

Wood Green School



Candidate Information Pack

Teacher of Mathematics and Computer Science

Details of the Post

Job Title:	Teacher of Mathematics and Computer Science
Start date:	September 2023
Status of post:	Permanent
Closing date for application:	Monday 5 th December 2023
Interview Date:	TBC

WELCOME – Headteacher

Dear Prospective Candidate,

Thank you for your interest in our post. Wood Green School is an oversubscribed 11-18 Academy school serving the town of Witney and surrounding villages.

This is a very exciting time for Wood Green. We have a clear vision of a Wood Green student, and we are developing our Baccalaureate that encourages and celebrates everything that a school should develop in young people: engagement in all subjects, learning skills such as research and communication and personal skills such as thoughtfulness for others. We believe strongly in a culture of mutual respect and strong relationships, demonstrated in our Behaviour Policy built on restorative principles and our Diversity, Equality and Inclusion Policy. Everything is underpinned by our LEARNWell values. Our strong reputation and results improving year-on-year have led to a rapid rise in student applications.

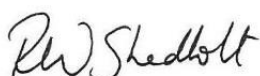
Wood Green School is part of the Acer Multi-Academy Trust. The Acer Trust consists of seven schools: Wood Green School, Chalgrove Primary School, Stadhampton Primary School, Botley Primary School, Icknield Community College, Watlington Primary School and Matthew Arnold School.

All seven schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are Trust, Collaboration and Opportunity.

Wood Green has developed several innovative external partnerships, for example with Nuffield Health for Wellbeing, Oxford University for teacher development and student access to the university and with the National Baccalaureate Trust. These all bring great opportunities for students, and also for staff development. I believe that investing in staff is crucial to achieving our mission. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with other schools through our local and national partnerships. All teaching staff have the opportunity to undertake the OLEVI Teacher Programmes, to carry out action research with Oxford University and to work with coaches in school. Our work with Nuffield Health considers staff as well as student wellbeing.

Thank you again for your interest in this post and I hope to receive your application in the near future.

Yours sincerely



Rob Shadbolt
Headteacher

Our School Philosophy

"Head, Hands and Heart"



Our School Philosophy can best be summarised by the phrase 'Head, Hands and Heart'. Head, Hands and Heart represents the whole child:

- The Head represents learning
- The Hands represent creativity and practical skills
- The Heart represents respect and nurture for others and ourselves.

Mission, Vision and Values

Mission Statement

"Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world."

Our Vision Statements:

Wood Green students

- I. Are inquisitive, independent and creative thinkers who communicate powerfully, respond well to feedback and who work well by themselves and with others
- II. Believe they can improve, are proud to try hard and to be successful and are not scared to fail
- III. Have integrity and honesty and take responsibility for themselves
- IV. Manage themselves well and develop good relationships with all students and staff
- V. Take care of others, their community and their environment and respect all others
- VI. Know how to keep themselves healthy and safe
- VII. Achieve highly and leave prepared for their next exciting challenge

Our Values

Our LEARNWell values reflect our commitment to developing the whole person and underpin everything we do:

LEARNING EFFORT ASPIRATION RESPECT NURTURE WELLBEING

Department Information

The Department of Mathematics consists of eight specialist teachers. We work collaboratively across all Key Stages and opportunities for career development and progression are made available whenever possible. The Department teaches in a set of seven classrooms, with each classroom having a data projector and its own PC.

The Department is well resourced with a range of resources and teaching materials for use across all Key Stages. There are good links with the feeder primary schools through the Primary Network and we meet regularly with other Mathematics Departments from West Oxfordshire to share good practice.

Ethos

We encourage all students to enjoy mathematics, to be motivated to explore their mathematics and stretch their understanding. Students need to be aware of their own strengths and weaknesses within the subject and be encouraged to be responsible for their own learning as much as possible. We also encourage students to develop problem solving abilities: knowing how to start to reason, to calculate, to hypothesise and to communicate their solution in verbal, diagrammatic and written form.

Curriculum

Alongside the classroom curriculum, the Department regularly enters our most able students for UK Mathematics Trust's Math Challenge with students regularly achieving Bronze, Silver and Gold certificates. In addition, several students have qualified for the next level which is a national competition.

Key Stage 3

Students in Years 7, 8, and 9 all follow a new scheme of work that links with the new GCSE curriculum. We have a variety of electronic and interactive resources as well as a number of well-structured rich tasks which we use to develop students' problem-solving skills. In all three years, there is setting in two half-year bands.

Key Stage 4

Students follow the new Edexcel GCSE syllabus and will be entered at one of two levels, foundation or higher. Within the scheme of work, we have developed opportunities to improve students' problem-solving within mathematics and in other contexts. Students will also be taught how to reason, interpret and communicate mathematically. We follow a linear course with three examinations at the end of Year 11. There are several texts used through KS4 to supplement the course, along with worksheets and various interactive IT resources.

