

**ALDRIDGE**  
**SCHOOL**

Achieving Excellence Together



Application Pack

# Teacher of Maths

Aldridge School  
Tynings Lane, Aldridge,  
Walsall, West Midlands  
WS9 0BG

01922 743988



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About Aldridge School – a Founder Academy of the Mercian Trust



About The Mercian Trust



Job Description

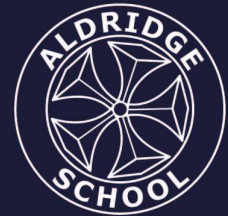


Person Specification



How to Apply

## About Aldridge School - a Founder Academy of the Mercian Trust



Dear Applicant

Thank you for taking the time to find out more about Aldridge School. This pack is intended to give you information about this role and our school's broader vision and ethos. Further background information is available in our Prospectus and Sixth Form Prospectus on our website.

We are a comprehensive school of over 1500 students situated near the centre of Aldridge village. We believe that it is our responsibility to work to meet the needs of every individual student, challenging them to achieve their best, supporting them to become responsible young adults and preparing them for their next steps into the world of work or further education.

Aldridge School is a good school (Ofsted 2017). It is a school which is proud of its traditions and successes which have been achieved through hard work and high expectations. particular, we encourage our students to be **Respectful**, **Responsible**, **Resilient** and **Ready** to learn in order that they will be happy and successful at school and in the wider world beyond.

Aldridge School has a dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services. Our broad curriculum is designed to meet national expectations, be relevant and interesting, support our students in achieving the best possible standards in external examinations and to equip them with the skills they need to be successful in adult life.

At Aldridge School we have a popular and thriving Sixth Form. We are very proud of our students' success with over 80% securing places at some of the top Universities and on Higher Apprenticeships last year. We offer a very broad range of both academic and vocational courses at level 3, ensuring that Aldridge School Sixth Form is an option for a wide range of students.

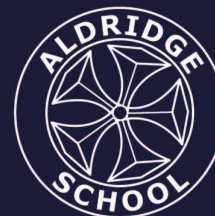
We also enjoy strong links with surrounding primary schools, working with students in Years 5 and 6 including work in Science, Maths, English, Performing Arts and Enterprise. We are proud of our community and we work hard to promote this pride in all our partnerships, so that we can make sure that future students from these schools enjoy an easy, enjoyable transition to Aldridge School.

Students at Aldridge School are friendly, polite and respectful. Strong relationships between staff and students contribute significantly to ensuring that students are happy and feel safe.

If you would like to find out more, please contact us to arrange a visit to see our school at work. We look forward to meeting you.

Ian Bryant  
Head teacher

## Benefits of Working at Aldridge School



- Teachers are all provided with a laptop to support their teaching
- Main scale teachers teach 21/25 periods per week maximum
- No pressure to “put on a show” in lessons. A culture of typicality is reinforced by no lesson grading (outstanding, good etc.)
- No expectation to write lesson plans of any kind
- Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations
- A clear system of sanctions which is applied consistently so staff don't have battles with students
- Senior Leadership are very visible
- Excellent pastoral support offered through House Offices
- CPD tailored specifically to staff needs, based off their feedback
- Time for staff to put new things into action
- Non-hierarchical approach to professional development - there are things a senior leader can learn from an NQT and vice versa
- Targeted support plans for teachers who are struggling
- Regular Staff, Faculty and Pastoral briefings to support good communication
- Comprehensive support for NQTs with dedicated mentors and regular meetings
- Performance Management is tailored to faculty and individual needs. Data targets are not used punitively but aspirationally. We begin from the assumption that everyone will get the pay rise unless they haven't done all they can to improve student outcomes
- We are constantly streamlining all systems and processes so they take less time
- Open door Senior Leadership Team - no concern is ever too small
- Countless opportunities to get involved with the wider life of the school - Duke of Edinburgh, school performances, sports teams, music
- Contributions of staff recognised through 'Above and Beyond' draws each half term

# Mathematics Faculty

## Mathematics Faculty Staff

We have a team of 12 qualified Mathematics specialists, including 3 staff who teach A-Level and Further Mathematics. The faculty work collaboratively, sharing ideas and resources. Our aim is to strive for even greater success at all key stages through developing ourselves as professionals in order to provide students with the highest quality teaching and learning. The faculty is well resourced, with interactive whiteboards in all classrooms.



