**BRIEFING FOR APPLICANTS**

Teacher of Mathematics Posts

From January 2023

Teachers Main Pay Scale / UPS.

**An introduction to our school**

Our school is an 11-16 mixed, community, comprehensive school of around 950 students. We are lucky to be based in a relatively new building, with great facilities, on a beautiful site at the edge of the Peak District market town of Chapel-en-le-Frith. The Peak District National Park is quite literally on the school’s doorstep and provides endless opportunities for walkers, cyclists, mountain bikers, climbers, cavers and other outdoor enthusiasts.

The nearest big towns to the school are Buxton and Stockport but good transport links mean that the school’s staff travel from a wide area with many commuting from Manchester, Sheffield, Chesterfield and the towns of East Cheshire. A sizable contingent of staff live in the villages of the Peak District. For anyone considering relocating it is a wonderful area in which to live, with a good mix of housing, decent schools, easy commutes and a good quality of life.

We believe that our school is unusual in many ways. Perhaps the most obvious of these, which may even make us unique, is structural. The current school was formed by merging, in a new building, the local area special school with the existing high school. The special school became the current 35 place enhanced resourced SEND provision, always referred to simply as ‘Learning Support’ in school. To meet the moderate to severe special educational needs of its cohort, Learning Support operates as a ‘school within a school’. The Learning Support department runs a full independent curriculum with significant dedicated SEND trained staffing. Whilst Learning Support can provide an independent, tailored, learning experience for students, in every other way this cohort is fully integrated into the life of the school. This arrangement makes for a wonderfully inclusive school with young people who are very accepting of difference. Our inclusive approach spreads more widely too and we often buck local and national trends by accepting students with difficult and complex backgrounds.

This inclusivity does however make the school’s published data rather tricky to interpret. The DfE data effectively merges the results of an average sized comprehensive school with that of a special school. In short, we are rather better than the league tables make us look. Some years ago, we set ourselves a challenge; “*to* *achieve results ranking alongside the best schools nationally; whilst remaining a highly inclusive, friendly, community school”*. We have not achieved this yet, but it is a mantra that has guided us since. Undoubtedly, the balance between inclusivity and excellence is a difficult one, but both governors and staff are fully committed to making it work, despite its undoubted challenges in the current educational environment.

We think that we are different in other ways too. Our governors value the arts and creative subjects and we retain high uptake in these areas. We are not a top-down organisation; we are a team, and we work together to do the best we can for the young people in our care. If you join us, you can become involved in developing the future of our school community. Perhaps most importantly, we recognise that happy, committed staff make for a successful school; we work really hard to look after and develop our staff.

Visitors to our school notice these differences. People frequently comment on the sense of community, the calm atmosphere, and the fact that our staff smile, joke and enjoy what they do. At the start of our most recent Ofsted inspection the lead inspector commented, after meeting the staff in briefing, that he had never met such a welcoming, smiley and relaxed staff team at the start of an inspection. The report from that inspection, in May 2019, gives a very good picture of the organisation that we are.

Like most schools, we have our strengths and weaknesses. We are proud of the work we have done recently on curriculum development, on teaching and learning and on research-based practice, with many staff now engaged with research and further professional qualifications. Our challenges remain those of many rural schools, getting our results to be clearly above average requires that we better engage disadvantaged students and that we raise aspirations of boys in particular.

We are in the minority of secondary schools that remain local authority run. This is by choice after careful research and consideration. We are not, however, an isolated school. We have good links with other local schools, with local further education providers and with universities. We are a member of the Peak Edge Group of local primary and secondary schools.

**Mathematics Department at Chapel-en-le-Frith High School**

Mathematics is a dynamic and successful department with attainment that is consistently above national average. This hasn’t always been the case and the team have worked hard to move the department from below average results 7 years ago to its current strong position.

There is much to be positive about, students here really enjoy maths, results are basically good and the implementation of the new GCSE has been trouble free and well managed. We’re especially pleased with performance at the very top end of the ability range with good results at grade 9.

Despite the headlines however, teaching maths here is not without challenge. Like many schools, especially those in rural areas, we struggle to deliver consistent results across the cohort. Our boys continue to lag behind girls and we face challenges with the progress of some pupil premium students. The successful applicant will have the chance to engage with these challenges!

The Department is based in a suite of six specialist rooms, each with a data projector and smart board. The department is well resourced with a variety of texts and linked ICT-based resources.

This is a highly inclusive school and many groups have students with special educational needs. These could be mainstream students with SEND or students from our enhanced resource who are integrated into mainstream lessons. The Learning Support department is often able to provide in-class support for these pupils and the teacher appointed will need to be able to work effectively with support staff.

The successful candidate is likely to be a form tutor, a vital role in school.

There will be an appropriate induction programme available for the successful candidate. Once familiar with the school and the role there are plenty of opportunities to get involved in the wider life of the school, this is not a “top down” school; everyone is welcome to get involved in developing our school.

