



BARKING ABBEY SCHOOL

TEACHER OF MATHS

RECRUITMENT PACK



BELONG
BARKING

ASPIRE
ABBAY

SUCCEED
SCHOOL

GIVE
AND
EXPECT
THE
BEST



Contents

Headteacher's Welcome.....	4
The Recruitment Process.....	5
Advertisement.....	6
Job Description.....	8
Person Specification.....	11
About the Department.....	12
Our Ethos and Values.....	13



Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of Teacher of Maths.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel. All of us try to be our best every day.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning, whilst minimising workload and maximising impact.

Our recent Ofsted report indicated that the school could be judged outstanding and so we are expecting them back to confirm this view. The report states; "Pupils learn and achieve very well. Pupils across both sites are happy and safe at Barking Abbey School. Pupils are motivated to work hard and enjoy positive working relationships with staff. Students new to the sixth form commented on how welcoming, inclusive and diverse the community is. Teachers feel listened to and well supported." (Ofsted, December 2022)

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe
Headteacher

The Recruitment Process

We are proud of our school, the staff and students and in normal times we would warmly welcome prospective applicants to visit us prior to application to learn more about the role and view the School in action.

All interested applicants must complete the online application form on the TES website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

Key Dates

Closing Date for Applications Friday 8th December 2023

Interviews week commencing TBC

Please note all dates are subject to change.

We warmly welcome visits to the school. To arrange this please email: jobs@barkingabbeysschool.co.uk



Advertisement

Teacher of Maths

Commencing: September 2024

Salary Scale: UQT/MPS/UPS (depending on experience)

Open to ECT's and Experienced Teachers

Do you want to join a highly successful, popular, well-resourced and well led department?

Are you prepared to work hard with exceptional young people and staff committed to going the extra mile?

At Barking Abbey, we aim to inspire a love of Mathematics and problem solving in every student. We believe that all students can succeed in Mathematics and it is our intention to nurture students to become fluent in the subject and reach their potential.

We are seeking an innovative and inspirational teacher of Maths who is an exceptional practitioner, creative and aspirational in their approach and keen to make a real difference to the lives of our students.

Are you the right candidate to help us and our students deliver this journey?

The successful candidate will possess:

- The ability to teach inspirational and outstanding lessons
- Excellent subject knowledge
- A desire to work collaboratively and to make a real contribution to the future development of our department and the progress of our students at Barking Abbey
- A commitment to develop their skills through continued professional development
- A role model for students using aspects of maths mastery in their approach.

Barking Abbey is a heavily over-subscribed dual campus secondary school in the London Borough of Barking and Dagenham, with a well-deserved reputation for academic excellence and a supportive professional environment.

The school is located less than 10 minutes walk from Upney tube and 15 minutes from Barking mainline station.

Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or history please apply.

In return we offer:

- A supportive and encouraging staff team
- The opportunity to access a wide range of CPD opportunities within and beyond school
- A school which understands the importance of staff well-being and workload management
- A positive ethos with excellent behaviour reinforced by highly visible SLT and centralised behaviour systems

"Pupils learn and achieve very well... Pupils across both sites are happy and safe at Barking Abbey School..."

Pupils are motivated to work hard and enjoy positive working relationships with staff... Students new to the Sixth Form commented on how welcoming, inclusive and diverse the community is... Leaders prioritise aspiration and ambition.” (Ofsted, December 2022)

Please click here to find out more information about what it is like to work at Barking Abbey:

