

Application Pack

Vacancy: **Teacher of Mathematics,
with opportunity for Assistant Subject Leader (TLR2A)**

Full time or part time, permanent

Closing date: **12 noon, Tuesday 4 February 2025**

Interview date: **Interviews will be held shortly after the closing date**

Teacher of Mathematics, full time or part-time, required for April or September 2025. Opportunity for Assistant Subject Leader (TLR2A); opportunity for ECTs to start on 1 July 2025

Occupying a 33 acre site on the edge of Henley-on-Thames, we are a co-educational academy with approximately 900 pupils aged 11-16 on roll.

We have been recognised as outstanding by Ofsted, who said, '**Pupils thrive because of the high-quality teaching and care they receive**'. In the GCSE exams taken in 2024, our Progress 8 score put us in the top 8% of schools in the country. In 2024, in GCSE mathematics, 35% of students achieved grade 7+ and 89% grade 4+.

If you are a talented and creative Teacher of Mathematics, why not join our committed, dynamic and friendly team? With passion and knowledge for your subject, you will inspire, motivate and challenge young people of all abilities to strive to be the best that they can be. In return, you will be able to develop your skills and expertise, working with a school that is committed to ongoing professional development.

Gillotts aims to maximise achievement through effective and inspiring teaching, so if you share these values and would like to join this supportive and high-achieving school, we'd like to hear from you. Visits to the school are encouraged.

Closing date for applications: 12 noon, Tuesday 4 February 2025

Interviews will be held shortly after the closing date.

Gillotts is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. All staff are expected to promote fundamental British values. The successful candidate will be required to undertake an Enhanced DBS Disclosure.

Gillotts School is a registered company limited by guarantee.

Reg Number: 07954417



How to apply:

For further details of this exciting opportunity to join a supportive, forward looking and friendly team in a highly successful, happy and popular school, please visit our website at www.gillotts.org.uk.

Completed applications should be submitted to applications@gillotts.org.uk. Please note a Gillotts application form must be completed in full, in all cases.

January 2025

Dear colleague

Thank you for your interest in joining our team at Gillotts School. This is an exciting time in terms of our development as we will be joining River Learning Trust on 1 March. It's a fantastic opportunity for a keen and ambitious Teacher of mathematics to contribute. We are recognised nationally for our work on securing students' progress and developing a culture for learning.

Mathematics is a highly regarded and successful subject at Gillotts. The progress 8 scores have been above +0.6 consistently since 2019. This success is rooted in the strong team culture. Teaching is organised in flexible attainment sets and the team have developed high quality shared lesson plans and resources which follow a Mastery approach for the three ability 'pathways' for Years 7 to 9. Teachers retain autonomy over planning for their groups and are encouraged to adapt and experiment in order best support their students and to further develop resources and approaches. In Years 10 & 11, colleagues share resources and work together where appropriate, to ensure that new staff are supported with their preparation, whilst maintaining the professional autonomy that is so important for staff and student development. The team has strong links with the local MathsHub which has provided high quality CPD and support with the development of our Mastery based approach. Extensive use is made of the Sparx platform, which gives detailed feedback on the understanding of individual students without generating marking for teachers. The team has seven dedicated classrooms, one for each teacher.

There is also the opportunity to apply for the post of Assistant Subject Leader (TLR 2A). We are looking for a colleague who is ready to take the next step in their own career development, who can contribute to the continuous improvement in the quality of education provided in this core subject.

Gillotts is a very successful comprehensive academy. Our philosophy is based firmly on the belief that all members of the school community have unique gifts and talents and our task is to help everyone to develop them, not only to raise standards of attainment but also to help students to experience the real joy of learning so that their learning goes on long after they have left school. We are committed to the development of all members of the school community, both adults and children and we are now seeking an enthusiastic colleague who will welcome the opportunity to contribute to the learning experience of our students, secure in the knowledge that you will be supported and given every opportunity to develop your own skills and expertise too. This is a great developmental opportunity for a keen, talented teacher to join a vibrant school recognised by Ofsted in 2023 as outstanding.

