

# Briefing Pack for Applicants

## Teacher of Mathematics – Primary Specialism



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**

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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***

## **Section 1: Post Advertisement**

**Post: Teacher of Mathematics – Primary Specialism**  
**Location: Ecclesfield School**  
**Pay scale: Teachers’ Main/Upper Pay Range (MPR/UPR)**  
**Contract: Full-time, Permanent**  
**Start date: Easter 2024 / September 2024 if required**  
**Suitable for NQTs: Yes**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Ecclesfield School joined the Trust in December 2017 and, as a sponsored academy, is developing this partnership and making rapid improvements for our students and community.

We are seeking to appoint an outstanding, well-motivated, enthusiastic and ambitious Maths teacher, with experience teaching in a primary setting, to work in a secondary school as part of our Closing the Gap team. This is a unique role within our school structure, specifically supporting vulnerable pupils to develop their numeracy skills. We are looking for someone with a strong interest in working with pupils who have specific numeracy needs, who is committed to inclusive practices and has a genuine passion for teaching. The role will substantively involve teaching an engaging and creative primary style curriculum to targeted pupils in Years 7, 8 and 9. Additionally the role may involve working teaching students requiring specific numeracy support in KS4 and the broader Maths curriculum to Y7 mainstream classes. The candidate will be expected to work with the closing the gap team to organise and deliver interventions in numeracy in order to help close the achievement gap, alongside contributing to the whole school development of numeracy. We are specifically looking for someone who can utilise assessment data effectively to plan lessons and target intervention, and has:

- Experience and knowledge of teaching a numeracy catch-up curriculum to targeted pupils.
- The potential to become an outstanding classroom practitioner with a real commitment to young people.
- The ability to devise, plan and deliver highly-differentiated, interactive and stimulating lessons.
- An awareness of current developments in teaching and learning and the curriculum.
- High expectations of pupils and the belief that all pupils, whatever their background, can achieve their full potential.

This appointment is a key opportunity to join an increasingly developing, supportive and committed team. Applications are welcome from colleagues with the drive and commitment to consistently pursue the highest standards of student outcomes and deliver lessons with an innovative, inspiring and challenging approach.

Candidates are encouraged to visit the school or have an informal discussion about the role with the Headteacher. Arrangements for this can be made by contacting Jo Revill, Headteacher's PA, via e-mail [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk)

**The closing date is 09:00 on Friday 16 February 2024 and interviews will take place week commencing 19 February 2024.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the school website [www.ecclesfield-school.com](http://www.ecclesfield-school.com). **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application will not be considered.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff are fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

### Section 3: Letter from the Headteacher – Richard Walkden

Dear Applicant,

Thank you for your interest in this role and in our school. Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in 2014 and in 2017 joined a Multi Academy Trust. The school was inspected in the summer term of 2022, moving from 'Special Measures' to 'Good, and is fully committed to driving itself forward, whilst celebrating the success of the recent OFSTED inspection result, and continuing to deliver the schools mission to provide outstanding education for all students, staff and stakeholders within the Trust.

Here at Ecclesfield School we understand the power of education to transform lives, communities and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every students unique potential to make sure when they leave and enter the outside world they are ready to succeed and make an invaluable contribution to the wider society.

Ecclesfield is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. All our staff ensure that our students are given the very best opportunities through their education. My belief is that people achieve the best outcomes when they enjoy what they are doing, feel safe and are rewarded for their commitment and success. Our philosophy is simple and is based around our core values of Work Hard, Be Kind, Aim High, Show GRIT.

We expect the very highest levels of behaviour and attitude to learning from our students, coupled with a real focus on building positive relationships. We take every opportunity to study a wealth of subjects at both Key Stage 3 and 4. Our wider school life gives students and staff the opportunity to travel all over the world, take part in shows, give back to the local community, be a part of a team, go out into the working world, experience other cultures and meet people from all walks of life.

Support and care are equally important for all members of staff. We have a well-developed Continuing Professional Development (CPD) programme at Ecclesfield School that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

I look forward to receiving your application.



Richard Walkden  
**Headteacher**

## **Section 4: About Ecclesfield School**

### **OUR ETHOS**

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed.