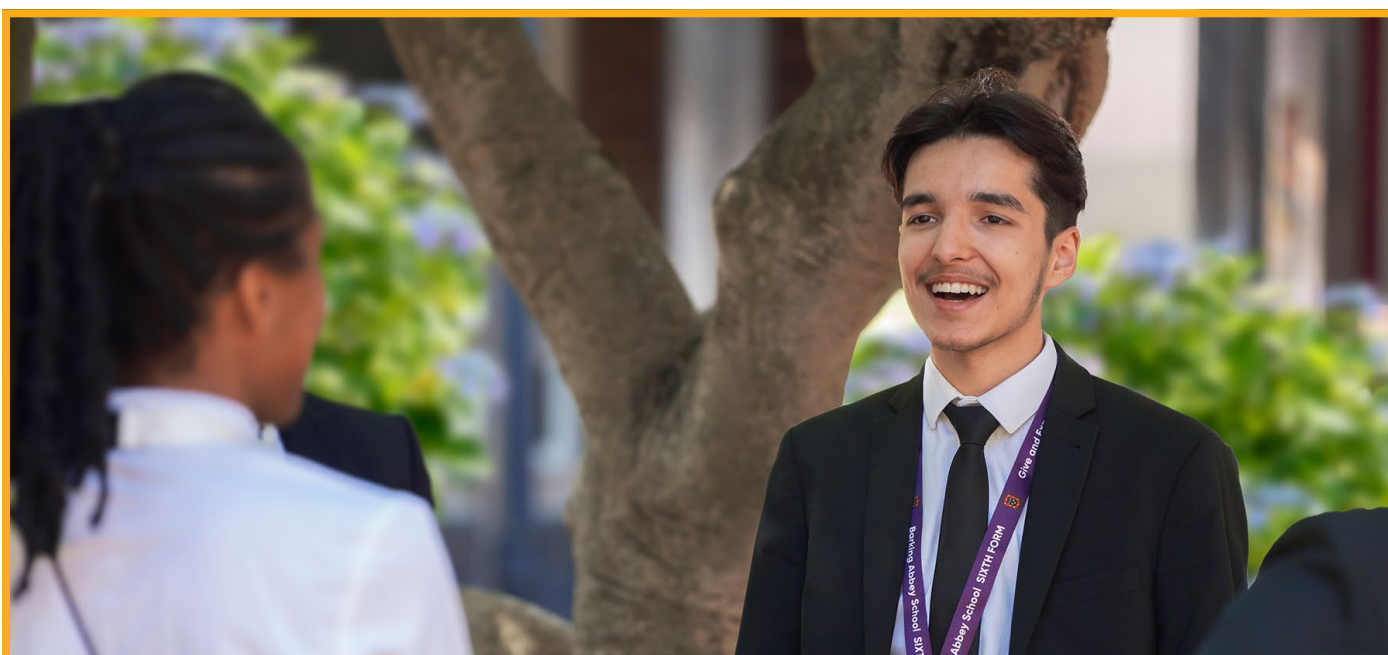
<https://www.barkingabbeysschool.co.uk/home/join-us/staff-vacancies/>

To find out more about how teachers can secure rented accommodation at a discounted rate of 20% please contact: info@bdsip.co.uk

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.



Job Description

POST PURPOSE

- Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

TEACHING

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy and Numeracy are reflected in the learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.

OPERATIONAL/STRATEGIC PLANNING

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

CURRICULUM PROVISION

- To assist the Head of Department in ensuring that the curriculum area provides a range of teaching which complements the school's strategic objectives.

CURRICULUM DEVELOPMENT

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.

- To engage actively in the Appraisal process.
- To ensure the effective deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/ implement modification and improvement where required.
- To review methods of teaching and programmes of work.
- To take part, as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

MANAGEMENT INFORMATION

- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, SISRA, ALPS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

COMMUNICATIONS & LIAISON

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

MANAGEMENT OF RESOURCES

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

PASTORAL SYSTEM

- To be a Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school, concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Management systems so that effective learning can take place.

HEALTH AND WELL-BEING

- To ensure staff know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- To ensure staff know the local arrangements concerning the safeguarding of children and young people and know how to identify potential child abuse or neglect and follow safeguarding procedures.

- To ensure staff know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

SCHOOL ETHOS

- To play a full part in the life of the school community, to support its distinctive ethos and vision, ‘Ours’ is a school where everyone gives and expects the best and everyone can say, “I belong” and to encourage and ensure staff and students to follow this example.
- Promote actively the school’s corporate policies.
- Comply with the school’s health and safety and safeguarding policies and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibility of the post, each individual task undertaken may not be identified.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.

