



INFORMATION FOR  
CANDIDATES APPLYING  
FOR THE ROLE OF  
TEACHER OF MATHEMATICS - KEY STAGE LEADER  
WITH TLR  
AT HIGHLANDS SCHOOL

Required for September 2022

<http://www.highlands.enfield.sch.uk>





Dear candidate,

I am delighted that you are considering applying for the position of teacher of mathematics with a TLR at Highlands School. Highlands is a very successful and popular school with a thriving sixth form. The school community is a diverse one; students come from a range of socio-economic and cultural backgrounds and we are proud to be one of the most popular and high achieving mainstream schools in north London.

Our stated goal is “To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.” This is an aspirational goal, but one we judge ourselves against at all times. If you are successful in your application you will play a key role in improving Highlands towards achieving this.

I became headteacher in September 2018 and since then there has been much change. We have changed the timings of the school day, introduced weekly CPD, and lengthened Key Stage 3. We are an Ofsted ‘Outstanding’ school and when we were inspected in June 2020, the report written by the lead inspector highlighted the excellent behaviour, safeguarding and personal development the school offers. The school champions diversity and supports students’ mental health.

I am committed to developing staff and supporting their wellbeing. We have two

hours of CPD every week and roughly 50% of this is given to departments for teaching and curriculum development. No other meetings are held during the week. We used centralised resources to reduce planning. Pastoral leaders oversee centralised detentions to free up other teaching staff. We have a two week October half term break. We are a lead school in the local area for the delivery of the ECT.

Our approach to curriculum and teaching is influenced by the writings of theorists such as Christine Counsell and the principles of Rosenshine—yours should be too. We want to recruit a hard working and driven colleague with very high standards, someone who wants to make a real difference at Highlands. The successful candidate will be ambitious and we will support them towards fulfilling their own career potential.

Before reading on, I recommend you [watch this video](#), which will introduce you to our school.

I look forward to receiving your application and meeting you in person,

Vincent McInerney, Headteacher





## History, ethos and values

Highlands was opened in 2000, the first PFI school in the country. The grounds and building are under the control of the PFI contract holder and will remain so until 2025 when they return to the local authority. Mr McInerney is the third headteacher in Highlands' history. The previous head, Mr Goddard, led the school on a successful journey from 'satisfactory' in 2007 to 'Outstanding' twice (2011, 2014). The school has always had excellent GCSE attainment and in 2020 achieved its best ever Progress 8 score. Disadvantaged students perform in line with other students nationally.

As you will see if you visit Highlands, the work we do at school is underpinned by the Highlands school values: determination, aspiration, respect and equality: DARE. These are not tokenistic words, they were arrived at through extensive consultation with students, staff and the community.

Our assemblies and tutor time programmes reinforce them and the words are prominently displayed around the school.

Highlands is inclusive and the school welcomes students from a range of backgrounds and abilities. Apart from maths, we do not put students into ability streams at the start of secondary school. We allow all students to choose from all of our option subjects. We do not believe that students with low attainment should be channelled away from more challenging subjects if they enjoy them.

# Curriculum

Two years ago the key stage 3 and key stage 4 curriculum structure was reviewed and changed.

The review involved consultation with the Governors, staff and students. One outcome of the review was that the school decided it was not appropriate for all students to study as many compulsory subjects as they traditionally have. As a result more choice has been brought into the option process. For example, rather than all students taking computing, some do but some can choose other subjects.

Another outcome of the review was that the school felt that the end of year 8 was too young an age for students to stop studying certain key subjects such as history and geography or the performing arts. As a result of this more subjects are now studied by all students until the end of year 9.

The structure and options process is only one part of the curriculum review, though. Currently we are looking closely at how each subject's curriculum is sequenced. Senior leaders, subject leaders and teachers will be clear about the key knowledge that students are learning in their subjects. The focus will be on vocabulary, events, people, places, processes and concepts because research shows these are the most transferable or 'powerful' forms of knowledge. We have been fortunate enough to be joined by subject experts in their fields to help sequence subject macro-curriculums.

Highlands has adopted an evidence and research based approach to curriculum development and the school expects to be at the forefront of innovative curriculum design in the coming years. This research informed approach is evident in our new assessment policy launched last year.





## Teaching, learning and CPD

Developing the quality of teaching, learning and assessment is a priority in the current academic year. The school moved away from one hour, OFSTED graded lesson observations two years ago. Curriculum conversations have become the main process by which staff receive feedback on the strengths of their teaching and the areas for development. The new process is still being developed and this will continue into next year.

Staff have CPD every Wednesday and this is built into the school day. This is a valuable opportunity for staff to share best practice, work on curriculum development, undertake research and collaboratively plan and assess, amongst other things. Our objective is to build a community of teachers committed to professional development and excellence, and to give them the time and resources to achieve it.

