

# Briefing Pack for Applicants Teacher of Mathematics



**HIGH STORRS SCHOOL**

**Designed for Success**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**

# Contents

Section 1: Post Advertisement.....	1
Section 2: Letter from the Chief Executive – Bev Matthews.....	2
Section 3: Letter from the Headteacher – Claire Tasker .....	3
Section 4: About High Storrs .....	4
Section 5: About the Subject.....	5
Section 6: Job Description.....	6
Section 7: Person Specification.....	9
Section 8: The Appointment Process.....	10

**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

**Post:** Teacher of Mathematics  
**Location:** High Storrs School  
**Pay scale:** Teachers Main/Upper Pay Scale MPR/UPR  
**Contract:** Temporary, part-time (0.8FTE)  
**Start date:** 01 September 2025  
**End date:** 31 August 2026

**Suitable for ECTs: Yes**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. High Storrs School joined the Trust in April 2018. High Storrs is a high-performing 11-18 secondary school on the Southwestern outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

We are seeking to appoint a committed and reflective practitioner to teach Mathematics across key stages 3 and 4 as part of our highly successful subject team. We are particularly keen to hear from candidates with particular expertise supporting low ability SEND students, possibly with primary training. We will, however, consider applications from candidates who do not have this experience, especially if they are interested in developing their professional skills in one of these areas. The successful candidate will work with the Subject Leader to maximise learning and progress for all students.

**The closing date is at noon on Tuesday 22 April 2025 with interviews scheduled to take place on Friday 25 April 2025.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk) or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referees.

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the southwest of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2024, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the occasions that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 3.05 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,



Claire Tasker

## Section 4: About High Storrs

### OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



### ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website [www.highstorrs.co.uk](http://www.highstorrs.co.uk) will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

## Section 5: About the Subject



### Maths at High Storrs School



This highly experienced and successful Maths Department includes 7 full time and 6 part-time teachers and an HLTA. Most of the current team are Maths graduates and teach to the full 11-18 age range.

The school day runs as five, one-hour periods each day. In KS3 (Y7 & 8) we have three periods of Mathematics a week, In KS4 we have 4 periods a week in Y9 and Y10 and 3 periods a week in Y11. In KS5 the A level course runs on 5 periods a week and students studying both Maths and Further Maths at A Level, receive nine periods per week in both year 12 and Y13. Core Maths is due to be launched for first teaching in Y12 in September 2025 on 3 hours a week to be completed in one year.

In KS3 and KS4, classes are set by mathematical ability. In Y7 and 8, there are 2 parallel year halves of 5 sets. In Y9, 10 and 11 there are 10 groups, set across the whole cohort, making for focused ability grouped classes. Setting is flexible and movement is common, but settles during Y10 to ensure consistent relationships for teaching in Y11.

Vulnerable students are supported in a variety of ways. Special needs staff support students who have learning needs in lessons where possible. Some students with severe hearing loss are taught in the Integrated Resource for the Hearing Impaired, but are integrated into lessons wherever possible, with support. We have an HLTA in the maths department who works with Pupil Premium students, children who arrive in Y7 who are not secondary ready, vulnerable pupils and those who have severe language barriers.

We are committed to excellent curriculum design and are continuing to develop rigorous and challenging schemes of work at all levels. Our schemes in KS3 and 4 are based on White Rose Maths. At KS3 we have focused on thoughtful sequencing, building in elements of mastery and an emphasis on teaching for understanding throughout. Staff are encouraged to design and prepare resources for their classes which can then be shared across the whole team to supplement White Rose resources and the KS3 textbooks we have.

At KS4 we follow the Edexcel GCSE course which is assessed at the end of Year 11. Schemes are constantly evolving for this course too. We put an emphasis on problem solving and building up resilience for students, ensuring that we teach for understanding. All students have access to a textbook for this course, supplemented by White Rose resources and by teacher prepared resources. Students in set 1 have the option to study and sit the Additional OCR L3 qualification during Y11. Additional out of hours time is given over to this.