Key Stage 5

There are currently 70 students studying single and further mathematics in the sixth form. The MEI A' level syllabus is followed with students studying pure, mechanics and statistics. As a department we subscribe to on-line resource, Integral, which is an interactive package designed by MEI to support our A level courses.

Further Mathematics is taught collaboratively within the Witney partnership with students studying pure, mechanics, statistics and modelling with algorithms. All students are required to purchase a Casio Graphical calculator to support their learning.

Department Development and Future Plans

The Department is currently working on a range of strategies to improve the impact of feedback – as well as considering how to reduce workload. As a team, we are constantly looking for ways to harness the talent of each member of staff to make us a 'high-performing team', rather than

just a team of high-performers. We regularly engage in peer coaching and peer observation to provide a supportive environment for trying and evaluating new methods in the classroom, and this is a strategy which we are seeking to consolidate and develop further over the coming months and years.

2021 results for GCSE Mathematics compared to FFT50

Comparison Grade				Result Grade													Below Comparison			Same As Comparison		Above Comparison	
		#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%		
	Other								1						0	0	0.00%	0	0.00%	0	0.00%		
	U														0	0	0.00%	0	0.00%	0	0.00%		
	1														0	0	0.00%	0	0.00%	0	0.00%		
	2			1	1	2	7	1	1	1					13	3	23.08%	7	53.85%	3	23.08%		
	3				1	7	10	7	2						27	8	29.63%	10	37.04%	9	33.33%		
	4			1			3	7	10	16	5	1	1	1	44	10	22.73%	10	22.73%	24	54.55%		
	5								8	9	8	2	1		28	8	28.57%	9	32.14%	11	39.29%		
	6					1				1	6	3	7	3	21	8	38.10%	3	14.29%	10	47.62%		
7											1	6	7	3	17	1	5.88%	6	35.29%	10	58.82%		
8									2		1		5	5	13	3	23.08%	5	38.46%	5	38.46%		
9														1	1	0	0.00%	1	100.00%	0	0.00%		
#				0	1	4	17	18	29	34	18	16	17	10	164	41	25.00%	51	31.10%	72	43.90%		
															<div></div> Less Than Comparison	<div></div> Same As Comparison	<div></div> Above Comparison						

A Level results

Subject Name	A* to A	A* to B	A* to C	A* to E	Entries	Grades						
	%	%	%	%		A*	A	B	C	D	E	U
A - Further Maths	50	50	50	100	2	1					1	
A - Mathematics	56	70	85	96	27	11	4	4	4	3		1

Department Information – Computer Science

The Computer Science department consists of one specialist teacher, and two members of staff who support with the teaching Key Stage 3 Computing lessons. The Department teaches in a set of three specialist classrooms, with each classroom having a smart board, teacher PC and a set of 30 laptops for the students.

The Department is well resourced with a range of electronic and paper-based resources across all Key Stages.

Ethos

In the Computer Science department at Wood Green School, we endeavour to develop students' computational thinking and problem-solving abilities, equipping them with the skills essential to be successful, not only in Computer Science, but across other subjects.

We want students to build resilience and become creative, critical thinkers who can apply their skills to any number of challenging situations. Students are expected to develop into resilient learners who can solve problems effectively and have confidence to recover from mistakes.

We plan to develop students' knowledge, skills and understanding through exposure to key computational concepts. Our broad and balanced curriculum is constructed to equip students with the skills and understanding to live and work in a technological world. This includes being able to use a variety of applications and coding software.

The Computing curriculum has been designed to ensure learners have sufficient knowledge to identify dangers online and recognise how to stay safe, understanding how computers work and be confident when using them.

Key Stage 3 Curriculum

Starting in Year 7, students are introduced to the basic ICT skills they will need to support other subjects across the curriculum including an introduction to the applications used on the Wood Green school network such as Office 365 (Word, PowerPoint, using school email via Outlook) and Bromcom. The core constructs of programming are introduced when developing algorithms through Python programming and the workings of a computer are explored when learning about internal and external components. We also introduce students to spreadsheet modelling and link tasks to real life scenarios. For our clear messaging in a digital world unit students perform essential skills such as the importance of planning, searching for relevant information and presenting effectively. In our gaining support for a cause unit learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.

Throughout Year 8, students will continue to build upon the skills they developed in Year 7 which have been mapped out in our spiral curriculum. The spiral curriculum has been developed so fundamental ideas are repeatedly presented throughout the curriculum, but with deepening levels of challenge and increasing complexity in lessons and reinforcing previous learning from Year 7 and 8 and in part throughout the academic year.