Highlands staff have unique access to a range of professional development opportunities, delivered by the school. These include middle and senior leadership programmes. Uptake on these programmes is high amongst our staff. For ECTs, the school offers the early career framework. We are committed to developing our staff. You can watch some of our current staff talk about their professional journeys by clicking on the videos below:

[Louise](#), [Hope](#), [Alice](#), [Jody](#), [Mia](#)

For ITT and ECTs, [Becky's video](#) talks about early career training.





## Enrichment

At Highlands we think about more than exam results. The extra-curricular provision at the school is excellent. In recent years Highlands students travelled to Barcelona, Namibia and New York. Students studying physics visited Poland as part of the Erasmus programme, recently they visited Finland and France. Our students take part in the Duke of Edinburgh programme, ski trips and other visits locally and nationally.

The performing arts are a strength at the school and the shows and performances are very popular. Two years ago the school production was Bugsy Malone, the students at school perform as cast members, perform in the orchestra and make up the crew. Sports are another area of success at the school; girls' football at Highlands is amongst the strongest in the region.

At Highlands students leave with excellent results but also with experiences and an appreciation for the world beyond school that will stay with them forever.

When school finishes early on Wednesdays for staff CPD, we normally run compulsory Ed-Extra for year 7 students. All 240 students in year 7 remain in school until 3:30pm to take part in activities run by external providers and sixth-formers. These range from rugby to cooking, from debate club to movie making. It is a good example of an area in which the school does something that other schools look to as an example of best practice and innovation. We believe our extra curricular programme at Highlands should rival that of any other secondary school in London.





## The Sixth Form

All members of the Highlands community are enormously proud of the sixth form, which is one of the most popular in Enfield. In some subjects outcomes are excellent and students receive offers from the top universities (this year we have several students with Oxbridge offers).

At Highlands it is not just what students achieve academically that matters, but what type of young people they become and what they choose to do when they leave. It is for this reason that we have built a diverse and challenging curriculum, along with excellent enrichment opportunities for our students. We are an inclusive sixth form, with a welcoming, diverse and grounded community in which our students feel cared for and supported.

Supporting students to make the right university or career choices is a priority at Highlands. We have a dedicated team of staff who bring outside speakers into the school to develop students' understanding of the world of work. We have a special pathway for students wishing to enter careers such as law or medicine, study at Russell Group universities or who wish to study at Oxford or Cambridge. We have a commitment to support each student into the career or university of their choice.

Learn more about the sixth form on our [sixth form open evening microsite](#), set up this year as we were recruiting into our sixth form.

## School priorities

Our goal is to provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.

To achieve that the school has three strategic priorities:

1. Achieve academic excellence, underpinned by a curriculum that meets the needs of all learners.
2. Create a culture that celebrates diversity and equality and that supports inclusivity and excellent behaviour.
3. Promote a culture of leadership, self-reflection and professional development across all staff.





## Mathematics Department

The mathematics department is a dynamic, and hardworking team with a wealth experience. We have a suite of seven teaching rooms and access to chrome-books and visualisers to aid learning. The department delivers excellent GCSE results with 83% of students at grade 4+, 27% of students grade 7+ and an overall alps grade 3 placing our results in the top 25% nationally. Maths is the most popular subject taken up at A level with three maths classes and one further maths class in both years 12 and 13. A successful and suitable qualified candidate would have the opportunity to teach key stage five maths. We follow the Edexcel GCSE and A Level specifications. Our most able students from all years take part in the Maths Challenge with students regularly qualifying for the European Maths challenges. The department is committed to initial teacher training, career progression and ensuring that all staff have the opportunity for high quality CPD. The mathematics curriculum at Highlands school sequences all of school mathematics from counting to calculus. It is a progressive journey through mathematics based on the principle of securing concepts before building on top of them. To enact the curriculum, lessons in maths are centralised based on Rosenshine's principles and the science of learning. Centralising lessons helps maximise learning and shift teachers' time from resourcing lessons to planning explanations, models and questions. Every member of the department is involved in creating, adapting and continually improving the centralised resources. The position of key stage leader will provide an excellent opportunity to shape the maths department's curriculum.



# The Role

## Teacher of Mathematics with additional teaching responsibility (Key stage leader)

### Job purpose

To deliver consistently excellent lessons that lead to high levels of student progress and contribute to departmental lesson planning and curriculum reviews.

### Job details

The position is permanent

The successful candidate will report to the head of department.

The salary is MPS/UPS (outer London) plus TLR 2a to support teaching and learning.

The role starts September 2022.





