Information for candidates

**Teacher of Mathematics**

Salary Range

MPS1 – UPS3

£28,000 - £43,685

Ralph Thoresby School

Holtdale Approach

Leeds

LS16 7RX

Telephone: 0113 3979911

Email: [recruitment@ralphthoresby.](mailto:recruitment@ralphthoresby.)com

Headteacher: Mr Will Carr



NQT’S MAY APPLY

START DATE SEPTEMBER 2023

**Contents**

|  |  |
| --- | --- |
| **Page** | **Item** |
| 3 | Letter from the Headteacher |
| 4 | The Selection Process |
| 5 | Information for candidates |
| 7 | Job Description |
| 10 | Person Specification |
| 11 | RALPH values and restorative practise |

January 2023

Dear Candidate,

Thank you for expressing an interest in applying for the post of Teacher of Mathematics at Ralph Thoresby School.

This is an exciting time to be joining Ralph Thoresby School. We are proud to be a successful, truly comprehensive school serving a diverse local community. RTS is a fantastic environment in which to work and study. Our innovative curriculum is implemented by a talented and cohesive group of staff. The calm and purposeful atmosphere around school is underpinned by an emphasis on restorative practice and a clear focus on staff and student well-being.

The school has repeatedly been judged good by Ofsted and we have a strong record of academic achievement, whilst ensuring that all students are well supported. Students make good progress here because, ‘the working atmosphere in classrooms is positive’ and ‘pupils take pride in their work’ (Ofsted).

The School is a mixed community school with over 1,000 students on role. Approximately 30% of our students come from ethnic minority backgrounds and we have a resource provision for physically impaired students which really adds to the positive and harmonious atmosphere around school. Our superb, modern school building further enhances the atmosphere and supports students’ learning. ‘This is a school where staff and pupils celebrate diversity and promote values of tolerance, mutual respect and care for others’ (Ofsted).

We have an excellent 6th form partnership arrangement with Lawnswood School (another good local school) and together we offer post-16 provision to rival the best in the city – ‘The quality of provision for post-16 students remains good. Students make consistently good progress over time’ (Ofsted). We are a Trust school in partnership with several of our local partner Primary schools. We have a strong relationship with the Local Authority and are also part of the highly regarded Red Kite Alliance teaching school hub, ‘Partnership working is strong’ (Ofsted).

Our school motto is ‘ambition and achievement for all’. We firmly believe in giving all students the opportunity to achieve their very best regardless of the circumstances in which they find themselves. We also have a strong emphasis on staff well-being with a professional staff coach, a staff well-being committee and a range of well attended social, sporting and fun activities. Our staff are proud to be at RTS and the team spirit is second to none.

We are excited about the future here at Ralph Thoresby and, having read the information included in this pack, I hope you feel you can play an important part and submit an application. Please also ensure that you visit our website which will give you an insight into the work of the school. I look forward to welcoming you to the school as a candidate in the near future.

Yours faithfully,



Mr Will Carr (Headteacher)

**THE SELECTION PROCESS**

**How to Apply**

Thank you for taking time to read and digest our information. If you wish to apply for the post of Teacher of Mathematics at Ralph Thoresby School then you should:

* Complete fully the enclosed application form, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
* Write a letter of application which:

*Details how your teaching career (including initial teacher training, if appropriate) to date fits you to the Qualifications and Experience, Skills & Knowledge and Personal Qualities and Skills sections of the Personnel Specification.*

Please use a font with a point size of 12 – 2 sides of A4 MAXIMUM.

* Submit your letter and application to be received by 12noon on Friday 17th February 2023.