## The Maths Curriculum at Aldridge School

Our Mathematics Department's aim is to build and develop students' mathematical and problem-solving skills, as well as promoting a love of the subject which will help them to realise their potential as lifelong learners of mathematics. Through extracurricular work, the faculty is Centre of Excellence for Financial Education Teaching.

### Key Stage 3

Students study modules based on Number, Algebra, Ratio & Proportion, Geometry and Data Handling, building on the skills and prior knowledge acquired at KS2. The course is split into three levels within each year group, allowing lessons to be carefully differentiated for students' starting points. Topics are carefully sequenced to ensure that students acquire the relevant prior knowledge before embarking on a new concept; topics are then revisited frequently throughout the course to embed learning and ensure progress in careful increments. In Year 9, students embark on their GCSE course content in Summer Term 2 to ensure that basic number and algebra skills are fully grasped before continuing the GCSE course in Year 10. All modules are integrated with [mymaths.co.uk](http://mymaths.co.uk) as well as [Hegartymaths.co.uk](http://Hegartymaths.co.uk).

### Key Stage 4

We follow the Edexcel Specification and students take their GCSE at the end of Year 11. During Years 10 and 11, students will follow one of two routes, foundation or higher tier. Both routes build upon previously mastered topics where we retrieve, affirm and build on the knowledge and understanding as we progress through the curriculum. By the Spring Term of Year 11, students follow a personalised scheme of learning that targets gaps in knowledge as identified by performance in the frequent assessments that take place. Any students who find the mathematics curriculum the most challenging start to study towards the Entry Level Certificate from Level 1 up to Level 3. This provides students with a mathematics qualification whilst also building confidence with the GCSE syllabus.

### Key Stage 5

At Key Stage 5, we offer A Level Maths and Further Maths (Edexcel), as well as Core Maths (AQA). Topics at A Level are sequenced across two teachers; teacher 1 covers core content and teacher 2 the applied. It is in an order that we believe gives the best opportunities to our students, allowing topics to be taught in the confidence that all of its pre-requisite skills having already been delivered in previous units of work.

Statistics is taught first in Year 12 as the prerequisite knowledge for the Mechanics element is larger, therefore needing more time to be covered by teacher 1 before students embark on this element. Our Core Maths classes have seen increasing numbers of uptake year on year and is proving a popular choice for students wishing to continue in Maths education beyond GCSE.

## Extra-Curricular Events

UKMT

Tomorrow's Engineers Energy Quest

The Big Bang Show

Keynote Conference for Year 11

#Year 10 Maths Feast

Keele University More 2 Maths

## The Mercian Trust



Aldridge School operates as an Academy Trust, and now as a founder member of the Mercian Trust.

The Mercian Trust is a new and exciting development for education in Walsall. It brings under one banner six schools to work together as a Multi-Academy Trust or MAT.

The six schools are unique in their identity and united by their ambition to offer the best possible future for their students.

### **The six Schools are:**

- Aldridge School
- Queen Mary's Grammar School
- Queen Mary's High School
- Shire Oak Academy
- The Ladder School
- Walsall Studio School

Each School has its own distinct ethos and approach, but we have this over-arching aim in common: we prepare all our students to enjoy life to the full by inspiring them to:

- Realise their potential as learners
- Thrive in the world of work
- Make a positive contribution to the local, national and international community

The Mercian Trust respects the autonomy of its member schools but, through collaboration, fosters strengths that are greater than the sum of its parts. Working together as a Multi Academy Trust provides a framework for sharing expertise and enthusiasm, resources and ideas.

We also enjoy strong links with surrounding primary schools, working with students in Years 5 and 6 including work in Science, Maths, English, Performing Arts and Enterprise. We are proud of our community and we work hard to promote this pride in all our partnerships, so that we can make sure that future students from these schools enjoy an easy, enjoyable transition to Aldridge.

