



King Arthur's School

TEACHER OF MATHS

START DATE: SEPTEMBER 2024



SAST

SCHOOLS ACHIEVING SUCCESS TOGETHER

May 2024



Dear Applicant,

Thank you for expressing an interest in the post of Teacher of Maths at King Arthur's School.

Accompanying this letter is information about the school, general information about the role and a job description, which we hope will provide you with everything you need to know to apply for the post. The school website also gives further details about us.

This is a permanent, full-time post, commencing in September 2024. We believe this is an outstanding opportunity to take on a key support role in a school that works hard to enthuse students and instil in them high standards.

This is a wonderful opportunity to join a school with a great community feel, real strengths and the ability and desire to develop further. From September 2023 there are just under 500 students from age 11-16, with numbers increasing every year. When you visit the school you will notice the:

- Friendly and welcoming atmosphere
- Students are well-behaved, comfortable and safe
- The range of experiences and opportunities
- Hard working, committed and caring staff
- Beautiful location and space for learning
- Strong local community

This is a wonderful opportunity to join a school within a Trust with a great community feel, real strengths and the ability and desire to develop further.

We are looking for a team member with high expectations and standards, the ability to inspire but also the capacity to laugh and enjoy the challenges of this role. You need to be a team player and you will go the extra mile to support. In return, you will join a Trust that is full of activity, opportunity, and optimism. You will be strongly supported by our SLT in your work to ensure our provision is the best.

SAST is a strong and ambitious Trust of both primary and secondary schools seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset as well as South Somerset and is looking to grow further.

You are very welcome to visit us in advance of an application or to contact us to find out more.

We look forward to reading your application and we will contact all applicants following shortlisting.

Yours faithfully,

Jen Jacklin,
Headteacher

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Friday 14th June 2024**

If invited for interview, these will be held on **Thursday 20th June 2024**

Salary: Main Teachers Pay Scales: M1 – M6

Contract: Full-Time, Permanent

We are seeking to appoint an ambitious, creative, and inspiring teacher or ECT with energy, enthusiasm and a love of Mathematics to join our team. The successful candidate may need to teach some hours out of subject, which could suit a primary specialist.

The successful candidate will:

- Have a passion for all aspects of their subject
- Have excellent communication skills and the ability to celebrate and promote high quality teaching and learning
- Have the ability to embrace and contribute to the vision of the department and school
- Be able to build relationships quickly
- Have a positive approach
- Have a real interest in educational issues, approaches and alternatives from around the world
- Be proactive and confident
- Use resources, intellect, creativity and innovation to be successful
- Have the ability to support, challenge and inspire our students, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning
- Have the ability to be a team player who will go the extra mile to support students and who will enjoy the opportunities of this role

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned by email to: recruitment@sast.org.uk

Should you wish to arrange a visit to view the School, please do not hesitate to contact Claire Hamblin, Office Manager on claire.hamblin@kingarthurs.org.uk or at 01963 32368 who will also be happy to arrange this.

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Safeguarding responsibilities associated with this role will include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have some contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.

This role is UK- based and your right to work will need to be established as part of the appointment process.



JOB DESCRIPTION



Job title: Maths Teacher

Grade: MPS

You are required to carry out the duties of a School Teacher as set out in the School Teachers' Pay and Conditions Document.

Main Job Purpose

Under the co-ordination and direction of the Head of Department, to contribute to the teaching and other work of the Mathematics Department.

Relationships:

The post holder:-

- Is ultimately responsible to Headteacher in all matters and through the appropriate Head of Department and Year Progress Leader for academic and pastoral matters within a given tutor team;
- Interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the subjects in the school curriculum and cross-curricular links, encouraging development and improving the quality of teaching and learning in the School.