### **ABOUT US**

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into 'Special Measures' and a following HMI visit in October 2017 re-affirmed the 'Special Measures' status. The school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

The Senior Leadership Team is comprised of ten colleagues - the Acting Headteacher, eight Assistant Headteachers and Business Manager supported by the Director of School Improvement for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly-effective professional learning policy, which lays emphasis on sharing

good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. Under Vertical Mentoring, all teachers act as mentors or (in the case of members of the support staff) associate mentors, attached to vertical form groups. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

A restructure to the Governing Body has ensured a committed and supportive body of members, ready to scrutinize and challenge the work of the school. Led by the Chair of Governors, the Governing Body works through a series of committees, each supported by a member of the Leadership Group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The local Governing Body feed into the Minerva Learning Trust who oversees all procedures within the school and is responsible for them in law.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 170 homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national



success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [www.ecclesfield-school.com](http://www.ecclesfield-school.com)

## Section 5: Job Description



# Minerva Learning Trust Job Description



***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

<b>POST TITLE</b>	Teacher of Mathematics – Primary Specialism
<b>GRADE/SALARY</b>	Teachers’ Main/Upper Pay Range (MPR/UPR)
<b>HOURS/WEEKS</b>	Full-time, Permanent
<b>LOCATION</b>	Ecclesfield School
<b>RESPONSIBLE TO</b>	Curriculum Leader of Maths
<b>RESPONSIBLE FOR</b>	The provision of a full learning experience and support for students
<b>PURPOSE OF THE JOB</b>	<ul style="list-style-type: none"> <li>• To develop and deliver an innovative numeracy curriculum for targeted pupils in Key Stage 3.</li> <li>• To effectively use assessment data to coordinate and deliver a programme of numeracy interventions to help close the achievement gap.</li> <li>• To provide coaching for other members of the teaching staff to support the progress of low prior attaining pupils.</li> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>• To monitor and support the overall progress and development of students as a teacher and group tutor.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student attainment and outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>To share and support the school and Trust's ethos and culture toward providing and monitoring opportunities for personal and academic growth.</li> </ul>
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>A good honours degree or equivalent (2:1 or higher)</li> <li>Ability to teach Maths in Secondary setting with relevant Primary experience</li> </ul>

**JOB DESCRIPTION FOR THE POST OF:**

**Teacher of Mathematics with Primary Specialism**

**SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

**Specific Responsibilities:**

- To support the delivery of an alternative learning pathway at Key Stage 3 for pupils below national standards on entry in English and Mathematics.
- To effectively utilise assessment data to coordinate and deliver a programme of targeted numeracy interventions.
- To teach a primary curriculum to identified nurture groups in Years 7 and 8.
- To teach KS3 mainstream groups, KS3 withdrawal groups and identified students at KS4 who are still working at a Primary / KS3 Level.
- To provide guidance for other members of the teaching staff to support the progress of low prior attaining pupils.
- To contribute to the development an innovative and appropriate numeracy curriculum which accelerates the progress of targeted pupils.
- To ensure information regarding pupils receiving intervention is fed into the whole school provision mapper, in line with school procedures.
- To support the development of high quality and effective numeracy schemes of work; designed specifically to improve basic numeracy skills.
- To keep up to date with current initiatives and developments in literacy and numeracy and to identify key programmes that will help close the achievement gap.
- To work closely with the ALP lead in order to coordinate interventions and share good practice.
- To work closely with the SEND team to ensure the specific needs of pupils are met.
- In partnership with the ALP Lead, to develop effective working relationships with key partner primary schools to ensure pupils are identified for early intervention.
- To play a role in the primary transition programme. To ensure effective communication with the parents/ carers of students in the ALP Pathway.

## **Staffing**

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue personal development in the relevant areas including subject knowledge and teaching methods.
- To actively engage in the Professional Development Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and contribute positively to effective working relations within the school.

## **Quality Assurance**

- Help to implement school quality procedures and adhere to them.
- Contribute to the process of monitoring and evaluation of the department in-line with agreed school procedures.

## **Data/Assessment**

- Maintain appropriate records and provide relevant accurate and up-to-date information for SIMS, registers, etc.
- To complete the relevant documentation to assist in the tracking of pupils.
- To track student progress and use information to inform teaching and learning.

## **Communication and Liaison**

- To communicate effectively with parents/carers of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- Contribute toward the development of effective subject links with external agencies.

