

# Briefing Pack for Applicants Temporary Teacher of Mathematics



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.**



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***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**

**Pay scale: Teacher Pay Range MPR/UPR**

**Contract: Full Time, Temporary (1 year)**

**Start date: 1st September 2022**

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 South Western 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 Maths in KS3, KS4 and KS5. Candidates unable to offer A level maths should still apply, but A Level capability will be a strong advantage. The successful candidate will work with the Subject Leader to maximise success for all students.

**Closing date: Noon Thursday 9<sup>th</sup> June 2022**

**Interviews date: TBC**

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. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

**Further details** can be found on our website <https://highstorrs.co.uk/our-school/vacancies/teaching-vacancies>. Visits to school are warmly welcomed; please contact Rachel Farthing (PA to the Headteacher) via email [r.farthing@highstorrs.sheffield.sch.uk](mailto:r.farthing@highstorrs.sheffield.sch.uk) or telephone 01142670000.

**To apply**, download an application form <https://highstorrs.co.uk/our-school/vacancies/teaching-vacancies> and send all electronic applications addressed to The Headteacher via email [recruitment@highstorrs.sheffield.sch.uk](mailto:recruitment@highstorrs.sheffield.sch.uk). **Sheffield City Council application forms *WILL NOT* 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 across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. 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.

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 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 to join the 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.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



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 south west 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 2019, 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 others 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 times 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 2.55 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 November 2013 the school was graded 'Good' by Ofsted with Outstanding for the Sixth Form and student behaviour. Ofsted Inspectors commented: 'Well done. It has been a joy to be here, teachers are such positive role models'.

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 'five keys to success' and the notion of unlocking the potential in every student and member of staff. 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 12 full time and 1 part-time teacher and an HLTA. Most of the current team are Maths graduates and teach to the full 11-18 age range.

We have five, one-hour periods each day. In KS3 (Y7 & 8) we have three periods of Mathematics a week, In KS4 (Y9-11) we have 4 periods a week. In KS5 the A level course runs on 5 periods a week and students studying both Maths and Further Maths at A Level, receive eight periods per week in both year 12 and Y13.

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 ability 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. 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 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, usually supplemented by teacher prepared resources. Students in set 1 have the option to study and sit the Additional OCR L3 qualification during Y11. No additional time is given over to this, it is all studied during curriculum hours. We are exploring the possibility of next year's Y11 set 2 taking GCSE Statistics alongside their GCSE in Maths. This is a course we have experience of successfully delivering within our KS4 Options programme.

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

There are nine dedicated mathematics classrooms; each refurbished in 2012 with its own Interactive Whiteboard and projector. Within the Faculty there is a class set of hand held voting pads for use within the classrooms. Any contributions to programmes of delivery of Maths through ICT are welcome.

Our GCSE results are very strong every year placing us consistently in the top quintile nationally and often top in the City in key measures. In 2019 83% achieved level 4-9, 70% 5-9 and 14% grade 9's (31 students). Results are similarly excellent at A Level; 76% A\*-B in 2019.

## 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>	Teachers Pay Range MPR/UPR
<b>HOURS</b>	Full time Temporary (1 year)
<b>LOCATION</b>	High Storrs School
<b>RESPONSIBLE TO</b>	Subject Lead for Maths
<b>RESPONSIBLE FOR</b>	N/A
<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.

### **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.
- Participate in meetings within the agreed 1265 time budget at a level commensurate with the post

- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- Any other reasonable duties commensurate with the post e.g. Preparing information for Quality Assurance and Inspection

### **Review**

This Job Description will be reviewed on an annual basis as part of the Performance Management cycle. It may also be reviewed outside of this cycle at the request of either post holder or the Head teacher.

To support the Post holder in the fulfilment of the terms of this job description, High Storrs School undertakes to provide, within the limitations of available resources:

- A full and appropriate induction programme
- Ongoing professional development opportunities, as identified within the context of the improvement plan and the performance management process.
- Personal and professional support as appropriate

### **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



# Minerva Learning Trust Person Specification



**Post title: Teacher of Mathematics**

### Minimum Essential Requirements

### Method of Assessment

#### QUALIFICATIONS AND TRAINING

Qualified Teacher Status

AF

Degree in relevant field

AF

#### KNOWLEDGE AND EXPERIENCE

Knowledge and awareness of good practice in identifying individual needs and providing student support

AF/I

Experience of teaching across at least 2 key stages

AF/I

Subject experience and evidence of teaching Maths within current school or as a student during teaching practice

AF/I

Understanding of and commitment to diversity and equality of opportunity in all working practices

AF/I

#### PROFESSIONAL DEVELOPMENT

Relevant CPD related to developing excellent Maths teaching skills

AF/I

Willingness to actively participate in professional learning

AF/I

Willingness to engage actively in the Performance Management Review process

AF/I

Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.

AF/I

#### SKILLS

Excellent interpersonal skills

AF/I/AA

Excellent written, verbal and IT Skills

AF/I/AA

Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students

AF/I/AA

Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students

AF/I/AA

Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents

AF/I/AA

Ability to assess student achievements against course objectives and provide outstanding feedback, which enables students to maximise their talents and abilities.

AF/I/AA

#### QUALITIES AND ATTRIBUTES

Flexible approach to work

AF / I

Demonstrate a positive team approach to work

AF/ I

Excellent interpersonal skills

AF / I

Is a role model of best practice to young people and the school community.	AF
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF / I
A commitment to safeguarding students.	AF / I
Suitability to work with children.	AF / I
A commitment to equal opportunities.	AF / I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF / I

**Key:** AA = Assessed activity                      I = Interview  
AF = Application form                                R = Reference

## Section 8: The Appointment Process

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

### 1. The Application Form

Complete the 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

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.

8. The Interview

Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.

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.sheffield.sch.uk](mailto:recruitment@highstorrs.sheffield.sch.uk) by the closing date.