



Bishop Fox's

Information for applicants

TEACHER OF MATHEMATICS

January 2022

Fixed term - 2 terms

Full-time / Part-time considered

Tel: 01823 289211

Email: office@bishopfoxs.co.uk

www.bishopfoxs.co.uk



High Standards & High Expectations

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(To be found on our website)

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Dear Candidate

Thank you for taking the time to consider our school for your next career move. Within this pack you will hopefully find many reasons for you to submit your application to work at Bishop Fox's School.

As the Headteacher, I hold a strong belief that the power of education can change children's lives and it is the right of every child to receive an excellent education. All staff in the school are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are known as individuals and that their unique personality, talents and interests are nurtured and developed to the full. A Bishop Fox's education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom.

We can tell you so much about the school within this pack however we would far rather show you - please contact us if you are able to visit us ahead of submitting your application. Our staff and students would love to be able to give you an idea of what being part of the Bishop Fox's community is like.

The school is housed in beautiful accommodation which was built twenty-five years ago in the South of Taunton. The school's history stretches back a good deal further than this having been originally founded in 1522. Student numbers are at an all-time high of over 1000 and we are planning to expand to 1200 over the next 3 years. There are four secondary schools in Taunton, so competition is therefore very high and we are extremely pleased to be oversubscribed. It is testament to the efforts of all of our staff and the achievements of our students.

Standards and expectations are high here and students do well, working in a positive learning environment with quality teaching support and encouragement from our child-centred staff. We are committed to safeguarding and doing the very best for every one of our students on roll.

We are looking for someone who, either, is already or has the potential to become an outstanding teacher. In particular, you will see from the Person Specification that we are seeking a colleague who shares our ethos about education and will fit within our community. We are looking for a strong practitioner in the classroom and someone who has the ambition to get involved with the extra-curricular life of the school.

If you want and enjoy a challenge, are able to make a difference and care passionately about young people, then please apply. We are seeking people who are willing and committed to the school, its ethos and its students.

Please submit your application form together with a letter (no more than two sides of A4) detailing your skills, qualities and relevant experience for this post.

Applications should be returned to the school office marked FAO The Personnel Dept - hr@bishopfoxs.co.uk.

Yours sincerely

K. Tonkin

KERRY TONKIN
HEADTEACHER



For more information about the School, please visit our website: www.bishopfoxs.co.uk

MATHEMATICS DEPARTMENT

This dedicated and hardworking team comprises of the Head of Department, second i/c maths and five further specialist maths teachers. We are also fortunate to benefit from the support of a specialist maths LSA.

Accommodation consists of six maths classrooms which are well equipped and all have interactive whiteboards, plus a faculty office.

Year 7 and 8 classes are set into groups based on prior mathematical attainment in half year bands. The GCSE syllabus currently starts in Year 9 and so KS4 classes are defined as Years 9, 10 and 11 and are set into ability groups based on end of Year 8 assessments.

The results in maths have been mixed over the past few years and we are looking for teachers who have a proven track record or show potential to enthuse our students to achieve positive outcomes. There is a clear aspiration within the maths faculty to build success and to embed good practise throughout the team. Collaborative work is encouraged to reduce teacher workload, improve consistency, to raise achievement and to bolster a positive team spirit.

Student voice in maths is very positive and the vast majority of students feel they are making good progress. Relationships with teachers and appropriate levels of challenge are also seen as a strength. We are a faculty who are keen to inspire students to look beyond the pages of the textbook to become problem solvers and critical thinkers. We want to instil in our students a love of maths and to empower them to feel confident in applying their knowledge and skills in productive ways.

Covid-19 has resulted in new and different challenges for us but the maths team strive to ensure we continue to provide a quality curriculum and education that has a positive impact on all students.



**PERSON SPECIFICATION
TEACHER OF MATHEMATICS**

AREA	ESSENTIAL	DESIRABLE
Qualifications	Qualified Teacher Status	Masters Degree
	Good Honours Degree	
Experience	Experience of teaching mathematics in a mainstream secondary school	Experience of working with young people In other contexts
Skills	A consistently good teacher	Awareness of gender difference in learning
	The ability to implement clear consistent and effective approaches to learning, securing excellent relationships and behaviour	Leadership potential
		Knowledge of and interest in primary numeracy
	The ability to make a difference	
	Sound understanding of the process of teaching, learning and assessment	
	Excellent interpersonal and communications skills	
	The ability to work as part of a team	
	The ability to work independently	
	The ability to foster good relationships with students, staff and parents	
	The ability to enthuse young people to want to learn in your subject	
	The ability to analyse information and use sound judgements	
	The ability to engage in partnership work with our feeder schools	
Personal Qualities	Professional integrity and high expectations	Willingness to take responsibility
	The ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium	Ambition
	Energy, drive and enthusiasm	Willingness to be involved in the extra-curricular life of the school
	A sense of humour	
	Cheerful demeanour and positive can do attitude	
	Willingness to work hard	
	Adaptability	
	Sensitivity	
	Warmth	
	A genuine passion for teaching your subject	
	Good health and attendance	
	Pride in one's own performance and that of others	
	Commitment to the safeguarding of young people	