## **Form Tutor**

- To be a Form Tutor to an assigned group of students, promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Progress Leaders and Pastoral Managers to ensure the implementation of the school's student guidance and support system.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents/carers of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.

- Apply the behaviour management systems so that effective learning can take place.

## **Safeguarding**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **Teaching**

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and agreed school priority areas are reflected in the teaching/learning experience of students.
- To maintain discipline in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

## **Other Specific Duties**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To be courteous and provide a welcoming environment.

## **General:**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification

	<h1>Minerva Learning Trust</h1> <h2>Person Specification</h2>	
<h3>Teacher of Mathematics – Primary Specialism</h3>		

Minimum Essential Requirements	Method of Assessment
<b>QUALIFICATIONS AND TRAINING</b>	
A good honours degree or equivalent	AF/I
A further qualification, degree, diploma, certificate in relevant subject	AF/I
Qualified Teacher Status	AF/I
Ability to teach Maths at Key Stages 2 and 3	AF/I
<b>KNOWLEDGE AND EXPERIENCE</b>	
Previous and recent experience of teaching in a primary setting or experience of undertaking a similar role in a secondary setting.	AF/I
Knowledge of the Key Stage 2 and 3 subject requirements.	AF/I
Involvement or interest in cross-curricular teams/projects.	AF/I
Experience of delivering and organising targeted literacy and numeracy interventions, which have had a proven impact on pupil progress.	AF/I
A thorough knowledge and understanding of the subject area.	AF/I/A
Knowledge of the requirements of the National Curriculum as applied to the subject area.	AF/I/A
Up to date knowledge of methods used to close the educational achievement gap.	AF/I/A
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of a commitment to continuing professional development.	AF/I
Willingness to actively participate in professional learning.	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.	AF/I
<b>SKILLS</b>	
Ability to plan and teach engaging, motivating lessons with clear objectives and student learning outcomes matched to departmental schemes of work.	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students.	AF/I

Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students.	AF/I
Ability to assess student achievements against course objectives and provide outstanding feedback, which enables students to maximise their talents and abilities.	AF/I
Ability to keep excellent administrative and student achievement records.	AF/I
Ability to relate well to students, staff and parents in a professional manner.	AF/I
Ability to use ICT as an integral part of teaching and learning programmes.	AF/I
<b>QUALITIES AND ATTRIBUTES</b>	
High expectations of self.	AF/I
The ability to act on advice and be open to coaching.	AF/I
A commitment to extra-curricular activities.	AF/I
A continued interest in developments in teaching and learning.	AF/I
The ability to motivate others.	AF/I
The ability to establish effective working relationships with individuals, groups and organisations.	AF/I
The ability to remain calm and diffuse situations.	AF/I
The demonstration of a concern for excellence in one's professional work and the achievement of students.	AF/I
A commitment to support the school's aims, vision and ethos.	AF/I
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion.	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students.	AF/I
A willingness to contribute to the wider life of the school.	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**Key:** AA = Assessed activity  
AF = Application form  
I = Interview  
R = Reference

## Section 7: The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

- The Application Form  
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
- Education and Training  
State your qualifications and any training you have undertaken relevant to the post.
- Present Appointment  
Make it clear what your present post is, which establishment you work in, and who your employer is.
- Previous Appointment  
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.
- Referees  
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses including e-mail contacts and telephone/fax. numbers.
- The Supporting Statement/Letter of Application  
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font.**
- Arrangements for Interview  
Shortlisted applicants will be contacted as soon as possible after the closing date of 16<sup>th</sup> February 2024. Referees are contacted prior to the interview stage for teaching and some support staff posts.
- The Interview  
Interviews will be held week commencing 19<sup>th</sup> February 2024. Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
- Feedback  
Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.
- Selection for Appointment  
Selection is made conditional upon the successful candidate meeting the Authority's requirements for health, physical capacity and conduct.
- Arrangements for Applications  
When you have completed your application, the completed form and covering letter should be forwarded to [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk)



## **Section 8: Visitors to Ecclesfield School**

### **Approaching from the north**

#### ***By car (via M1)***

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

#### ***By Train***

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

### **Approaching from Sheffield**

#### ***By Car***

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 meters until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 meters travel.

#### ***By Train***

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.