



**GATEHOUSE
GREEN** LEARNING
TRUST

POST:

Teacher of Maths

Required from September 2021

Full-Time Permanent

£25,714 - £41,604 (Depending on Previous Experience)

ASHTON PARK SCHOOL



Headteacher's Welcome

Thank you for your interest in the position of Maths Teacher currently available at our school.

This is an exciting time to join the maths faculty at Ashton Park School. Enthusiasm, subject skills and the ability to deliver high quality, creative lessons are what we are looking for. The successful applicant will be provided with appropriate support to ensure their ongoing and professional development.

Being part of the professional learning community at Gatehouse Green Learning Trust will provide the post holder with outstanding opportunities to progress and contribute to the continuing development of both school and trust.

Ashton Park is an inclusive and oversubscribed school, with over 1200 students, set in the beautiful grounds of the Ashton Court Estate in Bristol. We have many strengths including a committed team of staff who are enthusiastic and passionate about their work and supporting the young people in our care. There is a hugely impressive range of opportunities on offer for our student body. We are a very happy school community.

I truly believe Ashton Park has the potential to develop into an outstanding school over the next few years. If you are prepared for the challenge of playing a significant role in helping us achieve this and have a core belief that all students, no matter what their background or ability can achieve, then we would welcome an application from you.

I wish you the very best of luck with your application and I hope to meet you soon.

Nick John
Head Teacher

About Gatehouse Green Learning Trust

Our Vision and Values

Vision

- Our schools will provide a safe and caring community in which young people develop high self-esteem, thrive and learn effectively.

Our Values

- We are an inclusive Trust; we celebrate diversity and difference
- We will ensure all our children have access to the highest quality of education
- We respect the contribution all our staff make to our children's education and will provide opportunities for their continued professional development and wellbeing
- Our children will be proud of their schools and communities and learn how to make an active contribution to their development
- We collaborate and learn with and from each other, parents and partners
- We are honest, transparent and fair.

Strategic Priorities 2020-2021

- We will improve the quality of education for the children and young people in our schools by creating an effective and sustainable school improvement strategy
- We will support our staff to carry out their roles, supporting, developing and challenging where appropriate. Trustees will be mindful of the impact of their decisions on staff workload and wellbeing
- We will establish effective and accountable governance with clear understanding of roles and responsibilities. This will include ensuring the views of children, staff and parents and other partners are gathered regularly. It will be fit for purpose and appropriate to the size and complexity of the Trust
- We will create a skilled central support service which can deliver financial and organisational sustainability. Potential growth in the Trust will be evaluated carefully against the impact on existing schools and organisational capacity.

For further information please visit our website <https://gglr.co.uk/>





Thank you for your interest in the Teacher of Maths post currently available at our school.

Title: Teacher of Maths

Pay Scale: Main/Upper Pay Spine

Accountable to: Head of Foundation Faculty/SLT Link
Conditions of employment

Details of the general terms and conditions applying to this post are outlined in the Statement of Particulars provided to you on appointment to this post. You may wish to have particular reference to the Scheme of Conditions of Service of the School Teachers' Pay & Conditions Document. The post holder should familiarise themselves with the Schools policies which can be found on the School Intranet.

STANDARDS

Teachers make education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; force positive professional relationships and work with parent in the best interests of their pupils.

1. 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

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- 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

3. 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, articulation 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

Job Description Cont'd

4. 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)

5. 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

6. 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

7. 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 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



Cont'd



8. 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

9. 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 an 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

Personal Specification

	ESSENTIAL	DESIRABLE
Qualifications	- Relevant degree - Qualified Teacher Status	Completed MA or an Interest in studying for further qualifications
Experience	- Experience of the 11-16 curriculum of Maths - An understanding of the role of the tutor within the pastoral system.	- A proven track record of student achievement. - Experience of teaching the full ability range. - The ability to teach Maths at KS5 - Relevant experience of pastoral tutoring.
INSET		Relevant INSET experiences
Attributes, Skills and Abilities	- A philosophy which is in sympathy with that of Ashton Park and the Gatehouse Green Learning Trust. - Excellent classroom teacher with effective behaviour management skills. - A passion for the subject combined with the ability to inspire students of all abilities. - A strong commitment to achievement for all students, coupled with high expectations. - Excellent communication skills - Excellent organisational skills - Excellent ICT capability, including the management of student data. - Excellent interpersonal skills with pupils, staff and parents. - Familiarity with current education legislation and developments. - A commitment to innovate. - A willingness to contribute to extracurricular activities, including school visits. - The ability to work under pressure and meet deadlines. - A willingness to go the extra mile!	- Ambitious, wanting to gain wider experiences. - Experience of teaching classes containing HAp, MAP and LAP students. - Experience of teaching pupils with special educational needs. - Experience in the use of new technologies and learning platforms such as the VLE.
References	- Confirm excellent attendance and the stamina to cope with the demands of the post. - Are fully supportive and without reservation - Support a commitment to safeguarding, include enhanced DBS disclosure.	





Well-qualified, inspiring and enthusiastic mathematicians are invited to join an established, experienced, successful and supportive faculty.

Applications are sought from high calibre professionals who have the skills and talent to continue to develop the faculty and work as part of our committed team. We value teachers that are able to achieve high levels of student engagement, challenge and progress students, and are inspirational mentors with the ability to motivate students. We are looking for passionate teachers who are ambitious for our students and will support our inclusive ethos. Strong practitioners, who are able to reflect on lessons and have experience of raising attainment.

What GGLT has to offer

A large maths faculty across 5 schools with a wide range of knowledge, skills, experience and resources to share.
An extensive CPD programme.
Engaged, inquisitive and enthusiastic students.
No two days the same.
A supportive and encouraging SLT.

Deadline for submission of application: Monday 8th March (8:00am)
Required from September 2021

Full-Time Permanent

£25,714 - £41,604 (Depending on Previous Experience)

If this sounds like a school and opportunity that interests you, please visit our website <http://www.ashtonpark.net> or <https://ggl.co.uk/vacancies/> for more information.

Interview and assessments will be held shortly after shortlisting.

Benefits of working for the MAT

Free parking onsite
Cycle to Work scheme
Employee Assistance programme
Discounted gym membership
Access to staff sports
Childcare voucher scheme
Training and professional development opportunities
Access to school CPD library.