Please address all return mail to;

Mrs L Hodgson

Ralph Thoresby School

Holtdale Approach

Leeds

LS16 7RX

Or by email – [recruitment@ralphthoresby.com](mailto:recruitment@ralphthoresby.com)

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**Timetable for the selection process**

* Post advertised: Tuesday 31st January 2023
* Closing date for applications: Friday 17th February 2023 at 12noon
* Short listing: W/c Monday 20th February 2023
* Invitation to interview by telephone: W/c Monday 20th February 2023
* Confirmation by email: W/c Monday 20th February 2023
* Reference requested: W/c Monday 20th February 2023
* Selection day scheduled: W/c Monday 27th February 2023

**Information for Candidates**

The Mathematics Department currently consists of the Head of Maths, two members of SLT, and seven Maths teachers, as well as two intervention specialists.

The department has seven standard classrooms, each with a networked computer with internet access and an Interactive Whiteboard. We also have tablets that connect to these whiteboards, allowing freedom of movement whilst teaching. Additionally, we have an A-Level classroom and a specially designed intervention room for our KS3 students. The department is very well resourced with a wide range of mathematical equipment available such as manipulatives and laptops which can be booked for use with any group. Student learning is enhanced by a significant extra-curricular offering, including local and national competitions, work with industry partners and a visit to Paris.

Where appropriate, Ralph Thoresby School’s students receive additional support to ensure accelerated progress. This takes the form of an innovative KS3/ KS4 intervention programme and in-class support.

Teachers within our department enjoy an outstanding professional development programme, which have led to nationally recognised qualifications and the opportunity to work with professionals from across our extended network.

**Key Stage 2**

We have formed strong links with our local primary schools – We host regular problem solving workshops for Year 6 students. We also run transition days focusing on problem solving and team building which helps to smooth the transition between primary and secondary school.

**Key Stage 3**

Pupils perform well at Key Stage 3 and are working on developing maths and problem-solving skills from a newly developed and innovative mastery scheme of work.

Students are not set when they arrive at RTS, and will be in mixed ability groups for a large part of year 7. They will start to be set from year 8, although streaming of sets doesn’t take place fully until year 9. There are 7 sets in each year group and classes have roughly 8 hours of Maths per fortnight.

Students who are working below key stage are taught in small groups and a number of KS3 students have additional Maths intervention support lessons which are taught by our intervention specialist.

**Key Stage 4**

The successful candidate will be joining a forward-thinking team, who have developed their KS4 curriculum to follow on from a mastery curriculum at KS3.

Pupils are set into appropriate groups dependent on their Key Stage 3 results, target/predictions and teacher recommendation.

All students follow the Edexcel linear course with some of our most able students also completing the AQA Further Maths qualification

K**ey Stage 5**

Uptake at AS and A2 Level is good with a sixth form group in each year. We also offer Further Mathematics to A2 level as part of our innovative Sixth Form Partnership. We follow the Edexcel A-Level Specification.

Our strong links with local and national universities allow those interested in pursuing STEM subjects to work with academics to be truly competitive in their UCAS applications.

This is a strong and supportive department with a team of enthusiastic, committed and successful colleagues who work well together to provide a supportive and stimulating environment for teaching and learning.

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| **Ralph Thoresby School** |  |
| **Job Description**  **Job Title: Teacher of Mathematics** |  |

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties, including the provision of high quality teaching and learning across the School and the pastoral care of the students in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

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| **Accountable to:** | Head of Department | **Line Managing:** | N/A |
| **Post type:** | Permanent | **Salary/Grade:** | MPS/UPS |
| **Liaising with:** | Parents/Carers. | | |

**Safer Recruitment Statement:**

*We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post requires Enhanced Disclosure (CRB).*

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| **Every member of staff is required to:** |
| * Work towards and promote the vision, beliefs, aims and expectations outlined in the School Improvement Plan * Support and contribute to the achievement of every child’s outcomes * Support and contribute to the safeguarding of all students * Undertake professional development activities to enhance personal development and performance * Maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff. |