At Key Stage 5 students study the Edexcel A level specification. Y12 Further Maths students usually complete A level content by summer of Y12, moving onto the further content in Y13.

There are nine dedicated mathematics classrooms; each with its own Interactive Whiteboard.

Our GCSE results are very strong every year, with a sig+ P8 Maths pillar, also placing us consistently in the top quintile nationally, and often top in the City in key measures. In 2024 92% achieved level 4-9 at GCSE, 83% 5-9 and 42% 7-9 grades; 12% of all results were 9's (29 students). Results are similarly excellent at A Level; 62% A\*-A and 74% A\*-B in 2024.

## Section 6: Job Description



# Minerva Learning Trust Job Description



**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>POST TITLE</b>	Teacher of Mathematics
<b>GRADE/SALARY</b>	Teacher Main/Upper Pay Range MPR/UPR
<b>HOURS/WEEKS</b>	0.8FTE
<b>LOCATION</b>	High Storrs School
<b>RESPONSIBLE TO</b>	Subject Lead for Mathematics
<b>RESPONSIBLE FOR</b>	N/A
<b>PURPOSE OF THE JOB</b>	Teacher of Mathematics
<b>RELEVANT QUALIFICATIONS</b>	QTS / Relevant Degree

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.



## **MAIN DUTIES**

### **KEY RESPONSIBILITIES**

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/Form Tutor.
- To facilitate and encourage learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

## **MAIN DUTIES**

### **Staff Development**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To engage actively in the Performance Management Review process

### **Teaching & Learning**

- The provision of a full learning experience and support for students.
- To teach groups of students in the school as determined by the curriculum needs of the school.
- To ensure the effective/efficient deployment of classroom support.
- To mark and assess work carried out by students and use the information to inform teaching and learning. To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. Planning and preparing activities which deliver appropriate challenge to students.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To report on student progress in line with the School Policy by maintaining appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To support the development of cross curricular initiatives with other colleagues and subjects
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
- To communicate effectively with the parents of students as appropriate.
- To be a Form Tutor to an assigned group of students. To record the attendance of the tutorial group, monitor absences and punctuality and report concerns to Head of House/Assistant Headteacher where appropriate.
- To support pupils' progress by utilising data contained in the tracking system.

## **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.


## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 7: Person Specification

 <p><b>Minerva</b> Learning Trust</p>	<h1>Minerva Learning Trust</h1> <h2>Person Specification</h2>	 <p><b>HIGH STORRS SCHOOL</b> Designed for Success</p>
<b>Post title: Teacher of Mathematics</b>		
<b>Minimum Essential Requirements</b>	<b>Method of Assessment</b>	
<b>QUALIFICATIONS AND TRAINING</b>		
QTS or relevant degree	AF	
<b>KNOWLEDGE AND EXPERIENCE</b>		
Knowledge and awareness of good practice in identifying individual needs and providing student support	AF / AA / I / R	
Knowledge of the National curriculum for Maths and Maths GCSE exam specification.	AF / AA / I / R	
<b>PROFESSIONAL DEVELOPMENT</b>		
Commitment to take part in the school's staff development programme by participating in arrangements for further training and professional development.	AF / I / R	
Commitment to engage actively in the Performance Management Review process.	AF / I / R	
<b>SKILLS</b>		
Excellent written, verbal and IT Skills	AF / I	
Excellent interpersonal skills	I / R	
<b>QUALITIES AND ATTRIBUTES</b>		
Flexible approach to work	I / R	
Demonstrate a positive team approach to work	AF / I / R	
Is a role model of best practice to young people and the school community	AF / AA / I / R	
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>		
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF / AA / I / R	
A commitment to safeguarding students.	AF / AA / I / R	
Suitability to work with children.	AF / I / R	
Understanding of and commitment to diversity and equality of opportunity in all working practices	AF / I	
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF / I	

**Key:** AA = Assessed activity  
AF = Application form

I = Interview  
R = Reference

## Section 8: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk).

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk) by the closing date.