



The Henry Box School  
Founded 1660

# RECRUITMENT PACK

**Teacher of Mathematics (with TLR opportunity)**

**Full time**

**MPR/UPR (£31,650 to £49,819)**

**Closing date: Monday 24th February 2025 at 9am**

**Start Date: September 2025**





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## Introduction from the Headteacher

The Henry Box School an exciting place to work and learn. We are committed to providing education that transforms lives and we are ambitious in our pursuit of excellence. We are the leading school in our 'home grown' Trust.

This is a hugely exciting time for our family of schools as we are presented with a rare opportunity to make a real difference to the lives and life chances of so many young people. Our vision is to enable individual schools to flourish whilst remaining integral to the communities they serve.

## Our approach

To join The Henry Box School is to join a family – staff and pupils who have the courage to do things differently, if that's what it takes.

Here we think deeply about how we can have the biggest impact on pupils. In a world where the algorithms of life give us more of the same, we believe education has the role to give children something different. We continually ask ourselves the following five questions:

- Are we securing equity?
- Is our leadership driving school improvement?
- Is our curriculum irresistible?
- Are we research informed?
- Are we deploying resources effectively?

All schools in our Trust have a culture of compassion underpinned by high expectations and understanding. We have three rules: ready, respectful and safe. We are a truly inclusive organization and passionately believe that every child has a right to mainstream education.

## Our curriculum principles

We aim to ensure that all our children have access to a 'box set' knowledge curriculum that builds students' schemata. We work on the understanding that the best type of feedback is in the moment and/or in the next lesson; feedback must be a medical, not a Post-mortem.

We limit our interventions to the ones that are evidence based and enable our students to access the curriculum. Our curriculum is learnt, not experienced and we work hard to ensure a challenging curriculum is available for all. Our curriculum principles are clear: we aim to make sure our curriculum:

- is ambitious and designed to give **all** learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- extends beyond the academic by providing opportunities to develop and discover their interests and talents. Learners are supported to develop their character and help



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them to know how to keep physically and mentally healthy – including resilience, confidence and independence.

- prepares learners for life in modern Britain, equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental
- British values. All learners will develop their understanding and appreciation of diversity, celebrating what we have in common and promoting respect.
- is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Assessment is used to help learners to embed and use knowledge fluently, to check understanding and to inform teaching.
- has a rigorous approach to the teaching of reading, writing and oracy that develops learners' confidence and enjoyment of learning.
- provides a range of opportunities to ignite a passion for.

## Professional development

Our professional development is truly gold standard – we were awarded 'Gold' by the Teacher Development Trust in 2020.

We work hard to reduce bureaucracy and keep after school commitments and meetings to a minimum. Teachers in their second year of teaching are entitled to the OLEVI 'Improving Teacher Programme' and in their fourth year the 'Outstanding Teacher Programme', whilst leaders complete the 'Outstanding Leadership of Education' Programme.

In a nutshell, whatever your career stage, you will have access to high quality professional development and a sensible approach to appraisal, based on action research and supporting each other to be even better. All staff also have access to our professional development library which houses over one hundred and fifty titles.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance, satisfactory references and other relevant pre-employment checks.

All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.

If you are interested in working in a forward-thinking organisation, then Henry Box could well be the place for you.

**W J Hemmingsley**  
**Headteacher**



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## The opportunity

**Position: Teacher of Mathematics**

**Working Hours: Full time**

**Required: September 2025**

We are seeking to appoint a well-qualified, committed and enthusiastic highly skilled Teacher of Maths to a permanent full-time vacancy at The Henry Box School. TLR for Team Leader may be available for the right candidate.

We are a successful 11-18 comprehensive school, on a historic site in Witney. Applications are welcome from ECTs or experienced teachers. We are also open to applications from applicants wanting part time hours as we could make a number of part time appointments to make up the full-time role.

The post is at based at The Henry Box School but, if you're ambitious and career minded, opportunities will become available across the Trust for the right person.

We are looking for candidates who are committed to the development of both the subject and the department. The successful candidate should be able to inspire and motivate students as well as have the ability to work well as part of a lively and professional team.





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## The Maths Faculty

Our faculty ethos is centred on developing autonomous learners who have a deep relational understanding of key mathematical concepts. We share and continue to work on even better ways to do this. Explicit teaching of mathematical concepts, deliberate practice and regular low stakes quizzes allow students to develop fluency.

We are proud of the fact that we achieve our student results through a constant drive to improve the way we explain and model mathematics to all students regardless of their prior attainment. A shared team room; collaborative planning meetings and pedagogy focussed faculty meetings mean that new and more experienced staff support each other constantly in our work and outside.

We base much of our practice on evidence from research and work with our local MathsHub. We have a Secondary mastery specialist within the department and principles for teaching for mastery are taken the NCETM. BBO Mathshub provides excellent PD opportunities which our department regularly engage with. This supports staff and continually improves our teaching of mathematics.

