



Collingwood  
College  
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## Collingwood College Recruitment Information

### Teacher of Mathematics Required from September 2023 (Full Time)

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**Dear Applicant,**

Our vision for Collingwood is to be the College of first choice for all our parents and we are currently on a journey to move from Ofsted Good to Outstanding!

Collingwood College is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals.

Our students are the focus of everything we do. We have found that by listening to students' views and offering them the opportunity to work with each other, staff and governors, they are an integral part of our relentless drive for improvement.

Collingwood College offers all students an inclusive, flexible and stimulating educational experience. With a strong emphasis on personal development and a very wide range of leadership opportunities and extra-curricular activities, we are able to offer challenges that motivate and appeal to all individuals.

Our academic performance is consistently high and in recent years students have achieved excellent results at pre and post 16 level. In 2022, the percentage of students who gained 5+ good passes at GCSE was almost 80% and in the sixth form 60% of qualifications were at A\*-B (or equivalent). Our ALPS progress measure for both GCSE and sixth form was 3 (Excellent, top 25% nationally). This continued level of success is down to the hard work of our students and their teachers.

We believe that our staff are the foundation upon which the success of the College depends and recognise that our employees are the most important asset of the college.

Collingwood welcomes and encourages applications from Early Careers Teachers (ECTs). We have an outstanding induction programme for ECTs and we were recently awarded 'exceeding expectations' for provision and support provided to ECTs by our Appropriate body, Hampshire County Council.

We empower our employees to utilise their talents and skills to make a positive and significant contribution to the quality of teaching, learning and personal development that the College provides for its students.

We look forward to receiving your application for this post.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Eden Tanner', with a long horizontal flourish extending to the right.

**Mr Eden Tanner**  
**Principal**

## **Teacher of Maths**

We are seeking a passionate, inspiring and suitably qualified teacher of Maths to teach across the age and ability range and become actively involved in a leading Maths department.

Our dynamic Maths department grows from strength to strength offering GCSE Mathematics and Further Mathematics, A-level and further Maths and achieving great results.

The ideal candidate will be:

- Exemplary and inspiring in their teaching
- Motivational, flexible and highly organised
- An inclusive practitioner, with high expectations of all students, who is committed to all pupils reaching their full potential
- Reflective in classroom practice
- Committed and dedicated to raising standards and working in partnership with others
- Have high expectation of themselves and others
- Be a good communicator with excellent interpersonal skills

As a member of the Maths Department, you will support the successful implementation and development of the school's academic and pastoral programme. Part Time applications will be considered, and we also welcome applications from those returning to work after a career break.

The successful applicant will have the opportunity to teach across all key stages of the curriculum dependant on experience and qualifications.

### **The Department**

Collingwood College has a flourishing Maths Department. The Department endeavours to ensure that students find Maths a stimulating, enjoyable and highly relevant subject. The Department helps them to develop confidence in their maths ability to meet new challenges and succeed. The Department has high expectations of all students and is focused on helping them achieve their very best, in classwork, home learning, school assessments and public examinations. The Department provides pupils with a rich variety of lessons and a broad range of opportunities to extend their learning. The Department continually explores new and interesting ways to teach the subject, in order to engage pupils at every level and ensure all reach their full potential.

The department employs evidence-based research in its teaching strategies developing mastery across the curriculum. The implementation of Sparx personalises learning for students whilst also supporting teacher workload and monitoring student progress.

The Department results are improving year on year, with 28.6% achieving Grades 9-7 and 83% Grades 9-4 at GCSE indicative of previous years. The popularity of Maths is growing within the school with numbers taking A Level increasing year on year. In the Sixth Form we offer A Level Maths and Further Maths.

A particular strength of the department is the way we identify and challenge our gifted and talented students. We also work closely with our SEND Department and Pupil Premium Lead to support some of our students, including extra maths lessons.

Currently members of the Maths Department, teach from KS3 to A Level, with a mix of full-time, part-time and staff with additional responsibilities within the school.