Key Stage 4 Curriculum

At Key Stage 4, the course builds on the knowledge, understanding and skills established during years 7 and 8. There is a heavy focus on programming skills and theory work. Students are given the opportunity to refine their programming skills. Students will revisit theory already covered in the form of written and multiple-choice topic assessments. More theory units are introduced not

only to allow for a solid basis of understanding but also to engage learners and get them thinking about real world application. Theory units follow the AQA GCSE specification.

Department Development and Future Plans

The Department is currently working to introduce the A-Level Computer Science qualification into the school for September 2023. Work is also already beginning on the expansion of our extra-curricular offer.

2021 results for GCSE Computer Science compared to FFT50

			Result Grade											Below Comparison		Same As Comparison		Above Comparison	
	#	%	Other	U	1	2	3	4	5	6	7	8	9	#	%	#	%	#	%
Comparison Grade	Other													0	0	0	0.00%	0	0.00%
	U													0	0	0	0.00%	0	0.00%
	1													0	0	0	0.00%	0	0.00%
	2													1	0	1	100.00%	0	0.00%
	3		2		1			2		2				5	1	0	0.00%	4	80.00%
	4				2			2	2					6	2	0	0.00%	4	66.67%
	5							1	2					3	1	2	66.67%	0	0.00%
	6								1			2	1	4	1	0	0.00%	3	75.00%
	7											1		1	0	0	0.00%	1	100.00%
	8												1	1	0	0	0.00%	1	100.00%
	9													0	0	0	0.00%	0	0.00%
	#		0	0	1	3	0	3	5	4	0	3	2	21	5	3	23.81%	13	61.90%

Less Than Comparison
Same As Comparison
Above Comparison

Job Description

Job Title	Teacher of Mathematics & Computer Science
Job Description	This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.
Review Date of Job Description	January 2020
Establishment	Wood Green School, Woodstock Road, Witney, OX28 1DX
Responsible to:	Head of Mathematics and Head of Computer Science
Responsible for:	Teaching and supporting all designated classes in Mathematics and Computer Science
Purpose of Post	<ul style="list-style-type: none"> 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/Form Tutor 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	<ul style="list-style-type: none"> To undertake a designated programme of teaching across all key stages Teach consistently high-quality lessons Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5 Be a role model for students, inspiring them to be actively interested in Mathematics and Computer Science To maintain appropriate records and to provide relevant accurate and up-to-date information for Bromcom To complete the relevant documentation to assist in the tracking of students Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching Prioritise and manage time effectively, ensuring continued professional development in line with the role To follow the school policies and procedures To ensure the effective/efficient deployment of classroom support To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework Follow schemes of work for Mathematics and Computer Science at all Key stages

	<ul style="list-style-type: none"> • Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of Mathematics and Computer Science • Promote Mathematics and Computer Science learning through out of hour's activities • Ensuring a high-quality learning environment throughout the Mathematics and Computer Science area.
Assessment, Feedback and Tracking	<ul style="list-style-type: none"> • To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy • To follow department monitoring and tracking systems relating to students' attainment, progress and achievement • Mark, grade and give written/verbal and diagnostic feedback as required • Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures • Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • Complete the relevant documentation to assist in the tracking of students • To follow department policy regarding department tracking of student progress and use information to inform learning and teaching • Follow setting and co-ordinating assessment arrangements in Mathematics at all Key Stages, and in all areas as required by school policies, including standardising those assessments.
Staff Development	<ul style="list-style-type: none"> • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management process • Participate in whole school CPD programmes • To take part in the staff development programme by participating in arrangements for further training and professional development.
Student Support and Progress	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students • To promote the general progress and well-being of individual students and the Tutor Group as a whole • To liaise with the relevant pastoral leaders to ensure the progress of students • 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 lead the National Baccalaureate within the tutor group • To contribute to the preparation of Action Plans and other reports as required • To alert the appropriate staff to problems experienced by students • 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 contribute to Learning for Life and citizenship and enterprise according to school policy • To apply the Behaviour for Learning policy so that effective learning can take place

	<ul style="list-style-type: none"> • Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.
Safeguarding	<p>Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school.</p> <p>Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.</p>

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">➤ Qualified teacher status➤ Successful teaching experience➤ Evidence of professional development relevant to this role
Skills and knowledge	<ul style="list-style-type: none">➤ Good classroom practice, constantly showing a positive and resilient approach to students and staff➤ Excellent communication and organisational skills➤ Knowledge of effective teaching and learning strategies➤ A good understanding of how children learn➤ Ability to adapt teaching to meet students' needs➤ Ability to build effective working relationships with students➤ Knowledge of guidance and requirements around safeguarding children➤ Knowledge of effective behaviour management strategies➤ Effective communication and interpersonal skills➤ Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none">➤ High expectations for all students and belief in bringing out the best in all➤ Commitment to upholding and promoting the ethos and values of the school➤ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school➤ Ability to work under pressure and prioritise effectively➤ Commitment to maintaining confidentiality at all times➤ Commitment to equality

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.



Drama Production of Beauty and the Beast - 2019

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