Key Tasks:

- To teach Mathematics and, if necessary, subsidiary subjects for which qualified to teach, and to participate in the development of appropriate syllabuses, materials and schemes of work in these subject areas, attending team meetings as necessary.
- To control and oversee the use of and storage of books, stationery, sporting equipment and other teaching materials related to their teaching and ensuring that relevant Health and Safety Regulations are observed.
- To carry out a share of supervisory duties in accordance with published rosters or as detailed by the Headteacher.
- To participate in appropriate meetings with colleagues and parents as required in respect of duties connected with the post.
- To keep abreast of trends and developments in education, relevant to the post.
- To undertake other tasks/responsibilities specific to the post holder's subject area or work.
- To assist the Year Progress Leader in his/her work through delegated key tasks and carry out the duties of a group tutor (if required) in respect of the students in the tutor group to include:-
 - the maintenance of discipline and acceptable standards of conduct and appearance of students;
 - the establishment of rapport with students to develop their social and academic potential and be a main source of reference for their problems;
 - the marking of the tutor group register (a legal document), ensuring that all information therein is kept up to date and that absences and lateness are accounted for and taking appropriate action where they are not;
 - the compilation of reports and references on the students as required, the maintenance of and conversance with the contents of the tutor group's students' files;
 - the monitoring of homework, student planners and the academic progress of students;
 - the effective use of mentoring and tutor periods through activities/tutoring, supervising movement to and from assemblies with the tutor group, and attending tutor team meetings and briefings

- The post holder will be responsible for promoting and safeguarding the welfare of children and young people that they are responsible for/come into contact with, in accordance with the school's safeguarding and child protection policy.

Other Duties

- To have due regard for safeguarding and to follow child protection policies and procedures adopted by SAST.
- Understand the importance of inclusion, equality and diversity and to promote equal opportunities for all.
- Uphold and promote the values and ethos of the academy.
- Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school.
- Participate in workplace learning and development opportunities and work continually to improve own and team performance.

The job description is **NOT** necessarily a comprehensive definition of the post. It will be reviewed as required and may be subject to modification or amendment after consultation with the post holder.

Safeguarding Responsibilities for this post

Safeguarding responsibilities associated with this role will include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have some contact with young people on a day-to day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. The duties of this post could also vary from time to time as a result of new legislation, changes in technology or policy changes.



TEACHER PERSON SPECIFICATION

Inter-personal attributes

- Able to build relationships quickly, with humility and empathy, whilst showing respect to others - students, parents, and colleagues - to get the best out of them
- Positive, optimistic, caring, kind and approachable
- Willing to be immersed in the life of a busy and successful school

Communication and Interaction

- Communicate clearly and accurately both orally and in writing
- Able to listen and respond appropriately
- Flexible to adapt your style in different situations
- Strong and confident ICT skills for teaching and management
- Contribute as a great team player

Planning and Organising

- Manage daily responsibilities and priorities
- Work efficiently and effectively to meet deadlines and deliver successfully
- Design, produce and share high quality learning schemes and resources

Knowledge

- Good honours degree and/or relevant high-level expertise
- A real interest in educational issues, approaches, and alternatives from around the world
- Strongly support the ethos and culture of the school

Leadership Skills

- Proactive and confident, yet humble and considered
- You can inspire and motivate others
- Make informed decisions on a daily basis
- Ensure high professional standards including student progress of all groups of students

Problem Solving

- Enjoy facing new challenges
- Find, propose, and lead solutions
- Use resources, intellect, creativity, and innovation to be successful

Resilience

- Hungry for a challenge
- Have patience and endless energy to persevere through the challenging moments
- Tenacious and versatile
- Maintain a positive mind-set

Self-evaluation

- You are aware of strengths and weaknesses
- Strong desire to learn from others so that you can be even better
- Able to share and support others

We are interested in all these attributes for colleagues joining the SAST family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. A sense of realism and humour are really important.

MATHS DEPARTMENT – USEFUL INFORMATION

Mathematics is a subject that opens doors and provides opportunities: doors to employment and further/higher educational courses and opportunities to learn about the relevance of mathematics to everyday life.

Mathematics is all around us. It exists in the proportions of artistic works, in the scores of our favourite songs and in the physical structures we live and work in daily. It is also the bedrock of many other subjects including the Sciences, Economics and Engineering and is extremely relevant to subjects like Psychology and Design.

The study of mathematics can develop a host of skills that are essential to students continuing in their studies as well as those currently in or entering the workplace. These include problem-solving, logic and reasoning, and attention to detail. Creating lifelong learners is at the centre of our teaching and learning intent.

Your Role:

We are seeking to appoint an outstanding teacher or ECT to support a hardworking, dedicated mathematics department. The ideal candidate will have a passion for teaching and learning for mathematics that stems beyond a KS3/4 curriculum and must want to develop their teaching and learning abilities to support all pupils in being the best mathematicians they can be, no matter their next steps.

