



PARKSIDE
COMMUNITY SCHOOL
Small School • Strong Values • Great Experiences

Recruitment pack for applicants
Teacher of Mathematics



Interested in applying?

We actively welcome visits and would be delighted to show you around our very special school. In order to arrange this or to have an informal discussion please contact Jon Havard (Head of Maths) jhavard@parkside.derbyshire.sch.uk

To apply for this exciting role please send a completed application form alongside a letter of interest/supporting statement (no more than two A4 sides long – Arial 12) outlining your suitability to Sarah Russell (Headteacher's PA) srussell@parkside.derbyshire.sch.uk.

The closing date for all applications is 12pm on Friday 18 October 2024.

Interviews will be conducted on w/c 21 October 2024.



Section 2: Letter from the Headteacher

Dear Potential Applicant

As Headteacher of Parkside Community School I would like to extend a warm welcome and thank you for your interest in the post.

This is a fantastic time to join Parkside Community School. As a 11-16 secondary within Embark Federation we are part of a forward thinking Trust whose core vision is to create 'stand out' schools in the heart of their communities. Our trust has four core beliefs; Family, Integrity, Teamwork and Success. These sit alongside the school's values of Resilience, Respect, Responsibility and Community and are integral to everything we do. We are oversubscribed again this year in Year 7 which demonstrates our status as the choice school within the area. It has been a privilege to lead our school since November 2023; I discovered very quickly that Parkside is truly a special place.

At Parkside Community School we believe education is transformational. That is why what we do is so important and why we are always seeking to improve our practice. The successful applicant will work alongside myself and an ambitious staff team that is driven to serve our community.

Our collective mission and everyday focus can be seen below:

- We are here to serve our children and their families – this is our community
- We are unwavering in our pursuit of every child achieving their full potential; this is our common purpose as this is their one chance at their education
- We embrace the opportunities and challenges of educating young people and celebrate success
- We are relentless in our drive to ensure that no child's educational success is limited by their socio-economic background; **we are all here to break this link**

Our young people matter to us and everything we do is aimed to enable students to be safe, happy and achieve the very best outcomes in their subjects. Education is only transformational if every student has a consistent diet of great lessons every single day. This is achieved at Parkside through a collective effort coupled with a commitment to professional development for all of our great staff.

We are seeking to appoint a dedicated and enthusiastic individual who is passionate about education as a means of helping students become the best version of themselves. We believe that all our students can achieve excellence, no matter what their background, and that they all deserve the very best teachers to help them secure a first-class educational offer.

If the opportunity to join a small, friendly school, with supportive governance, and brilliant students appeals to you, then get in touch. I'd love to discuss this opportunity with you.

Yours faithfully

**Mr Andy Kelly
Headteacher**

Section 3: About Parkside Community School

About us

Parkside Community School is a small sized 11-16 secondary located in Chesterfield. In April 2023 it joined Embark Federation.

Parkside is a truly special school and has a fantastic student body. It benefits from a talented and committed, long serving staff and governance with minimal turnover. All at Parkside are passionate about positively serving to change life chances for our children; this is our common purpose.

Exceptional teaching and learning is our priority. Our highly qualified and motivated staff work hard to ensure our students achieve at the highest level, whatever their starting point. The intent of the Parkside Curriculum is to be leading edge, facilitating the best academic and personal development outcomes for our students. Our pastoral teams are driven to provide all necessary support to ensure our students can learn, participate, and feel they belong to the Parkside family.

In 2022 the school was again rated as a Good School by Ofsted. In November 2023 the school appointed a new experienced Headteacher.

Our Mission - Our everyday focus



The Vision - Where we are going

Parkside is a safe, successful and happy school where going the extra mile is the norm. Through strong and positive relationships, Parkside:

- Is at the heart of our community; we are proud to serve our young people and their families
- Delivers excellence in learning and supports all our young people to make exceptional progress academically regardless of the challenges they may face
- Provides unrivalled levels of care to develop our young people's social, emotional and physical wellbeing
- Offers unique opportunities to develop individual character and increase cultural capital so our young people are able to make a positive contribution to Society
- Harnesses the potential of all our young people and staff so they can collaborate, compete and thrive locally, nationally and globally
- Is relentless in its desire to improve further, only the best is good enough for our young people, their families and our staff

Our Ethos – The spirit and culture of our school

- Our school ethos centres around students and their families caring about the choices **that will shape their futures**
- Our ethos is at the very centre of our school culture.



