

# Recruitment Pack



Teacher of Mathematics

February 2025



School ready; Work ready; Life ready

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## Horizon Community College: Our Vision

The economic, cultural and social landscape of Barnsley is changing. Opportunities in further education, higher education and professional roles are increasing; opportunities for individuals to shape their own career pathways are growing; opportunities for individuals to challenge traditional socio-economic patterns are multiplying.

At Horizon Community College, our responsibility is to prepare students for this reality. We want young people to leave the College well qualified and with a unique skill set that will enable them to stand out from the crowd. We want young people to be in possession of a passport of qualifications and employability skills that will enable them to pursue exciting careers, attend prestigious universities, complete dynamic apprenticeships and play leading roles in regenerating this area and beyond.

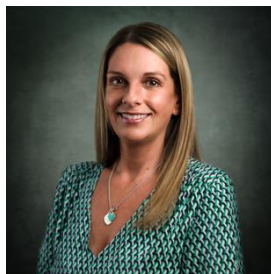
Our curriculum is tailored to the needs of and meets our ambition for each individual student. This is underpinned by the College's core values which help to prepare every student for a lifetime of success. Our Curriculum and Culture ambition:

- aims to **challenge every learner, in every lesson, every day**
- develops the character and skill set of all, through the belief that we are **'Positive Role Models'**
- ensures **opportunities for all** through our personal development and Careers and Enterprise programmes.

Successful education is also about working in close partnership with our families and the community to ensure our students succeed in each School year and are prepared for the next appropriate phase of their education. We work together to empower our students to believe that anything and everything is possible.

We heavily invest in the growth and development of our entire workforce, so they are also prepared for the next phase of their careers. We promote 'one team' working hard to support each other. We are focused on continued professional development for staff at every level.

We embed a curriculum and culture that results in Equity of Opportunity, Strong Community, High Expectations, Global Readiness and Kindness so that our students are School ready; Work ready; Life ready.



Claire Huddart  
Principal

**We are delighted that you are applying for a role at Horizon Community College, and hope that this document will inform you about how we aim to provide the very best secondary education in Barnsley and beyond.**

## STRATEGIC FOCUS

# VISION: School Ready; Work Ready; Life Ready

## PURPOSE

- Challenging Every Learner, in Every Lesson, Every Day
- Developing Positive Role Models
- Opportunities for All

Quality of Education		Behaviour & Attitudes			Personal Development			Leadership & Management			
Intent	Implementation	Impact	Positive Attitudes	Relationships	Attendance	Identity	Engagement	Opportunity	Vision & Ethos	Safeguarding & Wellbeing	Growth & Inclusivity
<ul style="list-style-type: none"> <li>• Fostering students' ambition and a love of learning</li> <li>• Equipping students with skills, knowledge and cultural capital to succeed.</li> <li>• Enabling access to aspirational post-16 pathways and preparing students for life.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging every learner, in every lesson, every day.</li> <li>• Ensuring every student knows more, remembers more and can do more.</li> </ul>	<ul style="list-style-type: none"> <li>• All students achieving exceptionally well.</li> <li>• All students' work is of a consistently high quality.</li> <li>• All students reading at their chronological age or better.</li> <li>• All students successfully moving to the next stage of their education, employment or training.</li> </ul>	<ul style="list-style-type: none"> <li>• Student conduct is exemplary in lessons, during unstructured time and in the local community.</li> <li>• Students consistently demonstrate a positive attitude to learning the College Core Values.</li> <li>• Positive role models are recognised and celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and staff have zero tolerance for bullying, harassment and child-on-child abuse.</li> <li>• Everyone takes appropriate action</li> <li>• Relationships are based on mutual respect. Restorative practice is valued by all.</li> </ul>	<ul style="list-style-type: none"> <li>• Students value their learning time and this is reflected in their high attendance and punctuality.</li> <li>• All students, regardless of need, are supported to attend and be on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand how they are developing physically, mentally and socially.</li> <li>• Students appreciate what makes them unique but also celebrate what brings them together.</li> </ul>	<ul style="list-style-type: none"> <li>• Students contribute to college life for the benefit of themselves and those around them.</li> <li>• Students support their local community, charities and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students make use of the experiences Horizon has to offer them.</li> <li>• Students are supported to make informed choices about their future aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• A culture where: <ul style="list-style-type: none"> <li>• Everyone is school ready.</li> <li>• Everyone is work ready.</li> <li>• Everyone is life ready.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A culture where: <ul style="list-style-type: none"> <li>• Everyone feels safe.</li> <li>• Everyone feels supported.</li> <li>• Everyone feels valued.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A culture where: <ul style="list-style-type: none"> <li>• Everyone is considered.</li> <li>• Everyone is included.</li> <li>• Everyone is developed.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Broad Curriculum</li> <li>• Key Principles of Curriculum Design</li> <li>• SEND Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Six aspects of Teaching &amp; Learning</li> <li>• Assessment, Feedback &amp; Response</li> </ul>	<ul style="list-style-type: none"> <li>• Student Pride &amp; Articulation</li> <li>• Reading &amp; Mathematical Competencies</li> <li>• Outcomes &amp; Destinations Inc. SEND &amp; PP</li> </ul>	<ul style="list-style-type: none"> <li>• Praise &amp; Rewards</li> <li>• Clear, consistent graduated consequences</li> <li>• Character in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Role of the Form Tutor</li> <li>• Recognise, Report, Record &amp; Refer</li> <li>• Restorative Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• SEND &amp; Wellbeing</li> <li>• Personalised Provision</li> <li>• Student Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Character Education</li> <li>• Citizenship &amp; RSHE</li> <li>• Cultural Literacy &amp; Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Student Voice &amp; Votes for School</li> <li>• Supporting Local, National &amp; International Causes</li> <li>• Student Council &amp; Democracy in action</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment</li> <li>• Student Ambassadors &amp; Leadership</li> <li>• Careers &amp; Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Governance</li> <li>• Policy &amp; Practice</li> <li>• Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Workload</li> <li>• Safeguarding Practice</li> <li>• Wellbeing: Staff/students</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• Communication &amp; Engagement</li> <li>• Inclusive Practice</li> </ul>