We are offering the successful candidate the opportunity...

- To join an experienced, dedicated team in a thriving school.
- A forward thinking department involved with piloting new initiatives that allows IT to develop teaching and learning
- To promote maths whole school.
- To work with students across the full age and ability range in an 11-16 School.
- To help shape and create an enhanced provision beyond what is already in place
- To work in an innovative and outward looking school.

The Curriculum

Curriculum intent: Within maths, students follow a cyclical curriculum to ensure core understanding of the underlying principles of mathematics and secure in order for knowledge to be built upon throughout. Every lesson their teachers focus on an appropriately high level of challenge, in order to raise student aspirations and develop a love of maths. Teachers teach to the top and skilfully scaffold where necessary in order to support all pupils to meet or exceed their potential. We strive to ensure learning is linked to real life context highlighting transferable skills and creating lifelong learners.

Curriculum implementation

KS3: Most of the students transitioning from primary school will be familiar with a mastery approach to mathematics, which allows an easy transition into KS3 where the focus is to really deepen their understanding of the key concepts within mathematics and explicitly develop their understanding of the interwoven links within each of the topics covered. Students are exposed to the relevance of what they are learning through linking other subject matters and real-life contexts.

Within year 9, students begin the transition towards the KS4 curriculum in order to fully prepare students for year 10 and 11. During year 9, students continue to build upon the skills they have learnt

within KS3 with a focus on content and application. Interleaving of topics continues and students start to be exposed to some of the lower order topics within the KS4 curriculum.

KS4: Within year 10 and 11, students follow a number of units that cover the breadth of the GCSE curriculum. Each of these units are assessed by end of topic, open book assessments to show students the importance of taking neat consistent notes within lessons.

Across all years, teachers interleave content through the schemes of learning and via quizzing at the start of each lesson and when appropriate throughout.

Meeting all students' needs: The maths curriculum is designed to be fully inclusive and implemented in a manner to reach all students, regardless of their ability. Students are set from year 7 to allow for maximum impact across the board. By setting early on, teachers plan for a specific ability and through our mantra of 'teaching to the top' all students are stretched and challenged within lessons no matter the set. These sets are regularly reviewed via assessment data, classroom engagement and homework completion rates, ensuring all students are given the best environment to make maximum progress. Within years 7 and 8 all students follow the same curriculum allowing for students to seamlessly move from one class to another if needed. Focusing on these changes within year 7 and 8 allows for minimal changes to happen within the later years.

Home learning: Home learning is designed to support our curriculum and is mapped out to run alongside what is being covered in lessons. Through the use of Sparx Maths, home learning is personalised to individual students and supports us in filling knowledge gaps at home. More detailed information on Sparx and its advantages can be found at the following link:

<https://f.hubspotusercontent30.net/hubfs/5530880/KB Resources Summer 2021/Sparx Homework for students.mp4>

Further IT support to teachers: Within the department the use of Maths Planner is used every lesson, every day. It forms the start of our lessons as well as allowing us to effectively plan exit cards, map knowledge gaps efficiently and plan improvement tasks with the touch of a few buttons! More information and its advantages can be found at the following link: [Maths Starters | KS3 & 1-9 GCSE Resources | Maths Planner](#)

Exams:

We currently deliver the following qualifications:

- Edexcel GCSE
- AQA-Level 2 further Mathematics
- Edexcel-Statistics
- Mathematics functional skills

Extra-Curricular

The school offers a number of extra-curricular opportunities specific to Maths

ABOUT KING ARTHUR'S SCHOOL



King Arthur's School

About Us:

King Arthur's School was built in 1958 and is based in the Somerset town of Wincanton. We serve the local community across the area including surrounding villages in Dorset and Somerset. On the 1st April 2019 King Arthur's School became an academy and joined SAST. Serving students from the local community and surrounding Dorset and Somerset villages, King Arthur's has been supported by SAST prior to joining, and has close links with all SAST schools.

We are a small secondary school and this helps us to develop a special family atmosphere within our school community, where every student feels cared for and valued. Every child really does matter and all children are known by all staff. Students thrive and succeed in our positive, caring and respectful environment.

Our special culture and ethos focus on high achievement both personally and academically. We want all students to be the best that they can be in respect of their academic achievement and personal growth. We also want them to develop a strong sense of belonging. This comes through their significant contribution to our school community, as well as benefitting from it.