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| **All teaching staff are required to:** |
| * Plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continuously enhance teaching and learning. * Monitor student progress, keeping records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all students to achieve their full potential. * Work consistently at and beyond the professional standards set out in the *'School Teachers’ Pay and Conditions Documents'* for the level at which you are employed i.e. Core, Post Threshold or Excellent. * Implement relevant policies, procedures and improvement plans. * Fully participate, as requested, in the processes of self-evaluation and improvement planning. * Fully implement all policies in relation to effective learning, student rewards and managing behaviour to ensure there is a well ordered and disciplined teaching and learning environment within their own specific learning space and across the whole school * Contribute to the safeguarding and promotion of the welfare and personal care of all students with regard to the Safeguarding and Child Protection Procedures. |
| **Teaching and Learning** |
| 1. Manage student learning through effective teaching in accordance with the Department’s schemes of work. 2. Ensure continuity, progression and cohesiveness in all teaching. 3. Use a variety of methods and approaches (including differentiation) to match the needs of each student to ensure that all students are able to access the curriculum and make at least their expected progress 4. Set homework regularly (in accordance with the School homework policy) to consolidate and extend learning and encourage students to take responsibility for their own learning. 5. Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons. 6. Support individual learning, including more able students, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly. 7. Set clear and precise learning objectives and define criteria for success for each lesson. 8. Work effectively as a member of the Department team to improve the quality of teaching and learning by contributing to the Department Improvement Plan and implementing and monitoring change. 9. Implement new initiatives at school, local or national level by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes. 10. Set high expectations for all students to deepen their knowledge and understanding and to maximise their achievement. 11. Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem. |
| **Monitoring, Assessment, Recording, Reporting, and Accountability** |
| 1. Be responsible for the processes of assessment, recording and reporting for the students in   their charge.   1. Track student progress effectively, monitoring achievement against targets set and taking appropriate action to improve student outcomes. 2. Assess students’ work systematically and use the results to inform future planning, teaching and curriculum development. 3. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets. 4. Be familiar with statutory assessment and reporting procedures and present informative, helpful and accurate reports to parents. 5. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy. |
| **Subject Knowledge and Understanding** |
| 1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses. 2. Keep up-to-date with research and developments in pedagogy in the relevant subject area. 3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment. 4. Use up-to-date technology to enhance delivery of, and student access to, the subject. |
| **Professional Standards and Development** |
| 1. Work in accordance with the 2012 *Teachers’ Standards* 2. Be a role model to students through personal presentation and professional conduct. 3. Arrive in class, on or before the start of the lesson, and begin and end lessons on time. 4. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School’s policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT. 5. Establish effective working relationships with professional colleagues and associate staff. 6. Be courteous at all times to all colleagues and students and visitors to the school. 7. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits. 8. Maintain a working knowledge and understanding of teachers’ professional duties as set out in the *School Teachers’ Pay and Conditions* document, and teachers’ legal liabilities and responsibilities relating to all current legislation. 9. Liaise effectively with parents/carers and other agencies with responsibility for students’ education and welfare. 10. Be aware of the role of the Governing Body of the School and support it in performing its duties. 11. Be familiar with and implement the current SEN Code of Practice, DDA and Access to Work. Consider the needs of all students within lessons (and implement specialist advice) especially those who: have SEN; are more able; are not yet fluent in English. |

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| **Continuing Professional development** |
| * + - 1. Take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum.       2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.       3. Maintain a professional learning portfolio of evidence to support the Appraisal process including the incorporation of targets related to leadership, evaluating and improving own practice.       4. Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post. |
| **Additional Duties** |
| * Contribute to the life of the Ralph Thoresby School community, and to support its ethos and policies. * Undertake any other duties as reasonably required by the Headteacher. |

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| **Compiled by:** | S Glover | **Date:** | January 2023 |