### **Application Process**

An application form can be obtained on our website [www.collingwoodcollege.com](http://www.collingwoodcollege.com) . Completed application forms should be returned to the HR Department [hr@collingwood.surrey.sch.uk](mailto:hr@collingwood.surrey.sch.uk)

Suitable candidates may be interviewed before the closing date and Collingwood College reserves the right to withdraw the position if an early appointment is made.

Collingwood College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

**Closing Date: 16 April 2023**

**Interviews: week commencing 24<sup>th</sup> April 2023**

### **Interviews**

Interviews will be held face to face unless government guidance dictates otherwise.

### **Probationary Periods**

All posts are subject to a probationary period. For teachers this is 2 full terms, for support staff this is 6 months. Collingwood College's Probationary Policy is available upon request.

### **Remuneration and Benefits**

Collingwood College has its own generous pay scale and the financial package offered will be commensurate with the responsibilities of the post and the experience of the person appointed.

All new staff appointments are subject to verification of fitness to work, receipt of two satisfactory references, qualification verification, clearance from the Disclosure and Barring Service at Enhanced level as well as other checks relevant to the role.

Access to other benefits including:

- Outstanding facilities, including free on-site parking
- BUPA Cash Plan
- Member of the Teachers' Pension Scheme. All Collingwood College teachers up to the age of 75 are eligible to belong to the Teacher's Pension Scheme and will automatically become members unless they opt out. Further information can be found at [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)
- 24/7 Employee Assistant programme for staff and their families
- Exclusive savings, discounts and offers through My Staff Shop including Cycle to Work Scheme
- Flexible leave of absence policy

### **Training and Development**

At Collingwood we are committed to providing a well-structured staff development programme to enhance personal and team development. All new staff received the following training:

- Collingwood College Company Induction
- Safeguarding and Prevent Training
- Mandatory and Compliance Training including Fire Awareness and Health and Safety at Work
- Training linked directly to the job role, which may be delivered by other colleagues or external trainers
- Weekly twilight sessions and courses

In addition, staff can have:

- An opportunity to access other training as detailed in the termly training calendar
- An opportunity to access training outside the college linked directly to your role or career aspirations
- Other on-line training relevant to the role, including NCTL Hub

For Early Careers Teachers we have dedicated training programme to support you through your induction period as well access to all our other training.

## JOB DESCRIPTION

### Teacher of Maths

All teachers will be expected to meet the appropriate Teacher Standards

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| <b>REPORTS TO:</b>              | Head of Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>QUALIFICATIONS:</b>          | <p>Qualified to degree level or professional equivalent</p> <p>Qualified to teach and work in the UK</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>JOB PURPOSE:</b>             | <p>Within the framework laid down by current legislation, the School Teachers' Pay and Conditions Document and the Contract of Employment the post holder will:</p> <ul style="list-style-type: none"> <li>• provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all students make at least good progress;</li> <li>• be accountable for the attainment and progress of all students who are taught by the post holder;</li> <li>• supervise and guide the work of any support staff (including Learning Support Assistants (LSAs) and Higher Level Learning Support Assistants (HLTAs) who are assigned to work with post holder's classes/students;</li> <li>• to provide pastoral support and guidance for all students in the post holder's care, classes or form group;</li> </ul> |
| <b>DIRECT INVOLVEMENT WITH:</b> | Senior staff, teachers of Maths, support staff, parents/carers and students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>KEY RESPONSIBILITIES</b>     | <b>Teaching of KS3 and KS4 Maths. Some KS5 Maths teaching may be available for a candidate with relevant experience and qualifications.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>1.</b>                       | To set clear learning objectives and plan for and teach students of all abilities within each class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>2.</b>                       | Use data, including prior attainment, to plan lessons and learning materials to establish a purposeful working atmosphere and providing challenging and inspirational learning experiences which motivate and support all students to make at least good progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>3.</b>                       | To have high aspirations and set challenging targets for all students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>4.</b>                       | To set high expectations for students behaviour, learning, motivation and presentation of work by                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>5.</b>                       | To work in collaboration with Learning Support Assistants assigned to any teaching group/student within the group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>6.</b>                       | To promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>7.</b>                       | Set work for students absent from school for health or disciplinary reasons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>8.</b>                       | To ensure that teaching room, resources and equipment are maintained in good order with particular regard to Health & Safety and security of property                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b>9.</b>  | To ensure that Health and Safety policies and practices are in place and are observed and, where appropriate, that risk assessments are carried out as necessary |
| <b>10.</b> | To ensure that a stimulating learning environment is maintained in the classroom including provision of a high quality of display                                |
| <b>11.</b> | To ensure appropriate practical equipment is available to support planned activities                                                                             |

