



**RAINHILL
HIGH SCHOOL**



RainhillSixth

CANDIDATE

RECRUITMENT PACK

TEACHER OF MATHEMATICS



LEARN THINK CONTRIBUTE CARE



RAINHILL
HIGH SCHOOL



STEPHENSON
Excellence, together.



Good
Provider

WELCOME FROM THE PRINCIPAL

Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website rainhillhighschool.org.uk or alternatively contact jobs@rainhillhigh.org.uk

Our school has a long and strong record of academic success and the destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

Mrs J Thorogood
Principal

TEACHER OF MATHEMATICS

Role Overview

DIRECTLY RESPONSIBLE TO:
Head of Faculty

Are you passionate about Maths and numbers and can deliver high quality lessons and excellent outcomes for students? Then come and join a high performing and forward thinking Maths team at Rainhill High School, including Rainhill Sixth.

COMMENCING:
1st September 2025 or
sooner if possible

We are seeking to appoint a dynamic, ambitious and inspirational Teacher of Mathematics for September 2025 or sooner, who has a thirst for knowledge and the drive to succeed to teach up to KS4 Maths with the possibility of some KS5 teaching. The successful candidate will have the capacity to enthuse, engage and inspire our pupils through strong subject knowledge; someone who thrives on collaboration and teamwork; a committed professional with high levels of personal motivation and ambition.

CONTRACT:
Permanent

CLOSING DATE:
Tuesday 11th February 2025
9am

This post is offered on a full time permanent contract. Applications are welcome from both experienced and early career teachers.

INTERVIEW DATE:
Friday 14th February 2025

You will need to have excellent interpersonal skills with a genuine commitment to teaching and the ability to develop our pupils' love of learning in Mathematics. If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then we are the school for you.

Prospective candidates can
Visit the school by prior
appointment by calling
01744 677205

Rainhill High School is part of Stephenson MAT and was graded as 'Good' by Ofsted in February 2023. The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill High School and Rainhill Sixth an attractive place to work.

**Please return application
forms to;**
jobs@rainhillhigh.org.uk

Our vision is one of excellence for everyone, pupils and staff. We believe that by working together we can make a positive difference to children's lives.

Stephenson Trust is based in Rainhill, Merseyside and is currently a single school in a multi academy trust. We have several external partners, including Hope University, Ambition Institute, The Fowler Education Faculty, SSAT, Rainbow teaching school hub and the educational endowment fund. We are now seeking to expand in the next couple of years with those who share our desire to provide an excellent education.



“Staff felt that leaders are supportive of their well-being and cognisant of their workload”
OFSTED

***“When I started I thought the school was massive and that I would get lost every day
but you soon find your way, I really enjoy it here”***

Year 7 student

***“I go to Zoology club to learn about animals and how to look after them.
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,
if you get stuck they help you to understand”***

Year 9 student

“Leaders follow up on any concerns quickly and effectively”
OFSTED



JOB DESCRIPTION



Post:	Teacher of Mathematics
Grade:	STPCD MPR UPR
Responsible to:	Head of Faculty: Mathematics

Set high expectations which inspire, motivate and challenge pupils;

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

1. Be accountable for pupils' attainment, progress and outcomes
2. Plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs
3. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
4. Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Plan and teach well-structured lessons

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan other out-of-class activities to consolidate and
4. Extend the knowledge and understanding pupils have acquired
5. Reflect systematically on the effectiveness of lessons and approaches to teaching
6. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
3. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous Behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PERSON SPECIFICATION



Criteria	E/D	A/I
Experience Pupil Progress		
Familiarity with GCSE and KS3 requirements in Mathematics	E	A/I
Track record of excellent examination results for students of all abilities	E	A/I
Familiarity with A level syllabus requirements in Mathematics	D	A/I
To be able to articulate a vision for learning	D	A/I
Qualifications Skills and Abilities		
Good Degree in relevant subject area	E	A
PGCE in relevant subject area	E	A
QTS/QTLS	E	A
Evidence of further professional development at Masters level.	D	A
Relevant, recent experience of working in an 11-16 or 11-18 school	E	A
Experience of teaching across the ability spectrum	E	A
Enthusiasm and ability to motivate and inspire students and staff	E	A/I
Excellent written and oral communication skills	E	A/I
Shows a strong commitment to equity in provision for students and a belief in the potential of every child	E	A/I
Demonstrate the ability to enthuse, inspire and motivate students, staff, and parents	E	A/I
Willingness to get involved in the wider life of the school	E	A/I
Quality of Teaching		
Ability and experience of teaching Mathematics at GCSE and A level	E	A/I
Evidence of excellent teaching – at least Good judgments	E	A/I
Evidence of “Outstanding” practice	D	A/I
Experience of planning and delivering interventions for pupils	E	A/I
Knowledge of the barriers to learning that pupils may face	E	A/I
National Standards		
Evidence all of the Teaching Standards in routine practice	E	A/I
Understanding of GCSE reforms across Mathematics	E	A/I
Ethos and Extra Curricular and Curriculum enrichment		
Evidence of inclusive practice	E	A/I
Evidence all of substantial contribution to extra-curricular activities	D	A/I
Commitment to Equal Opportunities		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role A = Assessed via the application form D = Desirable requirement of the role I = Assessed at Interview