JOB DESCRIPTION

JOB TITLE: Class Teacher & Form Tutor

REPORTS TO: Curriculum Team Leader & Head of Year

MAIN PURPOSE OF JOB

Briefly - what is the job there for and why is it being done?

CLASS TEACHER

Is responsible for making the education of students a priority and being accountable for achieving the highest possible standards in work and conduct to meet the Teacher Professional Standards. Has strong subject knowledge and keeps knowledge and skills up-to-date. Has the ability to create positive professional relationships and works with parents in the best interests of the students. Acts with honesty and integrity.

INTERVENTION TEACHER

To work with identified small groups and individuals, predominantly in Year 7 and Year 11 on catch-up intervention. To plan and deliver intervention sessions to enable students to make rapid progress following gaps in understanding due to Covid-19 lockdown.

FORM TUTOR

Is responsible for a specific cohort of students and acts as a role model by establishing effective professional relationships which enables them to achieve their full potential. Is the main source of reference for them to raise any issues or concerns.

MAIN RESPONSIBILITIES AND DUTIES

What needs to be done? – Describe the main responsibilities and duties required of the job.

CLASS TEACHER

- Sets high expectations which inspire, motivate and challenge students by implementing and delivering an appropriately differentiated and engaging curriculum.
- Contributes to the Team Improvement Plan and supports the implementation of whole school policies.
- Contributes to and delivers departmental Schemes of Work.
- Manages the classroom environment to ensure effective learning takes place.
- Monitors student progress, ensuring appropriate assessment, recording and reporting of student achievement is carried out and relevant information is provided to the Curriculum Team Leader / Head of Year.
- Uses tracking data to identify and challenge student underachievement and inform teaching and learning.
- Ensures the effective deployment of Learning Support Assistants.
- Contributes to and implements IEP's as appropriate.
- Produces reports and other requests for information within the required deadlines which are appropriate and are of high quality.

- Communicates with parents as appropriate.
- Actively supports and promotes high standards of teamwork within the subject area, ensuring work is set in the event of known absences and unplanned absence where appropriate.
- Identifies own CPD to meet personal needs and wider school priorities.

FORM TUTOR

- Maintains discipline and acceptable standards of conduct and appearance of students.
- Establishes a rapport with students to develop their social and academic potential and acts as a main source of reference for their problems.
- Is responsible for the accurate marking of form registers, ensuring absences and lateness are accounted for and taking appropriate action where they are not.
- Monitors the homework of students, undertakes teaching of form periods, escorts the form to assemblies and attends tutor meetings called by the Head of Year.
- Monitors and intervenes proactively in matters relating to student progress.
- Attends Academic Tutoring Day.
- Quality assures the quality of reports for members of the tutor group.
- Attends assemblies.

DUTIES AND RESPONSIBILITIES FOR UPPER PAY RANGE

- Makes a substantial and significant contribution to the wider life and ethos of the school. This will be something tangible, contributing to the achievement of the schools' strategic priorities, as captured within the School Improvement Plan.
- Role models highly competent teaching and professional effectiveness consistent with Teacher Standards and supports the professional development of colleagues.
- Takes a leading role in the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Proactively participates in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.

CONTACTS AND RELATIONSHIPS

Give details of the range and type of people it is necessary to contact in order to carry out the responsibilities of the job.

The Postholder is responsible to the Headteacher in all matters. To the relevant Head of Year in respect of student welfare and pastoral matters, and the Curriculum Team Leader in respect of the subject timetable and of curriculum development.

Assists with the supervision of the teaching and support staff allocated to work in the subject.

Interacts on a professional level with colleagues. Seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the subjects in the school curriculum with the aim of improving the quality of teaching, learning and standards of achievement in the school.

Fosters positive relationships with parents, outside agencies and the wider community to promote the school in a positive light and secure the best outcomes for the students at the school.