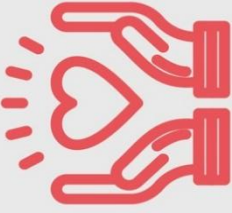
## STRATEGIC GOALS

## DRIVERS

## BEHAVIOURS

Aspiration	Independence	Resilience	Core Values	Pride	Respect	Kindness
<ul style="list-style-type: none"> <li>• Having High Expectations of Yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Taking Responsibility For Your Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Character in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Having a Growth Mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Liberty</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Respect and Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Taking Ownership of Your Learning</li> </ul>
<ul style="list-style-type: none"> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• The Rule of Law</li> </ul>	<ul style="list-style-type: none"> <li>• British Values</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Liberty</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Respect and Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Respect and Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Respect and Tolerance</li> </ul>

# Core Values

 <p><b>ASPIRATION</b></p> <p>We aim to be the very best that we can be. We are curious, ambitious and have a strong desire to achieve.</p>	 <p><b>PRIDE</b></p> <p>We are proud to be students at Horizon. We produce work of the highest quality; we have the confidence to celebrate our success; we respect our environment.</p>	 <p><b>INDEPENDANCE</b></p> <p>We take responsibility for our success. We take control of our future.</p>
 <p><b>RESPECT</b></p> <p>We treat others the way we would like to be treated. We celebrate that everyone is different, we are inclusive, and we embrace diversity.</p>	 <p><b>RESILIENCE</b></p> <p>We never give up. We face challenges with confidence and respond positively to feedback.</p>	 <p><b>KINDNESS</b></p> <p>We are thoughtful and considerate to others. We are caring, supportive, friendly and generous in all we do.</p>

## Child Safeguarding Policy

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) check will be undertaken for the successful applicant.

The College pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for Horizon who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

**Please note that it is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children.**

**Please note that an online search will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.**

Please visit: <https://horizoncc.co.uk/safeguarding/>

## Vacancy Details

**Role:** Teacher of Mathematics

**Salary:** MPS / UPS

**Type:** Permanent

**Closing Date:** Monday 17 March 2025 at 12 noon

**To Start:** September 2025

This is a very exciting time to join our Mathematics department, who are focused on achieving the best possible outcomes for every child. Underpinning this is the development of a 5-year linear curriculum which supports the growing demands of the revised GCSE specification and uses Mastery as its foundation.

There is an excellent mix of experience and talent within a team of staff who are passionate about their subject, enthusiastic about innovation, collaborative in their working practices and committed to raising standards. At Horizon, a Mathematics teacher must be someone with a fierce love of their subject, who is talented, motivated and can inspire students to achieve their full potential. A particular benefit for staff that are new to the profession is the individually tailored support they will receive within the department from Mathematics colleagues with designated mentoring responsibilities. As part of this dynamic and successful team, you must therefore be committed to achieving the highest standards and possess the creativity to maximise the use of our state-of-the-art resources and facilities.

Horizon is committed to ensuring and promoting the wellbeing and professional support of all staff under its care; in 2023 the College received the Be Well @ Work award. At Horizon, just like students, staff are supported to reach their highest potential.

For more information about working at Horizon and the fantastic benefits we offer our staff please visit [Working at Horizon](#).

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children. Online searches will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

Horizon Community College reserve the right to close this advert prior to the closing date above.