Mathematics Faculty

Aims and Ethos

The aims of the faculty support the general aims of the school and strive to:

- Promote an appreciation of the applications of Mathematics.
- Develop an interest and enthusiasm for the subject and its applications
- Develop each student's individual mathematical capability.
- Employ a range of teaching techniques providing equal opportunities to all students.
- Support other areas of the school curriculum by enhancing each pupil's numeracy skills.

Facilities

The faculty is housed in a suite of dedicated rooms, which resources to support teaching and learning including HD digital boards.

Staffing

There are currently 14 full time Teaching staff in the faculty spanning a broad spectrum of experience.

James Rimmer	Head of Mathematics Faculty
Jenny Rawsthorne	Head of KS5 Mathematics
Rebecca Hughes	Head of KS3 Mathematics
David Patterson	Head of KS4 Mathematics
Michelle Alexander	Lead Teacher – developing teaching and learning
Peter Capewell	Lead Teacher
John Barry	Year Progress Leader/Teacher
Peter Roberts	Assistant Principal/Teacher
Steve Tilley	Teacher
Abigail Callaghan	Teacher
Rachael Hampson	Teacher
Fei Holmes	Teacher
Jennifer Yate	Teacher
Jorden Wignall	Numeracy Co-ordinator
<i>Vacancy</i>	<i>Teacher</i>

Curriculum

Mathematics is a strength of the school and was praised on our recent Ofsted inspection report (February 2023).

Key Stage 3, 4 & 5

Pupils are set on ability based on KS2 Mathematics data and internal assessment data. They have 8 lessons of Mathematics over two weeks at Y7 and 7 lessons in Y8 & Y9 across 2 weeks. At Y10 and Y11 pupils have 10 lessons of Mathematics across 2 weeks.

We follow departmental schemes and share the planning of all resources, to ensure workload is managed, teacher pedagogy is constantly developed, and resources meet the highest standards. All GCSE Mathematics is taught to the Edexcel specification, and formally begins in Year 10. Within the department we deploy an Academic Mentor to support pupils who require additional intervention to enable them to progress confidently in Mathematics.

In RH6, Mathematics is a popular choice. Y12 and Y13 students follow the Edexcel A Level Mathematics and Further Mathematics along with the offer of Core Mathematics. We are passionate about our pupils personal development and

subsequently offer a range of clubs, intervention and enrichment. This includes Chess Club, Numeracy catch up, Mathematics intervention and trips to explore the application of real life Mathematics in industry, science and technology.

2022 GCSE Results

2022 Mathematics Measure	
Achieving Standard Pass	82%
Achieving Strong Pass	61%
Achieving 9-7	21%

2023 GCSE Results

2023 Mathematics Measure	
Achieving Standard Pass	72.8%
Achieving Strong Pass	53.1%
Achieving 9-7	19.4%

2024 GCSE Results

2023 Mathematics Measure	
Achieving Standard Pass	73.5%
Achieving Strong Pass	52.6%
Achieving 9-7	17.5%

Student performance in A Level Maths

Year	Student Count	A*-B	A*-C	Average Grade
2014	32	50%	72%	C+
2015	16	70%	90%	B+
2016	20	60%	75%	B
2017	25	50%	80%	B
2018	26	50%	80%	B
2019	23	52.2	78.3	B-

We also run successful Further Mathematics A Level and Level 3 Core Mathematics courses.

Other Information

At Rainhill High School we strive to foster a love of Mathematics within all our pupils. We are committed to running extra-curricular activities to allow pupils to engage in maths outside of their regular lessons. This year these have included inter-house Mathletics competitions, UKMT Maths Challenge and a 6th Form Trips to Paris and Barcelona. Being part of St Helens Maths Hub is exciting and gives us access to the latest in national developments. As a result of everything we are doing I feel we are “ahead of the game” in many senses.

Our vision moving forward is that we are an outstanding department in every aspect underpinned by excellent teachers who motivate pupils to exceed expectations. Our learners have very good starting points from Key Stage 2 and the majority would be classed as More Able students under Ofsted’s definitions. They respond well to being stretched and enjoy their lessons best when they are given a varied diet which includes problem solving, practical activities and good questioning which promotes a depth of understanding.

Mr J Rimmer
Head of Mathematics

GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form.

Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults, please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

Section 6: This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

Section 7: Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

Section 14: In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to jobs@rainhillhigh.org.uk

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the [Teacher application form](#)

OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

