Continuing Professional Learning focussed at supporting our most vulnerable students.
- To proactively work with additional adults assigned to your classrooms.
- To respond to requests for information promptly for SEND students so that we can meet needs effectively.
- To ensure stretch and challenge for all students but particularly those identified as High Prior Attainers.
- To work effectively with students for whom English is an additional language.

Make accurate and productive use of assessment:

- Mark and assess students work in line with faculty expectations for frequency and style.
- Utilise feedback opportunity to reflect on learning and inform next steps.
- Maintain records, according to school and departmental policies, external examination, and national requirements.
- Report on students' progress as required by the school policy and national requirements.

Manage behaviour effectively to ensure a good and safe learning environment:

- Consistently model the highest standards of behaviour.
- Actively manage behaviour in your classroom so all students are able to learn.
- Support colleagues with behaviour management as appropriate for your level of experience.
- Utilise effective and systematic behaviour management, with clear boundaries, sanctions, praise, and rewards.
- Contribute to promoting good behaviour across the school.
- Complete duties promptly and in line with the guidance for the specific role taking opportunity to interact positively with students.
- Be a tutor where directed adhering to the expectations of and schedule for tutor time, delivering PSHE/PD activities in a proactive and positive way, enforcing our expectations around uniform, attendance, punctuality etc and engaging with parents to promote our ethos, values and expectations.
- Actively support the work of the Pastoral Team through enforcing expectations around uniform, attendance, punctuality etc.

Fulfil wider professional responsibilities:

- Participate in relevant staff training and development activities as required.
- Participate in the arrangements made for professional development, review, and appraisal.
- Attend departmental meetings, general school meetings and parents' meetings as appropriate.
- Be responsible for and follow adopted safe working practice in accordance with the latest Health and Safety regulations.
- Contribute to the provision of a motivating learning environment in an identified area of the department.
- Ensure that, whenever possible, appropriate work is set to cover absence.
- Have ICT skills for curriculum and administration purposes.
- Work well in a team, under pressure and be able to manage conflicting priorities through well-developed inter-personal skills.
- Collaborate with colleagues productively and positively accepting the place of cohesion in a strong school system.
- Communicate with parents regularly and professionally.
- Willingness to be involved in the full life of the academy including extra-curricular activities and off-site events.

UPS Job Description

In addition, we expect our teachers at UPS to:

- Teach consistently great lessons that model best practice for others.
- Generate consistently great outcomes for students regardless of starting points and challenges.
- Have an open-door policy that encourages others to visit to share expertise.
- Actively embrace new pedagogies and lead others to explore them.
- Support gap-filling strategies across the faculty.
- Work with colleagues to raise classroom experiences and progress student outcomes.
- Mentor those at the start of their teaching career (ITT or ECT) assuming appropriate time allocations for this.
- Ensure all policies are implemented and support others to achieve this standard.
- To work actively with others to support their effective teaching, effective learning in their classrooms for all and consistently positive behaviour management.
- To lead aspects of moderation and standardization.
- To lead development and review of Schemes of Learning.
- To support post outcome reflection on specifications.
- To become a school expert on aspects of specifications and the pedagogic adaptations that support their delivery most effectively.

Safer Recruitment Applicant Information

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Ashby School has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce.

The post you are applying for involves working with children and/or young people and you will be subject to Ashby School's safer recruitment process.

PRE- EMPLOYMENT VETTING

As part of its safer recruitment and selection process, Ashby School operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below.

Declaration of Previous Convictions

The amendments to the Rehabilitation of Offenders Act 1974, Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions is available on the Ministry of Justice website.

Should you be shortlisted for the position, you will be required to complete a criminal records self-declaration form in order to provide any information about any unspent and unprotected criminal records that you may have.

Disclosure and Barring Service (DBS)

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS Disclosure; this will include a check against the Barred List.

A Barred List check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

We will also retain, with the permission of the applicant, the DBS Disclosure documents of any 'hold' candidates. These documents will be destroyed once a decision (offer and acceptance) has been reached.

Where an applicant is not normally resident in the United Kingdom or has been resident outside the United Kingdom for more than six months, a certificate of good conduct will be required from the previous country of residence.

Qualifications

If the post applied for requires a specific qualification, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Registration with a Professional Body

If the post applied for requires registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Ashby School will verify registration/membership with the relevant professional body.

References

Applicants are required to provide a minimum of two referees, one of which must be your most recent employer. One reference must be from a referee where the employment involved working with children and/or young people wherever possible.

If you have worked in a school, the referee must be the Headteacher/Business Manager of that school.

If you have undertaken voluntary work with children and/or young people, you should use the leadership of such voluntary provision as a referee.

In addition, Ashby School will seek references from educational establishments for those applicants with no previous employment history.

Under no circumstances will Open References (i.e. addressed “to whom it may concern”) be accepted.

In all cases, Ashby School will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Eligibility to Work in the UK

Ashby School has a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Medical Assessment

All offers of appointment will be subject to the satisfactory outcome of a medical assessment procedure.

IMPORTANT NOTICE TO ALL APPLICANTS

As stated previously, all offers of appointment are made subject to the satisfactory outcome of the pre-employment checks for the post.