



John Kyrle High School & Sixth Form Centre

CANDIDATE INFORMATION PACK
TEACHER OF MATHEMATICS

Headteacher's Welcome

Thank you for the interest in our school and the advertised post of Teacher of Mathematics. I hope you find the information you require, but please contact us if not.

All roles in our school are important and I pledge personal support for each and every member of our fantastic community. I am privileged to lead this school and we all work hard to ensure that we succeed as a team. "Together we are mighty".

Our key priorities as a school are simple and we all work towards our "TEACH" goals:

- T** Teaching and Learning
- E** Engagement
- A** Academic Outcomes
- C** Community
- H** High Quality Leadership

I look forward to receiving your application.

Kind regards



JULIAN MORGAN
Headteacher



Welcome



The school is fortunate to have hugely-committed staff who give their all, take Public Service seriously and are keen to provide extra-curricular activities in a multitude of areas. John Kyrle aims to provide all students with a life-enhancing secondary school experience where students feel happy and secure yet challenged.

John Kyrle is a popular and oversubscribed high school with over 1400 students who are drawn from the town of Ross and the surrounding rural areas. The school is located on the Ledbury Road about half a mile from the Market house and adjoining the dual carriageway. John Kyrle High School is organised on a year basis with form tutors and a head of year responsible for the pastoral care and monitoring of students. We also have a team of highly experienced Pastoral Support Assistants. Form tutors stay with their tutor groups from Years 7 to 11. A head of sixth form oversees Years 12 and 13.

The sixth form is accommodated in a purpose-built block which contains a common room, kitchen, study rooms and superb ICT facilities. Admission to the sixth form courses is open but preference is given to those students who achieve two grade 5s in subjects including English and maths. Those who achieve grade 4s may still be admitted but this will be in consultation with staff. Sixth form courses include a wide range of A levels. Students show good progress and attainment at KS4. Progress in the sixth form places us in the top 2% of schools nationally for A level.

John Kyrle High School encourages students to participate in the many societies. Out-of-school activities and clubs exist to suit a wide variety of students' interests. Overseas study visits to Europe, Africa and North America and a large number of sports teams which represents the school at rugby, soccer, hockey, netball, athletics, cricket, tennis and rounders, are just some of the activities offered.

The school has excellent facilities, including sports fields, an all-weather sports surface, tennis courts, a specialist drama studio, a purpose-built art and ceramics facility, and a modern library. There are also technology workshops, a music-technology suite and practice rooms, computer and business rooms, language lab, a gymnasium and an on-site sports hall which are used extensively. Our tennis and netball courts have just been refurbished and are a fantastic addition.

There is a strong tradition of music, drama and art at the school. A recent increase in student numbers has led to the installation of additional classrooms. A new Maths Centre of Excellence has been opened with 10 specialist maths classrooms and a shared study facility for A-level students and staff. Our latest development, a new science block with six large specialist laboratories, was opened this academic year.

Partnerships with parents and the wider community are high on our list of priorities in order to help every student achieve his or her potential.

Our school motto is '**Carpe Diem**' - **seize the day!**
live up this motto.



The Role

From 1st September 2023, we are looking to appoint a graduate teacher of mathematics on a permanent-variable contract 0.70 to full time. The successful candidate will join a forward-thinking department of teachers who are fully committed to innovative teaching methods, which motivate and engage all students.

Applicants must be able to teach across the whole ability range and should bring with them enthusiasm and expertise in the teaching of mathematics up to KS4. The ability to teach A level is desirable but not essential.

Applications from well-qualified ECTs are encouraged.

Salary: MPR/UPR

Candidates should complete the application form in full (black or typewritten please).

Your letter of application should include the following points:

- ▶ How your expertise fits you for the post
- ▶ Your views on what makes a good classroom teacher
- ▶ Your views and beliefs the teaching of mathematics

Open testimonials are not required and should not be submitted.

The closing date for receipt of application is **Friday 9th June 2023(12.00 noon)**

Shortlisted candidates will be invited to attend interview, dates yet to be confirmed.