#### OTHER RESPONSIBILITIES

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| <b>Assessment Recording and Reporting</b>    | <ol style="list-style-type: none"> <li>1. To record students' attendance and attainment</li> <li>2. To mark, assess and return students work in line with College policy, providing constructive oral and written feedback with clear targets and guidance for future improvement</li> <li>3. To attend Parents' Evenings, Academic Review Days and appropriate individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets</li> <li>4. Be familiar with information relating to students who have additional needs and use this to ensure all students are supported appropriately</li> </ol>                                       |
| <b>Pastoral Responsibilities</b>             | <ol style="list-style-type: none"> <li>1. To take responsibility for promoting and safeguarding the welfare of children and young persons</li> <li>2. To participate in the pastoral organisation of the school as a form tutor, if required</li> <li>3. To be the first point of contact for parents/carers in the assigned tutor group</li> <li>4. To promote good attendance and punctuality and monitor in accordance with the College's Attendance Policy providing support/intervention for those who find it hard to maintain high standards</li> <li>5. To deliver 'Thought for the Week' to the form group</li> <li>6. To attend and contribute to assemblies as required</li> </ol> |
| <b>General Professional Responsibilities</b> | <ol style="list-style-type: none"> <li>1. To attend meetings as part of the agreed meeting cycle</li> <li>2. To undertake professional development appropriate to identified need</li> <li>3. To support and implement all relevant teaching and learning area policies</li> <li>4. To carry out specific break duties as timetabled</li> </ol>                                                                                                                                                                                                                                                                                                                                               |

**PERSON SPECIFICATION**

| CATEGORY                       | ESSENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DESIREABLE          | EVIDENCE                                                                |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------|
| Qualifications and Training    | QTS or Recognised equivalent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Good Honours Degree | Application Form<br>Letter of Application<br>Degree certificate         |
| Experience                     | Teaching experience with the age range and/or subject(s) applying for                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                     | Application Form<br>Interview                                           |
| Skills, Knowledge and Aptitude | <p>Create a stimulating and safe learning environment.</p> <p>Establish and maintain a purposeful working atmosphere.</p> <p>Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.</p> <p>Assess and record the progress of pupils' learning to inform next steps and monitor progress.</p> <p>Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.</p> <p>Teach using a wide variety of strategies to maximise achievement for all children including those with special educational</p> |                     | <p>Letter of Application</p> <p>Interview</p> <p>Lesson Observation</p> |

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|                     | <p>needs and high achievers and to meet differing learning styles.</p> <p>Encourage children in developing self-esteem and respect for others.</p> <p>Deploy a wide range of effective behaviour management strategies, successfully.</p> <p>Communicate to a range of audiences (verbal, written, using ICT as appropriate).</p> <p>Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.</p> |  |                                                                                                            |
| Personal Attributes | <p>Demonstrate a commitment to:</p> <ul style="list-style-type: none"> <li>-equalities</li> <li>-promoting the school's vision and ethos</li> <li>-high quality, stimulating learning environments</li> <li>-relating positively to and showing respect for all members of the school and wider community</li> <li>-ongoing relevant professional self-development</li> <li>-safeguarding and child protection</li> </ul>                 |  | <p>Letter of Application</p> <p>Interview</p> <p>Lesson Observation</p> <p>Presentation (if requested)</p> |