

Application Pack

Vacancy Title: Teacher of Maths
Hours/FTE: Permanent, full or part time
Closing date: 12 noon on Monday 26 April 2021
Interview date: Interviews will be held soon after the closing date

Teacher of Maths

Required for September 2021. Possible July start for an NQT

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

We are very proud to have recently been recognised as potentially outstanding by Ofsted, who said, **'This is a school where pupils and staff thrive'**. In 2019, 62% of students achieved grade 5 or above in English and Mathematics, with a Progress 8 figure in Maths of +0.64.

We are seeking a talented and creative Teacher of Maths to 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'll also be able to develop your skills and expertise, working with a school that is committed to ongoing professional development.

The Maths team works with our MathsHub on projects such as Maths Mastery and Mathematical Reasoning as well as providing the subject specialist input for Oxfordshire Teacher Training. If you are interested in developing your own teaching with like-minded colleagues and our wonderful, engaging students, then we'd love to hear from you. Visits to the school, likely to be virtual at this time, are encouraged.

Applications welcome from experienced teachers or NQTs.

Closing date for applications: 12 noon on Monday 26 April 2021
Interviews will be held: Interviews will be held soon 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 our supportive, forward looking and friendly Maths team in a highly successful, happy and popular school, visit our website at www.gillotts.org.uk/vacancies or email applications@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.

April 2021

Dear colleague

Thank you for your interest in joining our team at Gillotts School. This is an exciting time in terms of our development and a fantastic opportunity for a keen and ambitious Teacher of Maths to contribute to it. We are recognised nationally for our innovative work on maximising students' progress and developing a culture for learning.

Over the past three years, standards and progress in mathematics have been high, including for disadvantaged students. In 2019, 62% of students achieved grade 5 or above in English and Mathematics, with a Progress 8 figure in Maths of +0.64. This improvement has come about because of the strong and collaborative team ethos, within which teachers feel confident to discuss students whose progress is causing concern. The team is based in a block of four classrooms, with a dedicated team room, and also uses two rooms in the adjacent block. There are plans in place to redevelop the school and bring all the maths classrooms together.

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 2020 as potentially 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 an Enhanced Disclosure and Barring Service (DBS) check 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 Jo Kershaw, Subject Leader for Maths, for an informal chat or to arrange a (virtual) 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.

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 Maths

Role: Teacher of Maths

Accountable to: Subject Leader, Maths

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 and sequences of 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 52.10 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.*

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 innovation in 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 2019, 62% 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 innovation in teaching and learning at the heart of its development. This is underpinned by an in-house individualised CPD programme which allows staff to develop the skills most pertinent to their needs. Our aims are supported by our designation as a Teaching School. We are committed to our staff and work in conjunction with the Oxfordshire Teaching Schools Alliance (OTSA) 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** (Ofsted 2020) – 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.

You can watch our Assistant Headteacher, Sarah McHugh, say more about what we offer [here](#).

Gillotts

Vision, values and strategic aims

Non nobis solum – Not by ourselves alone

Vision

Gillotts is a high performing, innovative 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 academic achievers and individuals who make a positive contribution to society now and in their future lives.

Values

As individuals –we value –

everyone as an individual, capable of growth, change and development; self-respect; self-belief; courage, humour; honesty; integrity; dedication; commitment; generosity of spirit; flexibility; vision; initiative; open-mindedness

In our professional relationships with each other –we value –

all staff, whatever their role; clarity in determining roles and responsibilities; respect for the unique contribution of different parts of the curriculum; effective communication; transparency; teamwork; good timekeeping; pride in our achievements; professional development; confidence in each other's support

In our relationships with our students –we value –

justice; equality; mutual respect; fairness; consistency; courtesy; high expectations; trust; achievement

In the experience of learning in our school –we value –

the joy of learning; creativity; a spirit of enquiry; risk-taking; exploration of ideas; challenge; raising aspiration; inclusion; hard work; celebration of achievement; freedom to express ideas and views; opportunities for reflection; sense of purpose; inventiveness; independence; rigour; mistakes as means of learning

In our capacity as a community school –we value –

partnership with parents, governors and the wider community; lifelong learning; human rights; preparing young people to become effective, responsible citizens; skills for life and for work

In our environment –we value –

an atmosphere conducive to learning; safety; respect for property; healthy living; sustainability

Vision for the medium term

Gillotts School is proud of its successes and proud of its identity. 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 and develop them as independent learners, ready for the challenges ahead.

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.

Teaching and learning are at the heart of this school. We see Assessment for Learning as the single most powerful lever for improved teaching and learning, and hence improved attainment and progress. We continue to develop an increasingly personalised approach to CPD recognising that teachers, as professionals, are the best placed to drive their own 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 ICT 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. A comprehensive and flexible ICT solution is an essential means to this end. Every student has access to a handheld device to motivate and support learning. 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.

Redeveloping the school environment will enable us to achieve all this by allowing us to maximise the potential of the site. 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 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**

This document was adopted at a meeting of the Governing Body on 1 December 2020. It is reviewed annually.

Catharine Darnton
Headteacher

David Gorsuch
Chair of Governors

Safeguarding Children

It is the responsibility of all staff to promote and safeguard the welfare of children and young persons for who s/he is responsible or with who 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).

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.

Staff Benefits

- Free on-site parking
- Free staff wellbeing service (subject to limitations)
- Refurbished staff room
- Cashless catering for staff and students
- Discounted membership to Henley Leisure Centre
- Friendly and supportive school community