# Job description

## Key responsibilities

### Curriculum and assessment

- Contribute to a rigorous and inspirational, knowledge rich curriculum.
- Engage with an evidence and research based approach to curriculum development that puts your department at the forefront of innovative curriculum design.
- To contribute to the curriculum to ensure that it meets the needs of all students including SEND, gifted and talented and EAL students.
- Work with the head of department to ensure schemes of work are planned in line with department expectations.
- Be accountable for student progress in your classes, ensuring that every student achieves better results in line with, or better than, national expectations.
- Track student progress and make intelligent use of assessment to identify underperformance, plan appropriate support and achieve excellent outcomes for our students.
- Predict student outcomes as required.
- Monitor student progress through formative and summative assessment and ensure assessment records are kept at a departmental level.
- Participate in a range of intervention strategies are in place to respond to underachievement and to promote best possible outcomes for all students.

### Professional development

- Participate fully in the school's CPD programme, weekly CPD programme and INSET days.
- Attend specific CPD and keep up to date with subject specific developments.
- Support and mentor colleagues as appropriate.
- Deliver departmental meetings/CPD.

### Teaching and learning

- Teach consistently high quality lessons and participate in collaborative planning and development, including the sharing of resources and best practice within the department.
- Reflect on the effectiveness of your teaching and adapt accordingly.
- Engage in quality assurance processes and systems.
- Ensure provision for students you teach with individual needs, and develop differentiated learning and teaching methods and resources.
- Keep up to date with developments in pedagogy, research and teaching practice relevant to the department's subject area.
- Teach a timetable as allocated.
- Set high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Plan and teach well-structured, scaffolded lessons that are aligned to the school and/or network curriculum and cultivate every student's intellectual curiosity.
- Use assessment to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes.
- Manage behaviour effectively to create a safe, respectful and nurturing environment so that students can focus on learning.

### Other responsibilities

- Actively promote the safety and welfare of our students.
- Ensure compliance with the school's data protection rules and procedures.
- Liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy.

### Job description, continued:

- To undertake, as required, the duties of a form tutor, taking responsibility for the support, guidance and welfare of a group of students.
- General cover as necessary.
- To undertake, as required, the duties of a form tutor, taking responsibility for the support, guidance and welfare of a group of students.
- General cover as necessary.
- To undertake weekly duties as directed, including the supervision of pupils at the beginning of school, during break times and at the end of the school day.
- To follow school policies and procedures as laid down in the staff handbook and guidelines as provided by line managers and the school's senior management team.
- To attend meetings, parents' evenings and other functions, as required by the headteacher, within directed time.
- To uphold agreed standards of dress, behaviour and discipline around the school and when supervising pupils outside the school.

### Equal opportunities

To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behavior. Click [here](#) for our equal opportunities statement.

This job description is not an exhaustive list and you will be expected to carry out any other reasonable tasks as directed by your line manager and the headteacher



# Person specification

The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against the criteria listed below.

## Knowledge, skills and experience

- To have qualified teacher status and appropriate qualifications in mathematics or related disciplines.
- Successful teaching experience across a range of key stages.
- The ability to motivate students and staff (teaching and non-teaching).
- Good interpersonal skills: the ability to work well with a wide range of people and also to use initiative - taking the lead when necessary.
- The ability to work flexibly and share in workloads, particularly during periods of pressure.
- Experience of working with pupils from a diverse range of backgrounds.
- Experience of improving the quality of teaching and learning through curriculum development and high quality resources.
- A belief in and commitment to the school's equal opportunities policy
- The ability to demonstrate a pro-active approach in taking responsibility for quality of own work and that of others, problem solving and using one's own initiative as appropriate.
- Confident use of technology to promote learning.

## Personal qualities

- Ability to work well under pressure.
- Ability to prioritise and meet deadlines.
- Commitment to continued personal development.
- Commitment to contribute to the wider life of the school.
- A sound understanding of safeguarding.
- An acceptance of the need for continuing development and training, particularly in ensuring a proactive approach to planning CPD.
- Rigour.
- Very high expectations of oneself and students.
- High levels of personal integrity.
- A passion for promoting and celebrating diversity.
- A willingness to give and receive respectful and candid feedback on the quality of work



## The application process

Please apply by visiting the [vacancies page](#) on our website and complete an application form (at the bottom) in full with a personal statement of no more than two sides of A4 outlining how you meet the person spec. This can be typed in the space on the application form or as a separate document.

**Closing date:** 9am on Thursday 30th June 2022. We will consider applications upon receipt so recommend you apply **immediately** if interested in the post. We reserve the right to close the vacancy before the published closing date. If you have any questions, please contact Trudi Steiner, HR Officer, at [hsjo-bapp@highlearn.uk](mailto:hsjo-bapp@highlearn.uk) or 020 8370 1166.

The Governing Body are committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an enhanced DBS check.

**Highlands School**  
148 Worlds End Lane  
London  
N21 1QQ

020 8370 1100

**HR Officer, Trudi Steiner**  
[steinert@highlearn.uk](mailto:steinert@highlearn.uk)