## Job Description

### **Post: Teacher**

The post-holder will be expected to undertake duties in-line with the professional teacher standards for qualified teachers.



### **Set High expectations which inspire, motive and challenge students**

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students
- Encourage students to take a responsible and conscientious attitude to their own work and study

### **Promote good progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students 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 students' 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 students 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 students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- Have a clear understanding of the needs of all students, 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 students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students 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 students' needs in order to involve and motivate them
- Maintain good relationships with students, 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 students' achievements and wellbeing

### **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 students 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 students' wellbeing, 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 students' 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.

All staff are required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks to be carried out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the Line Manager/Headteacher.



# Person Specification



## Qualification Criteria

- Qualified to degree level or above
- Possess QTS status or equivalent

## Experience

- Evidence of successful practice as a teacher in a secondary school
- Experience of continually improving teaching practice to increase student achievement and progress
- Evidence of continually improving the teaching and learning of their subject through assisting with schemes of learning and extra-curricular/enrichment activities

## Knowledge

- Up to date knowledge in the curriculum area (Inc. A Level/GCSE specifications)
- Understanding of the teaching strategies needed to establish high aspirations with regards to results and behaviour
- Evidence of working with educational research to facilitate learning
- Knowledge of the current legal requirements, national and school policies and guidance on the safeguarding and promotion of the wellbeing of children and young people

## Leadership

- An ability to lead by example
- Effective team worker and leader
- Possesses high expectations for accountability and consistency
- Motivation to continually improve standards and inspire excellence
- Possesses an empathy and the ability to listen
- Commitment to the safeguarding and welfare of all students

## Teaching and Learning

- Effective and adaptable ICT skills
- Numerate so that data analysis can be facilitated
- Effective communication skills
- Possesses energy, enthusiasm, resilience and perseverance
- A commitment to educational research in order to facilitate learning
- Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards
- Thinks strategically about classroom practice and tailoring lessons to student's needs
- Understands and interpret complex student data to drive lesson planning, achievement and progress
- Excellent planning and organisational skills
- The ability to produce correspondence/documents, appropriate for a specific audience and in well-written English, ensuring the tone is appropriate to the purpose

## How to Apply



**Salary Scale:** MPS/UPS

### Closing Date

9.00am on Friday 04 February 2022

### Interviews will take place on

Thursday 10 February 2022

### Start Date

Easter or September

### Visits to School

Visits to school are welcome and encouraged. For further information, please contact the school either by email [info@aldrigedhschool.org](mailto:info@aldrigedhschool.org) or by telephoning Mrs J Timmis on 01922 743988 ext 2224

### Applying

Apply through TES application system or further details can be found on the school website [www.aldrigedhschool.org](http://www.aldrigedhschool.org)

# Advert

## Teacher of Maths

**Salary Scale: MPS/UPS**



Aldridge school is a successful oversubscribed Academy with good track record of results at both GCSE and A Level. Our most recent Ofsted inspection (February 2017) rated us as Good in all areas. This is an excellent opportunity for inspired, committed and enthusiastic people to join a thriving department in this popular and successful school.

We offer:

- A friendly, supportive and inclusive ethos
- Students who are willing to learn
- An outstanding team of learning support and administrative staff
- An excellent ECT programme
- Extensive opportunities for professional development
- A great chance to make difference to young people's lives

We seek:

- An excellent teacher of Maths, with the ability to teach Key Stages 3, 4, and 5
- A person with vision, drive and initiative required to achieve further success
- An enthusiastic, committed and passionate individual, able to motivate and inspire young people and colleagues
- An individual with a 'can do' approach willing to make a significant contribution to the life of the school

Aldridge School - An Academy is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment. The post is subject to enhanced DBS and safeguarding checks.

For further information please go to our website [www.aldriggeschool.org](http://www.aldriggeschool.org) or contact the Faculty Leader on 01922 743988 ex 2224.

We reserve the right to close vacancies before the advertised date if a large number of applications have been received.



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THE MERCIAN TRUST