Department Profile

Overview

The maths department at John Kyrle High School is thriving and has a track record of excellence. We are a large department of nine full-time teachers and three part-time teachers. All maths staff are subject specialists trained in the delivery of mathematics at key stages 3 and 4, with many also at key stage 5.

We are proud of our history of developing and retaining high-quality staff. The fact that some of our current staff were NQTs here demonstrate this. We enjoy a supportive professional atmosphere where constructive professional dialogue is embraced. Within the department, shared planning and assessment are commonplace. The school has supported staff to undertake post-graduate qualifications and would look positively on such opportunities in the future. New staff will be offered a range of additional responsibilities through which they can have a significant contribution to the future direction of the department.

We are housed in a three-storey, purpose-built maths block boasting ten fully equipped mathematics classrooms of which we are very proud. We believe these rooms provide a stimulating and positive learning environment and enable the teaching staff to provide engaging learning opportunities for our students.

Syllabus and results

We currently follow the AQA GCSE course at KS4 as well as the Edexcel A-level specification for Maths and Further Maths at KS5.

Maths is one of the more popular subjects at KS5 with multiple classes running in each year group. All staff are encouraged to develop their teaching towards A level, should they so wish.

KS4 and KS5 results for 2022 were:

GCSE Maths (4-9)	Maths A Level (A*-B)	Further Maths A Level (A*-B)
77%	68%	100%

Summary

We believe we are a welcoming, successful and forward-looking department. We encourage informal visits from colleagues who are interested to see how we work, and from whom we can learn. Past visitors include those considering a teaching career, NQTs, academic researchers, middle leaders and headteachers. If you would be interested in visiting us, please don't hesitate to e-mail us via maths@jkhs.org.uk

Job Description

Responsible to: head of department (as teacher)/head of year (as form tutor)

Responsible for: teaching staff and other relevant personnel within the department

Main Purpose of the role:

- To fulfil the “Teachers’ Standards”, as a teacher of mathematics, working as part of a departmental and a pastoral team
- To inspire, motivate and challenge students through the development and delivery of an appropriately broad, balanced, relevant and differentiated curriculum
- To promote, monitor and support good student progress and development, academically and pastorally
- To ensure a learning experience which provides students with the opportunity to achieve their individual potential.

Principle responsibilities

A teacher of mathematics at John Kyrle High School and Sixth Form Centre is responsible for meeting all the requirements as appropriate of the “Teachers’ Standards” and our career-stage expectations.

Teaching and learning:

- To set high expectations which inspire, motivate and challenge all learners, within a safe, respectful and stimulating environment.
- To promote and be accountable for good progress and outcomes by students, building upon prior learning and supporting students in reflecting upon their own learning.
- To demonstrate good subject and curriculum knowledge, and a critical understanding of developments in these areas.
- To demonstrate an understanding of, and take responsibility for, promoting high standards of articulation and the correct use of standard English.
- To plan and teach well-structured lessons, which make effective use of time and which promote a love of learning and intellectual understanding, and to reflect upon their effectiveness.
- To set homework and plan other out-of-class activities to consolidate and extend the learning of students.
- To adapt teaching to respond to the strengths, needs and stages of development of all students, using approaches which enable students to learn effectively
- To have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these
- To have a clear understanding of the needs of all students, including those with special educational needs, those with English as an additional language and those with disabilities, and to use and evaluate distinctive teaching approaches to engage and support them
- To make accurate and productive use of assessment, including the effective use of Assessment for Learning strategies and of data to monitor progress, set targets and plan subsequent lessons
- To manage behaviour effectively to ensure a good and safe learning environment.

Pastoral:

- To promote and safeguard the welfare of students and young persons
- To monitor and support the overall progress and development of students within the curriculum area
- To monitor student attendance together with student progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- To act as a form tutor and carry out the duties associated with the role as outlined in the generic job description
- To contribute to PHSE according to school policy
- To assist in the implementation of the behaviour management system in the department so that effective learning can take place.