Our goal is to see every student within our school community succeed and achieve their individual best. We aim to support and nurture students to develop confidence and resilience through a wide range of learning and enrichment activities. We continually emphasise high expectations and remind students that there are no limits to what they can achieve, if they have the right mindset.

We believe firmly in opportunity and achievement for all and we are proud to provide an education that aims to equip all students with the self-belief, knowledge, skills and understanding to fit easily and actively into a rapidly changing society.

Our journey of school improvement is well under way and we are all committed to the rapid development of our school. We have already seen huge improvements in outcomes for our young people and growth in our staff. Our improvement priorities currently include: improving the quality of teaching, securing high levels of challenge, and raising pupils' attainment and progress; enhancing parental engagement to best support our young people in their educational journey; improve standards of behaviour and foster a positive culture that promotes learning; ensure pupils and staff have a rich, positive experience of school and are well-looked after.

Our Mission

We support and encourage every student to strive for the highest possible levels of academic achievement, alongside developing the personal attributes and qualities to thrive and make a positive contribution throughout life.

Our aims are to:

- Create a challenging, inclusive, collaborative, creative and happy learning community;
- Ensure high quality teaching and learning, honesty and respect for others, with a collective will to bring out the best in every student in our care;
- Instil in students a belief that they can and will achieve beyond expectations in order to meet their dreams and lead their lives;
- Enable students to take their place in the world as happy, healthy, kind, confident, ambitious and independent individuals, with enquiring minds ready to face the challenges of tomorrow.

What we value – The King Arthur’s ethos

- Our students come first
- Enjoyment and fulfilment, with hard work - going the extra mile
- Friendliness and strong sense of community
- Support and care for everyone and each other
- Integrity, manners and honesty
- Inquisitiveness through a breadth of opportunities and experiences
- An engaging, calm and purposeful learning environment
- Leadership, aspiration and ambition
- Pride, quality and excellence – the details matter

Care and Support

King Arthur’s School prides itself on the quality of its pastoral care, which helps all students to remain engaged and motivated to learn. At King Arthur’s we believe that every child matters and should feel valued as part of our community. Young people need to feel safe and secure in order to thrive academically and socially. Our pastoral team works tirelessly to ensure that this is possible and to help students and their families deal with problems if and when they arise.

Our Facilities

King Arthur’s School is set in a spacious green campus with far reaching views across the town of Wincanton and the Blackmore Vale. We have specialist science laboratories and IT suites, food technology rooms, a range of outdoor hard courts and grass pitches and a Performance Centre, which is used for our school productions and special events.

Our library provides a bright and welcoming environment for research and study, with students having access to a wide variety of resources in both print and digital formats.

Café @King Arthur’s offers students a selection of nutritious, hot and cold food prepared daily by our dedicated catering team. Our healthy and nutritious menu is popular with students, and we cater for many with dietary requirements.

Students also benefit from access to an on-site sports centre with a fully equipped gym, a sports hall and a 25m swimming pool.

A number of community groups meet regularly at the school, including Guides, Brownies, Rainbows, Army Cadets, and the Choral Society, offering students enrichment opportunities in addition to the many extra-curricular activities available during the school day.



INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

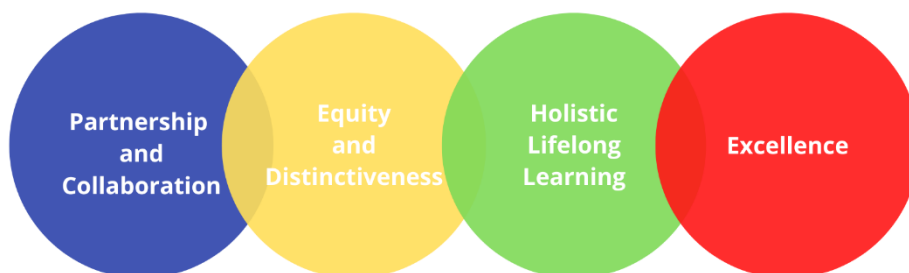
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

Our Vision:

Delivering educational excellence through aspiration and collaboration.

Our Values:



Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Equity and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

Organisation - How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

Partnerships:

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

SAST Benefits:

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