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.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Employees Signature		Date	
Head Teacher Signature		Date	



Person Specification

Experience and Qualifications	Essential/ Desirable	Demonstrated in Application	Demonstrated in Interview
Holds a DFES recognised teaching qualification.	E	✓	
Good Honours Degree.	E	✓	
Has undertaken post qualification study relevant to post.	D	✓	
Evidence of updating professional skills.	D	✓	
Relevant, recent experience of teaching in a 11-16 or 11-18 school.	E	✓	✓
Experience of working in a multi-cultural environment.	D	✓	✓
Experience of working in a split site school.	D	✓	✓
Successful experience of teaching students across a broad range of the attainment spectrum.	E	✓	✓
Evidence of expertise and success in raising student achievement and securing whole school improvement.	E	✓	✓
Professional Ability	Essential/ Desirable	Demonstrated in Application	Demonstrated in Interview
Demonstrates excellent subject knowledge and knowledge of general teaching pedagogy.	E	✓	✓
An understanding of the current national agenda developments.	E	✓	✓
Demonstrates an understanding of the effective planning and delivery of an academic curriculum with high expectations for all students.	E	✓	✓
Has a successful track record in using academic and pastoral data to raise achievement and improve student outcomes.	E	✓	✓
Knows how to ensure equality of opportunity for all students and staff and shows evidence of having done so.	E	✓	✓
Experience of leading successful improvements and managing change at department or whole school level.	D	✓	
Can set, maintain and actively promote high standards of student behaviour.	E	✓	✓
Has a commitment to safeguarding and promoting the welfare of children and young people	E	✓	✓
Personal Qualities	Essential/ Desirable	Demonstrated in Appli- cation	Demonstrated in Interview
Shows a strong commitment to equity in provision for students and a belief in the potential of every student.	E	✓	✓
Demonstrates the ability to enthuse, inspire and motivate students, staff and parents.	E	✓	✓
Willingness to take part in the wider life of the school.	E	✓	✓
Has excellent oral and written communication skills.	E	✓	
Has good inter-personal skills.	E		✓
An excellent health, attendance and punctuality record.	E	✓	
Has a high level of personal integrity and probity.	E	✓	✓
Excellent sense of humour and willingness to work hard.	E		✓

About the Department

Mathematics is a popular subject at Barking Abbey, with a large A Level cohort. We follow the AQA GCSE syllabus and the Edexcel A Level Syllabus and Edexcel Further Mathematics A Level Syllabus.

All rooms have interactive screens and visualisers and staff have use of Wacom tablets to allow them to model solutions, classroom sets of laptops are available if needed. To support our learners our textbooks (KS4 and 5) are online and we subscribe to MathsWath and SPARX for homework.

In KS3 and 4 we are always looking to support our learners in their mathematical journey. We begin at KS3 teaching in mixed ability groupings, to help everyone attain their potential, before setting at KS4. We are now looking to offer a of courses alongside the main GCSE: GCSE Further mathematics and GCSE Statistics are available to selected students, alongside Functional Mathematics (Entry level and Level 1).

In KS5 we offer A Level mathematics and A Level Further Mathematics.

To extend our students love and understanding of mathematics our students compete in the UKMT challenges every year, the Southampton Challenge and this year we have students on Simon Singh's masterclass programme.

Results

GCSE

	9 – 7	9 – 5	9 – 4
2022	29	56.5	76.1
2021	37.4	63.6	86.5
2020	34.7	70.1	85.6
2019	23.9	57.2	75

A level

	A* - A	A* - B	A*– C
2022	34	48	64
2021	41.9	54.8	79.0
2020	38	57	72.2

A Level Further Mathematics

	A* - A	A* - B	A*– C
2022	71	86	100
2021	57.1	64.3	78.6
2020	50	75	83.3

Our Ethos and Values

BRAVERY **E**XCELLENCE **S**ELF-DISCIPLINE **T**EAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

BELONG
BARKING

ASPIRE
ABBNEY

SUCCEED
SCHOOL

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements. With a large KS5 provision and an Additional Resourced Provision (ARP) on both of our campuses, the school provides a varied role for the right individual.



Sandringham Campus
 Sandringham Road
 Barking
 Essex
 IG11 9AG

Longbridge Campus
 Longbridge Road
 Barking
 Essex
 IG11 8UF

www.barkingabbeysschool.co.uk