Our School Values – Who we are

- Our values underpin everything we do and every decision we make. They are the Parkside Way.

PARKSIDE VALUES

WHO WE ARE



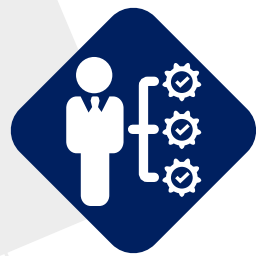
RESILIENCE

The ability to recover quickly from difficult conditions and succeed.



RESPECT

Showing consideration and positive regard for others.



RESPONSIBILITY

The act of being accountable for actions and being in charge of learning.



COMMUNITY

Working together for great educational experiences.

Section 4: Job Description Teacher of Mathematics

Parkside Community School is committed to creating a diverse workforce.

We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: MRP/UPS.

Contract type: Full-time, permanent.

Reporting to: Head of Maths.

Main purpose

Set high expectations which inspire, motivate and challenge students:

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students:

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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:

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and childrens' intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquire
- reflect systematically on the effectiveness of lessons and approaches to teaching
- 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 students:

- know when and how to scaffold appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high prior attainment; 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:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback
- monitor and support the overall progress and development of students as a mentor

Manage behaviour effectively to ensure a good and safe learning environment:

- 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
- 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 students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities:

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development and Performance Management, responding to advice and feedback from colleagues
- communicate effectively with parents with regards to students' achievements and well-being
- engage with the school's Quality Assurance programme
- maintain appropriate records and registers - providing relevant and up-to-date information when appropriate
- complete the relevant documentation to assist in the tracking of students – using this information to inform teaching and learning
- take part in school Parents' Evenings, Open Days/evenings, celebrations and rewards events in line with the directed time policy
- deliver mentor time challenges/activities
- carry out duties as shown on the staff duty rota
- comply with the school's health and safety policy and undertake risk assessments as appropriate

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.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students 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 students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

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.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

This job description is current at the date shown (October 2024); but, in consultation, may be changed by the Headteacher/Governors to reflect or anticipate changes in the job commensurate with the scale and job title.

Teaching

To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Additional Duties

- Assembly duties. Staff should supervise their mentor group to and during assembly
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example
- To attend school events/functions in line with the directed time policy
- To support the day to day running of the school

Other Specific Duties

- To take part in personal professional development
- To undertake any other duty as specified by the School Teacher's Pay and Conditions Document not mentioned in the above
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
- To take responsibility for the implementation of and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Conditions of Employment:

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment.

Employees must work in accordance with Parkside Community School policies and procedures regarding safeguarding and confidentiality.

Employment is subject to satisfactory medical and police clearance together with an enhanced DBS (formerly CRB).

This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and may be subject to modification at any time after consultation with the post holder.

Section 5: Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Qualified to at least Degree level • Recent professional development relevant to the post
Experience	<ul style="list-style-type: none"> • Proven track record of success as a classroom teacher or in the case of an ECT in teaching practice • Evidence of a commitment to play a full and active role in the life of the school • Ability to analyse and interpret data and to act upon this to impact on teaching and learning in the classroom
Skills and knowledge	<ul style="list-style-type: none"> • Understand the theory and practice of effective teaching and learning • Have knowledge of the maths curriculum requirements of key stage 3 and 4 and experience of writing lesson plans, developing resources and assessment of students' work • To understand and interpret student data and use this to inform responsive lesson planning and teaching • Effective communication and interpersonal skills • Good communication, organisation, problem solving skills and the ability to work collaboratively with others to share resources and best practice • Genuine passion and belief in the potential of every student • Ability to build effective working relationships with staff and other students
Personal qualities	<ul style="list-style-type: none"> • Integrity • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Able to act decisively on own initiative and work positively and constructively as part of a team • Ability to work under pressure and prioritise effectively • Commitment to safeguarding and equality • A love of maths!

Section 6: Further school information

Address

Parkside Community School
Boythorpe Avenue
Chesterfield
S40 2NS

Telephone

01246 273458

Website

<https://www.parkside.derbyshire.sch.uk/>

Social Media

Please keep up to date with Parkside news through our social media outlets – Facebook, X (formerly known as Twitter) and Instagram