This school is committed to safeguarding, promoting the welfare of children and expects all staff and volunteers to share this commitment. All staff are expected to promote fundamental British



values. Successful candidates will be subject to Disclosure and Barring Service (DBS) checks along with other relevant employment checks.

If you are inspired by our vision of education and are considering submitting an application, please feel free to telephone or email the Subject Leader, Jo Kershaw, jkershaw@gillotts.org.uk, for an informal chat or to arrange a visit if you would like to do so. Please make clear in your application the ways in which your abilities and experience make you a suitable candidate for the post; and also:

- If you are seeking full or part-time employment and if part-time, stating the proportion;
- If you would prefer an April or September start date;
- If you wish to be considered for the Assistant Subject Leader role.

I look forward to reading your application and to welcoming a creative and dynamic colleague to Gillotts.

Yours sincerely

Ms Catharine Darnton
Headteacher

Job description – Teacher of Mathematics

Role: Teacher

Accountable to: Subject Leader, Mathematics

Conditions of service: Main pay range or upper pay range in line with current School Teachers' Pay and Conditions Document (STPCD) and Gillotts' Pay Policy

Objectives:

- To make the education of their pupils their first concern, and be accountable for achieving the highest possible standards in work and conduct.
- To act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as a teacher up-to-date and to be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.
- To meet the Teachers' Standards (see appendix)

Main areas of professional responsibility:

Teaching

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to paragraph 52.7 of the STPCD, supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

- Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Child protection *The post holder is responsible for ensuring all county child protection policies are adhered to and concerns are raised in accordance with these policies.*

Health & Safety *All employees have a responsibility to cooperate in promoting and maintaining a safe and healthy working environment, and to take reasonable care of their own health and safety at work and that of all team members for which they have general management responsibility.*

Job description – Assistant Subject Leader

Role: Teacher

Conditions of service: TLR 2A

Objectives:

- to contribute to subject team strategic planning through reviewing performance, and planning developments
- to take lead responsibility for moving the team forward in aspects of the development plan
- to contribute to leading training and to supporting the development of members of the team

Main areas of responsibility:

1. To support the Subject Leader in his/her role
2. To contribute to reviewing progress made by the team towards targets in the development plan
3. To contribute to reviewing progress made by the team towards individual student targets (planning and supporting intervention where necessary)
4. To take lead responsibility for short to medium-term projects designed to take the team forward in areas covered in the development plan. These projects will be negotiated with the postholder
5. To undertake any reasonable tasks, as directed by the Headteacher

The duties of the post may vary from time to time without changing the general character or the level of responsibility.

Child Protection *The postholder is responsible for ensuring all county child protection policies are adhered to and concerns are raised in accordance with these policies.*

Health & Safety *All employees have a responsibility to cooperate in promoting and maintaining a safe and healthy working environment, and to take reasonable care of their own health and safety at work and that of all team members for which they have general management responsibility.*

Appendix to Teachers' Job Description

Teachers' Standards

Set high expectations which inspire, motivate and challenge pupils

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

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils 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 pupils' 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;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- 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 pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- 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;
- 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

- 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 pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- 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

- 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 pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, 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, 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.

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

About Gillotts School

Gillotts is a school that takes great pride in its unique identity. It is one of four mixed 11-16 schools in south-east Oxfordshire and its 900 students come from Henley and the surrounding villages. The school occupies a 33 acre site on the edge of Henley-on-Thames, which incorporates a Victorian house as well as extensive grounds, both of which contribute to the school's special character.

Gillotts places teaching and learning at the heart of its development. There is a strong pastoral focus too, recognising that students' well-being is crucial to their learning. Academic standards at Gillotts are both high and improving. In the last GCSEs taken in 2024, 68% of students achieved grade 5 or above in English and Mathematics.

Gillotts however also prides itself on being a welcoming and inclusive community. Its motto – 'non nobis solum' – translates as 'not by ourselves alone' and the sense of teamwork, collaboration and cooperation underpins the life of the school.