Wider professional duties:

- To make a positive contribution to the wider life and ethos of the school.
- To develop professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- To deploy support staff effectively.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- To work effectively as a team member and to contribute positively to effective working relations within the school.
- To communicate with external bodies, where appropriate.
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and the school development plan.
- To carry out the professional duties of a teacher as outlined in the “School Teachers’ Pay and Conditions Document” and/or any subsequent legislation.
- To be a member of a duty team, when assigned, and carry out such duties punctually and efficiently.

General information

The post holder will be required to comply with the school’s policies and procedures. The school has a no-smoking and vaping policy. Staff are not permitted to smoke or vape on any of the school’s premises nor in any vehicle used on school business. The post holder will promote the school’s health and safety at work policies and ensure that they are implemented efficiently within their areas of responsibility.

Employees have a duty to safeguard and promote the welfare of children, young people and vulnerable adults. It is an essential requirement that staff are aware of the school’s safeguarding procedures for sharing information about the welfare of any person for whom they have safeguarding concerns. Staff have a duty to ensure that they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate.

The job description covers the main duties and responsibilities of the job and will be subject to review and amendment in consultation with the post holder, to meet the changing needs of the school. Other activities commensurate with this job description may, at any time, be undertaken by the post holder.

Person Specification

Post title: Teacher of Mathematics	
	Evidence
Experience Ability to undertake teaching of mathematics up to KS4. Ability to teach mathematics up to KS5 would be desirable, but not essential An understanding of the learning needs of students of all academic abilities	Application Interview
Qualifications Good honours degree Qualified teacher status Willingness to undertake INSET and continuing professional development	Application
Skills and abilities Able to motivate students and raise achievements Able to work as a member of a team Ability to use a variety of teaching/learning styles Ability to fulfil the “Teachers’ Standards” Good classroom management/appropriate attitudes to use of authority and maintaining discipline Organisational skills Interpersonal skills Communication skills Administrative skills	Application Reference Interview
Other Ability to form and maintain appropriate relationships and personal boundaries with children and young people Willingness to participate in extra-curricular activities Knowledge of wider educational issues Clear understanding of equal opportunities A strong belief in the value of diversity and inclusion Initiative Flexibility Enhanced DBS clearance	

Recruitment of ex-offenders statement

John Kyrle High School is required to publish a copy of its policy on the recruitment of ex-offenders which outlines the following:

The trustees fully comply with the 'DBS Code of Practice' and will not discriminate unfairly against any subject of a disclosure on the basis of conviction or other information revealed.

All applicants are subject to an enhanced DBS check before the job appointment is confirmed; this includes details of convictions, cautions and reprimands, as well as spent and unspent convictions. A positive disclosure will not necessarily prohibit a candidate from being offered a position.

The school is committed to the fair treatment of all applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical or mental disability or offending background.

The school promotes equal opportunity and welcomes applicants from a wide range of backgrounds, including those with criminal records.

Candidates are selected for interview based on their skills, qualifications and expertise.

All application forms and recruitment notices contain a statement that disclosure will be requested if a position is offered.

All applicants are encouraged to provide details of their criminal record at the earliest stage possible. This may be sent under a separate and confidential cover letter.

All applicants will be made aware of the 'DBS Code of Practice' and will be provided with a copy on request.

The school is committed to ensuring all disclosure information will only be seen by those who require access as part of their duties.

The assistant headteacher (personnel) will discuss any matters revealed on a DBS certificate with the applicant before withdrawing a conditional offer of employment.

At the interview, or in subsequent discussion, opened and measured discussion will take place on the subject of the offences.

Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of any offer made.

Where the role involves engaging in regulated activity with children, it is a criminal offence for an individual:

- ▶ to seek to engage in regulated activity from which he/she is barred;
- ▶ to offer to engage in regulated activity from which he/she is barred; and
- ▶ to engage in regulated activity from which he/she is barred.