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| **Ralph Thoresby School** | | | |  | | |
| **Person Specification**  **Job Title: Teacher of Mathematics** | | | |
|  | **Essential** | **Desirable** | | **Evidence** |
| **Qualifications & Experience** | * Qualified Teacher Status (QTS) and good Honours degree relevant to Mathematics (**NB: All original certification will be checked on the selection day, including proof of passing the DfE Professional Skills tests [Numeracy & Literacy if appropriate)** * Outstanding classroom practice that inspires students and adds value to their progress * Proven track record of having impact on students’ outcomes in current post/teaching practice school | * Further formal Professional Development | | Application form, letter & references |
| **Skills & Knowledge** | * Substantial knowledge and understanding of developments in the teaching and learning of Mathematics * Ability to relate to teaching staff, other professionals, parents, students and Governors. * Experience of new technologies to support teaching and learning. * Ability to use data effectively to monitor student progress * Ability to work as a member of a team and /or independently | * Ability to support other school staff in their use of Mathematics in teaching and learning * Ability to teach KS5 groups | | Letter, references & selection process |
| **Personal qualities and skills** | * Enthusiastic, sensitive, flexible, hard working with a sense of humour and ability to remain calm * High level skills of communication, time management and prioritisation * Ability to keep confidences * Excellent interpersonal skills and organisational skills * Ability to support and challenge * Ability to inspire, motivate and influence others | * Ability to ask for help if required * Concern for the welfare of all members of the school community | | Letter, references & selection process |
| **Special Requirements** | * Excellent punctuality and attendance record * Willingness to participate in the extra curricular life of the school |  | | References & selection process |

***Text

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***Application

Description automatically generated with medium confidence***Ralph Thoresby holds Restorative Practice at the core of its climate-for-learning. The mission statement is communicated and upheld across the staff team.

The mission statement contains the fundamental building blocks of our restorative culture and ethos. The mission can be broken down into 3 distinct building blocks:

**Creating a school environment, in which students feel safe:**

-Safeguarding is fundamentally important, and is a strength of the school

-Creating a safe environment requires much more than safeguarding alone

-Safety is achieved through relentless, reliable routines

-Students will push to find the boundaries; teachers and support staff must be consistent in showing them where they are

-Without this, relationships cannot be enabled and learning will not take place

**Enabling positive relationships:**

-Safe, consistent and reliable adults can actively build relationships with students

-Enabling positive relationships is at the very core of our restorative culture

-Restorative practice means that every single interaction with a student is an opportunity to build positive relationships

-Once a positive relationship is enabled, learning can take place successfully

**Learning is valued and cultivated**

-An environment where safe students experience positive relationships with consistent, reliable adults facilitates a strong culture of learning

**Restorative Practice:**

Restorative Practice is **Not** solely:

* Negotiating with students; core standards are not flexible
* Limited to The Link Centre, post-lesson-exit/IE
* Waiting for something to go wrong, so we can fix it

Restorative Practice **IS**:

* Every single interaction we have with students at any time
* Conversations on the corridor
* Interactions on break and lunch duty
* Meet and greet/end and send
* Re-engaging a student at each stage of Ask/Tell/Sanction
* [Teacher Toolkit](https://ralphthoresby.sharepoint.com/:w:/s/climateforlearning/EWWMn1riNtxIpJ_aOOXvVCsBbdwyY7X7W0jaPAlssmZm_Q?e=ocCXoE) strategies
* Session Manager supporting a student to re-engage
* Lesson exit restoratives
* **Pre**storative Practice

**The Restorative Conversation:**

The restorative conversation is pivotal to the student 'Restoring their Relationship’ with the staff member, so they can 'Return’ to their next lesson successfully

**Restorative Script:**

* **'What actually happened?':** Listen carefully without interrupting or disagreeing. Steer the conversation to the student's own role in what went wrong. If the student isn’t ready to reflect, try engaging them in a scaling conversation.
* **'What were you thinking at the time?':** This helps the student to reconsider their own actions and replay their thought processes.
* **'Who has been affected/How did it make them feel?':**The student may be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it.
* **'What can be done to put things right?':**It's important that an apology is not demanded. A forced apology is worthless.
* **'How can things be done differently next time?':**Encourage the student to visualise and describe a similar situation concluding positively

Link to Restorative Practice video: <https://www.youtube.com/watch?v=lwc-vmnD6hM>