A key feature of our faculty is our commitment to promoting learning goals rather than performance goals for both our students and for our staff. We run highly popular study groups for KS4 students and a lunchtime club for KS3. Students are enabled to come and seek help on the specific areas of maths they need to practise or seek help with. Our departmental records give question level detail on assessments and allows us to efficiently give detailed feedback allowing us time to formatively plan next steps. At GCSE we study the AQA 8300 syllabus. Our students can continue to study Maths into our 6<sup>th</sup> form. We run Core Maths, Maths and Further Maths courses to meet the needs of all our 6<sup>th</sup> form students.

Staff monitoring is non-judgemental and formative. We have worked collaboratively to write feedback, assessment and behaviour policies that work for us and for the students. Teachers are given opportunities to contribute in a variety of ways to the running of the faculty as soon as they feel confident. For example, coordinating arrangements for the UKMT individual and team maths challenges, trips to the Mathematical institute in Oxford. The whole school professional development programme is flexible and allows staff to focus on developing subject knowledge as well as more general skills. All Maths classrooms have new Interactive display screens installed.



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## Health & Safety

All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.

## Selection Criteria

### Essential

- Qualified Teacher Status
- Ability to teach KS3 and KS4
- Effective behaviour management
- Ability to work as part of a team
- Knowledge of planning, assessment and record-keeping
- Commitment to further training and development
- Conscientious, enthusiastic and positive
- The ability to relate well to students, staff and parents
- Willingness and ability to be an effective tutor, including a willingness to teach PSHE

### Desirable

- Ability to teach KS5
- Willingness to contribute to extra-curricular activities
- Evidence of improving practice by identifying and meeting CPD needs



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## Job Description: Teacher (MPR and UPR)

**Post Title: Teacher of Mathematics**

**Purpose: To raise standards of attainment and achievement of learners**

**Reporting to: Faculty Leader and Assistant Faculty Leader where appropriate**

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder. You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

**Liaising with:** School Leaders, Faculty Leaders, House Leaders and relevant staff with cross-school responsibilities, relevant support staff

**Working Time:** Full or Part Time

**Disclosure Level:** Enhanced

**Salary:** MPR/UPR

## Teaching

**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 subject content, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 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



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- 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 SEN; those of high ability; those with EAL; 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 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**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position





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- 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.
- 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
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## In addition, for UPR (STPCD)

- The teacher is **highly competent** in all elements of the relevant standards
- The teacher's achievements and contribution to an educational setting or settings are **substantial** and **sustained**

## General Responsibilities

- Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies; including taking responsibility for raising concerns with an appropriate manager

## Additional duties

- 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 promote and lead extra-curricular activities in line with the traditions and expectations of the school within the context of a life work balance

## Other Specific Duties

- Undertake the role of Form Tutor
- Share in supervisory duties according to the school's published rotas
- Keep up to date with school information e.g. the weekly bulletin, staff handbook and to clear your pigeonhole daily
- Participate in any arrangements within an agreed national framework for the appraisal of your performance and that of other teachers
- Continue personal development as agreed
- Engage actively in the appraisal process
- 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 a line manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers



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- 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.
- Undertake any other duty as specified by STPCD not mentioned in the above

## For all staff

You have specific responsibilities under Health & Safety /Safeguarding to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Co-operate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety, or welfare
- Report any health and safety concerns to your line manager as soon as practicable
- Report any safeguarding children concerns to a senior member of staff
- Attend safeguarding training as requested

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in job commensurate with the grade or job title.

## Working with Children and Safeguarding

The MILL Academy is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates are required to have enhanced DBS clearance and will need to undertake the DBS check with our organisation. Other relevant pre-employment checks will also be carried out including references from present and previous employers, a confidential health check and internet/social media checks.

## What we can offer you:

- ✓ A hard working and committed team of colleagues
- ✓ Beautiful, historic school location, with a good range of shops, bars and cafes within a short walk
- ✓ Competitive salary with upper pay scales above the usual national levels
- ✓ Regular programmes of professional development to Teacher Development Trust Gold Standard
- ✓ Support for and commitment to your future training and development needs
- ✓ On-site free car parking
- ✓ Cycle to work salary sacrifice scheme
- ✓ Annual free flu vaccination
- ✓ 24/7 employee assistance wellbeing scheme
- ✓ From Main Scale 4, we pay over the national pay scale



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## The Application Process

We are seeking to appoint the best possible candidate and our recruitment process will reflect our desire to undertake all possible measures to achieve this.

Applicants should download and complete the teaching staff application form from our website or complete our online application form on one of our partner recruitment sites. You should also submit an accompanying letter of application, addressed to the Headteacher, that is no more than two sides of A4. Applications should be returned to [jobs@millacademy.co.uk](mailto:jobs@millacademy.co.uk) please or via one of the online portals.

Visits to the school prior to interview are also encouraged and warmly welcomed and can be arranged with the HR Team. If you have any queries about this role, please do not hesitate to contact the HR Team on 01993 848166 or email [jobs@millacademy.co.uk](mailto:jobs@millacademy.co.uk).

The closing date for applications **Monday 24th February 2025 at 9am**. Shortlisting will take place during that week and candidates will only be notified if they are successful in being called for interview. Applications may be considered as soon as they are received, and the Trust reserves the right to withdraw the vacancy at an earlier date if a suitable applicant is found.

If you decide you want to be part of our dynamic team, we look forward to hearing from you and to receiving your completed application form.