Chapel-en-le-Frith High School

**Job Description**

This document has been drawn up based on the Teachers’ Pay and Conditions Document and other statutory provisions

**Teacher of Mathematics - Teachers Main Pay Scale/UPS**

**Purpose**

* To raise standards of student attainment and progress in all aspects of maths through high quality teaching and learning within lessons
* To monitor student progress and development within lessons
* To contribute to a variety of extra-curricular opportunities
* To contribute to whole school ethos through display of students’ work

**Reporting to**: **Head of Department – mathematics**

**Main Duties**:

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| Key Functions | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, incorporating the National Curriculum requirements and in line with the curriculum policies of the school. * To facilitate, support and monitor the overall progress and development of groups of students and individuals. * To foster a learning environment and educational experience which provides students with the opportunity to fulfil their individual potential. * To share in the development of the school curriculum, resources, assessment, monitoring and evaluation processes. * To support and contribute to the school’s responsibility for safeguarding children. |
| Teaching | * To ensure a high quality learning experience for students, which meets internal and external standards. * To teach, according to their educational needs, students assigned to him/her, differentiating material, resources or delivery appropriately including the targeted deployment of support workers in the classroom. * To use a variety of delivery methods appropriate to students’ needs and the varying demands of the curriculum. * To provide a safe learning environment, ensuring compliance with health and safety requirements and instilling this understanding in students * To provide a positive and conducive learning environment, encouraging high standards in conduct and engagement and completion and presentation of work. * To set high expectations for students’ behaviour and maintain a good standard of discipline through well-focused teaching, fostering positive relationships and implementing the school’s behaviour policy. * To set appropriately challenging and differentiated homework and mark both this and classwork in line with the school’s marking policy * To assess, record and report on development, progress and attainment of students in line with national and school requirements and keep records as required by the school and examination boards. * To set targets for student attainment and achievement in line with school policy and to monitor progress towards these targets. * To review teaching in line with assessment results and adjust methodology and curriculum accordingly. |
| Students’ Progress and Development | * To promote the general progress and well-being of individual students and of any class or group of students assigned to him/her. * To safeguard students’ health and safety both in school and out following school procedures. * To be committed to following safeguarding procedures and promoting the welfare of children and young people. * To participate in arrangements for preparing students for public examinations, assessing work and recording and reporting these assessments. * To contribute to the personal, social, health and citizenship education of students according to school policy. |
| Continued Professional Development | * To be proactive in assessing his/her training and professional development needs and seeking appropriate opportunities to meet these needs. * To participate in the school’s performance management systems and, where appropriate, contribute to the performance management of others. * To work with colleagues on preparing, developing courses of study, teaching materials, teaching programmes, methods and assessment and pastoral issues. |
| Communication | * To communicate and consult effectively with parents * To record and report on the personal and socials needs and development of students. * To provide or contribute to oral and written assessments, reports and references. * To communicate and consult with outside bodies and agencies regarding the welfare and progress of students in liaison with appropriate senior staff. |
| Contribution to the whole school | * To play a full part in the life of the school, to support its ethos and to encourage students to follow this example * To contribute to and promote the policies of the school * To contribute to the formulation and implementation of the School Improvement Plan and associated action plans as appropriate. * To support and adhere to the school’s quality assurance procedures * To work as a member of a designated team or teams and contribute positively to effective working relationships within the school. * To promote the Department and subject at school events such as Open Days/Open Evening. |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

**Person Specification**

**Teacher of Mathematics**

**Essential:**

* Appropriate degree or equivalent qualification
* Qualified teacher status
* Experience of teaching maths at KS3 and KS4
* A track record of delivering good to outstanding progress in maths
* A good understanding of using data to identify underachievement and areas for improvement
* A good knowledge of teaching and learning strategies in maths and the ability to communicate them to others
* Ability to relate positively to **all** pupils and show a fundamental commitment to them and their development
* Experience of working with students with SEND
* Commitment to achieving high standards
* Enthusiasm for maths

**Desirable:**

* Recent CPD or experience that supports the development of the maths curriculum for the reformed GCSEs
* Experience as a form tutor
* The ability to contribute to another subject in school

**Notes on Applying**

Applying for any job is time consuming and difficult, these notes aim to make it easier!

**Please note: we do not use either the Derbyshire County Council or the TES online application process. You need to either complete a paper application and post it or word process the application and e-mail it to us.**

**The Application Form**

Please 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 use black ink. Indicate clearly on the front page the post you are applying for.

From a safeguarding point of view we are required to ensure that there are no unaccounted for gaps in your employment or educational history. Please explain any gaps that do appear; notes like “gap year” or “bringing up children” are really helpful.

**Referees**

Please use referees 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 over addresses and contact details, e-mail addresses are very useful. One referee must be your current or most recent employer; if you are working in a school it should be your headteacher. References will not be accepted from relatives or from people writing solely in the capacity of friends.

**The Supporting Statement or Letter of Application**

The supporting statement or letter is probably the most important part of your application. You should make statements which demonstrate how your qualifications, personal qualities and experience match the post, focus on the impact of any work you have done. You should take particular care to demonstrate how you meet the person specification included as part of these details.

**CVs**

In line with current safeguarding guidance we do not accept CVs. Please do not waste your time by submitting a CV.

**Arrangements for Interview**

Shortlisted applicants will be contacted as soon as possible after the closing date. For teaching posts referees are contacted prior to the interview stage. If you are shortlisted, any relevant issues arising from your references will be taken up at interview.

**Appointments**

Appointments are made conditional upon the successful candidate meeting the Local Authority’s requirements for satisfactory references; satisfactory DBS checks; qualification checks and (for teachers) checking of Qualified Teacher Status.

**Submitting your Application**

When you have completed your application, the completed form and covering letter should be posted to the school, addressed to the headteacher, to arrive before the closing date. You may e-mail applications to Diane Hibbert, Personnel Administrator. ([dhibbert@chapelhigh.org.uk](mailto:dhibbert@chapelhigh.org.uk))