Working for Gillotts

As a high-performing school, Gillotts places teaching and learning at the heart of its development. This is underpinned by an in-house CPD programme which allows staff to develop the skills most pertinent to their needs. We are committed to our staff and work in conjunction with the Oxfordshire Teaching School Hub to offer the very best in professional learning for colleagues at every stage of their career.

We recruit staff who:

- Want to be excellent teachers
- Are keen to work together to achieve our shared aims
- Are committed to helping all our young people be the best they can be
- Are reflective practitioners – keen to grow and develop throughout their career
- Are curious about finding creative solutions to tricky problems and building leadership capacity across the whole school

What we will offer:

- **Remarkable behaviour** – we believe in clear routines, appropriate responses and outstanding relationships fuelled by mutual respect and a commitment to excellence.
- **Great curriculum resources** – clear and coherent schemes of work that mean you can spend time thinking about the how rather than the what.
- **Commitment to high quality CPD** – we'll support and challenge you as an individual so you can develop your skills as a teacher rather than feeding everyone the same diet irrespective of their needs and goals.
- **Efficient solutions** – we focus on evidence-based approaches where teacher-time spent is commensurate with student outcomes. This means, for example, that we use methods of

feedback that are designed to move learning forward; you should be spending time on things that will make a difference.

- **Staff wellbeing as a priority** – we care about our staff as teachers and as people. Teams work very closely together with a focus on developing practice but also supporting each other in the good times and the bad.

Gillotts is a 'flexible friendly' employee. We will always consider part-time applications, even where a role is advertised as full-time. Teachers are able to go off site during PPA time and all staff have access to up to five days of paid dependant-care leave, and may also attend important events such as sports days. TLRs, paid in full, are generally open to part-time teachers, providing they are in school four days a week.

Vision, values and strategic aims

Non nobis solum – Not by ourselves alone – Kindness, respect, living without harm

Vision

Gillotts is a high performing school where every student is valued as an individual, and is supported and encouraged to achieve their potential. We pride ourselves on being inclusive of all, developing young people who make a positive contribution to society now and in their future lives.

Values

Dedication to learning

We thrive as learners, embracing challenges and thinking hard. Our rich and broad curriculum, delivered through expert teaching, enriches students' lives. We support everyone, students and staff, to be the best they can be.

Respect and kindness

We treat our students, families, staff and wider community with respect and kindness – modelling our values and wanting the very best for each other.

Integrity and trust

We put ethical leadership at the heart of our work, serving our community with fairness and honesty.

Vision for the medium term

Gillotts School is proud of its identity and proud of its successes. We believe in achievement for all and want to secure the best outcomes for all our learners, without exception. We want to continue to raise students' expectations of themselves, ready for the challenges ahead.

Teaching and learning are at the heart of this school. We know that 'learning is the residue of thought' and as such see the following as the key strategies for ensuring that learning happens:

- secure attention;
- communicate clearly through modelling and explanations;
- drive thought through practice;
- seek and give feedback in order to adapt teaching to need.

These strategies rest upon well designed curricula which provide both access and challenge.

We will continue to place a high priority on continuous professional development (CPD), not because our teachers are not good enough, but because they can be even better. The CPD curriculum is research informed and planned in the light of internal evidence, as such it is responsive to need whilst also driving practice forward strategically. It is built on the Education Endowment Fund (EEF) mechanisms for effective CPD. We strive to ensure that all teachers receive valuable, frequent, actionable feedback on their teaching and are supported in their development.

We will build on our outstanding curriculum, underpinned by a deep understanding of student progress and a commitment to developing the wider skills valued by higher education and employers. Our curriculum will give learners the knowledge and cultural capital they need to succeed in life, whatever their starting point. Knowledge underpins and enables the application of skills – we see knowledge and skills as intertwined.