## Job Description

<b>JOT TITLE: Teacher of Mathematics</b>
<b>GRADE: MPS/UPS</b>
<b>RESPONSIBLE TO: Joint Subject Leaders</b>
<b>EMPLOYEE SUPERVISION: None</b>

### **Purpose of Post:**

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and ensure delivery of high-quality teaching and learning for which the teacher is accountable.

### **Duties and Responsibilities:**

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

#### **1. Planning, Development and Co-ordination**

- To set challenging teaching and learning objectives which are relevant to all pupils' in their classes
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils learning.
- To select and prepare resources, and plan for their safe and effective organisation, considering pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to pupils' learning.
- To plan opportunities for pupils to learn in out of school contexts.
- To produce long and short-term planning in accordance with College policy and procedures and within acquired deadlines.
- To implement and review the subject development plan in conjunction with line manager.
- To develop and audit schemes of work and other documentation related to the use of Mathematics within the College and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of Mathematics to promote new teaching methods and improve learning throughout the College and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the College and to promote the sharing of good practice.
- To manage the resources available for Mathematics and make recommendations to maintain and develop curriculum provision.



## 2. Monitoring and assessment

- To make appropriate use of the College monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
- To involve pupils in reflecting on, evaluating and improving their performance and progress.
- To assess pupils progress accurately against appropriate standards.
- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for pupils learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on pupils' attainment to parents, carers, other professionals and pupils as appropriate.

## 2. Teaching and class management

- To have high expectations of pupils and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils' in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate pupils, making learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges considering varying interests, experiences and achievements in boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate pupils' behaviour
- constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period
- To provide homework and other out- of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.

- To recognise and respond effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

### **3. Specific duties relating to this post**

- The application of national, Local Authority, whole-school and departmental policies relating to the teaching of Mathematics.
- The duties of a form teacher if required.

**4.** The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Management Team.

**5.** This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Management Team as required. Trade union representation will be welcomed in any such discussions.

## Employee Specification

When filling in the application form, please demonstrate with clear, concise examples how you would meet the requirements of the post. You will be assessed in relation to the Essential and Minor criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applications for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA, we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Attributes	Criteria	How Identified (either Application Form or Interview)	Rank (Essential/Desirable)
<b>Relevant Experience</b>	Experience of teaching Mathematics at secondary level	Application form	Essential
<b>Education and Training Attainments</b>	Teaching qualification	Application form/Qualification certificate	Essential
	Degree in a relevant subject	Application form/Qualification certificate	Essential
	Evidence of training in use of up-to-date ICT	Application form/letter	Essential
	Commitment to further professional development	Application form/letter	Essential
<b>General and Special Knowledge</b>	Recent developments in courses and syllabuses in Mathematics	Application form/letter	Essential
	Assessment practices and requirements in Mathematics	Application form/letter	Essential
	Application of ICT to the teaching of Mathematics	Application form/letter	Essential
	A good knowledge of the Secondary National Strategy in relation to the teaching of Mathematics	Application form/letter	Essential
	Demonstrate knowledge and understanding of current educational developments	Application form/letter	Essential

<b>Skills and Abilities</b>	<p>Ability to teach Mathematics at Key Stage 3 and 4</p> <p>Demonstrate a clear educational philosophy in sympathy with the school's aims and values</p> <p>Demonstrate an ability to interpret national and LA initiatives in a way appropriate to the school</p> <p>Demonstrate a determination to secure the highest quality of educational experience for all pupils</p> <p>Demonstrate a clear understanding of and commitment to equal opportunities (gender, race, class and special needs)</p> <p>Demonstrate a knowledge and ability to use ICT systems</p> <p>Demonstrate commitment to inclusion</p> <p>Ability to develop and maintain appropriate and efficient administrative systems</p> <p>Ability to set realistic targets</p> <p>Ability to accept responsibility, monitor and evaluate</p> <p>Ability to exercise judgement and make decisions</p> <p>Ability to work with and within a team</p> <p>Ability to communicate clearly and liaise effectively</p> <p>Ability to engage young people in learning and assess their progress</p> <p>Ability to form and maintain appropriate relationships with children and young people</p>	<p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p> <p>Application form/letter</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
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<b>Additional Factors</b>	A willingness to take part in training and development opportunities as required.	Application form	Essential
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**In compiling this, please refer to the Section 'Review Job Description and Employee Specification' in the Recruitment and Selection Code of Practice.**

## The Application Process

Please read the [Guidance Notes for Applicants](#) before completing an application form.

The candidates selected for interview will be informed after shortlisting and full details of the interview process will be provided.

**This is an exciting and rewarding role and we look forward to receiving your application.**

For more information about working at Horizon and the fantastic benefits we offer our staff please visit [Working at Horizon](#).

Should you wish to discuss the role further please contact us on 01226 704230.