Seamless, embedded access to IT supports interaction, collaboration and feedback. We will break down the artificial boundary of the limits of the school day to support the integration of students' learning in school, at home and on the move. We will support students to be confident and reflective users of technology, in preparation for their adult lives.

Our motto, “Not by ourselves alone”, will continue to underpin an ethos centred on the core values of kindness, respect and living without harm. We know that students will only thrive in their learning when their basic needs are met and we will continue to work towards this goal, through our extended team which offers outstanding pastoral care and by maintaining and developing our partnerships with external agencies who can provide specialist care and support. We will continue to develop the support we offer to parents to enable them in turn to support us as they work alongside their children.

We have an inspirational site – 33 acres with extensive woodland, on the site of the local manor house, parts of which (including two associated cottages) remain. The school is set on the fringes of the town with extensive views across the Thames valley. We want to use the stunning environment to help excite and inspire students and staff to move the school's performance to the next level, making it an outstanding place to study and work with results securely in the top 10% of schools nationally.

We will build on our success as a highly inclusive and integrated community by enhancing the opportunities for interaction and engagement with the school beyond the planned curriculum, encompassing students' social time within the school day and enhancing opportunities for the use of the school site by the community.

Redeveloping the school environment will enable us to achieve all this by allowing us to maximise the potential of the site and supporting a more sustainable future. It will support us to meet the challenges we face by ensuring we have buildings that are fit for purpose and so allow us to focus on our core priority of continuously improving outcomes for all our young people.

Strategic aims

The primary function of the school is to serve its students and the local community in the best possible way. Bearing this in mind, together with the overall target of being an outstanding school, the Governing Body and the School will work together:-

Primarily (Aim 1):

- **To maximise achievement through effective and inspiring teaching**

And:-

Aim 2

- **To maintain a distinctive curriculum offer tailored to the needs of our students, ensuring that 21st century technology is used effectively to support teaching and learning**

Aim 3

- **To promote personal development by the provision of outstanding support and guidance**

Aim 4

- **To provide a sustainable built environment fit for the purpose of 21st century teaching and learning**

Aim 5

- **To promote Gillotts' position as Henley's first class community school, within the framework for collaboration provided by being part of the River Learning Trust**

This document was adopted at a meeting of the Governing Body on 3 December 2024. It is reviewed annually.

Catharine Darnton
Headteacher

Emma Hunt
Chair of Governors

Safeguarding Children

It is the responsibility of all staff to promote and safeguard the welfare of children and young persons for whom s/he is responsible or with whom s/he comes into contact, and to adhere to and ensure compliance with Gillotts School's Child Protection Policy Statement at all times. If in the course of carrying out duties the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the school's child protection officer or to the Headteacher.

Gillotts is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

Online searches

For all shortlisted candidates, we will carry out an online search as part of our due diligence. The reason for the check is to identify any concerns with suitability to work with children and keep them safe. The search will be carried out by the school's HR Manager and they will only pass on information to the panel that may need to be explored at interview.

A search will be carried out using a search engine using the candidate's name, location and current employer. The purpose of the search is to identify any concerns about a candidate, with a focus on recent time.

Living and working in Henley on Thames

Henley-on-Thames is a pretty riverside Oxfordshire market town, on one of the most beautiful stretches of the River Thames, in gently wooded, rolling countryside. With a population of 10,000, it is an hour west of London and close to the M4 (Junction 8/9) and M40 (Junction 4). The town has a variety of restaurants, cafés and pubs as well as high street shops and specialist retailers, excellent schools and leisure facilities.

Henley has a reasonable public transport network, with trains running directly to Paddington at peak times and a good bus service in and around the town. There is a variety of accommodation available to buy or rent in Henley and the nearby towns of Reading, High Wycombe, Maidenhead and Oxford.

Henley is dedicated to maximising its riverside location and has an international reputation for the world's greatest rowing regatta. The town also hosts the Henley Festival, and the 80's music festival Rewind.

Gillotts School is situated adjacent to Henley Leisure Centre, which offers discounted membership for Gillotts staff.