



Teacher of Maths

CANDIDATE INFORMATION PACK

AUTUMN 2023



Sackville School

TOGETHER WE ACHIEVE

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Dear Applicant,

We are delighted that you are looking to join our team.

Sackville is a vibrant school, with supportive families, colleagues and students who behave well and are a genuine delight to be around. This is a harmonious and happy place to work, with colleagues who want the very best for our students and work hard to achieve it. Our motto of 'Together We Achieve' very much resonates throughout the school.

Our academic standards are high, and our students make good progress with **Progress 8** being significantly above average in recent years. We regularly have students achieve places at **Oxbridge**, with many more going on to **Russell Group** and other universities. However, as a truly inclusive and comprehensive school, we are equally proud of the students who successfully move on to **apprenticeships**, and into **employment** or **training** to meet their personal ambitions.

Pastoral care and the support we give students to achieve in life and in learning is of equal importance to us. We believe that every member of our team has a part to play in this, beginning with the role of the form tutor.

We believe in offering a broad and balanced curriculum in which **trips, visits, clubs, charity work and competitions** play a vital part. Our vision is for our students to leave the school with the best grades possible to support the next step of their journey, but we will only have fully achieved our vision if they also leave as well rounded, confident and curious young adults who believe in themselves, that anything is possible and go on to achieve great things in their future.

Already a '**Leading Edge**' school, the SSAT have awarded us for our work on **Professional Learning, Principled Curriculum Design, Engaging with Evidence** and **Research and Leadership Through Moral Purpose**. Developing our teaching and learning is an ongoing priority and staff really value the collaboration our professional learning groups provide with regular opportunities to share good practice through evidence-based research and pedagogy. In our [professional journal](#), our teachers write about some of their **research**.

"Our vision is for a safe and inclusive community that enables every student to reach their full potential and develop a love of learning, by living our values every day".

Our fundamental belief is that **every student has potential**, gifts, and talents. It is our job, no matter what role we have in school, to provide the opportunities, challenge, guidance, and support that enables them to truly flourish.

Our vision is underpinned by 9 values: **Positivity, Ambition, Community, Teamwork, Inclusivity, Curiosity, Resilience, Equality** and **Honesty**. We have high expectations of our students who we challenge to work hard, live our values and fully engage in school life. We offer a wide variety of extra-curricular provision. **Art, drama, music, sport** and **debating** are all very strong at Sackville and we are very proud of the level of success that has been achieved in these valuable curriculum areas, as well as the opportunities given to provide inclusive and enriching activities for all.

So, are you someone who wants to help shape a whole community? Do you share our philosophy of high aspiration and expectations for all students? Are you a leader who believes that by fostering positive and collaborative relationships between students, families and school, there are no barriers to learning that cannot be overcome? If so, then we would love to hear from you.

If you think this could be the role for you, we encourage you to come and visit to see for yourself or arrange to have an informal conversation with us. Visits can be arranged by contacting kdawson@sackvilleschool.org.uk or telephoning 01342 414900. An application pack is available from our school website at www.sackvilleschool.org.uk.

Yours faithfully



Jo Meloni
Headteacher

Why Sackville?



CONTINUED PROFESSIONAL DEVELOPMENT

- We are committed to developing all staff
- Comprehensive program of CPD is available to all staff
- Tailored approach to fit the individual and their own needs
- Membership of a number of external organisations designed to aid training and development across the school

COMMUNITY



- A supportive and friendly staff group who will always go the extra mile for each other
- 'Staff Tea' weekly on a Thursday to bring the staff from across the school and departments together
- The school forms a real part of the local community, committing to working with local groups and charities wherever possible

STAFF WELFARE

- We subscribe to the Employee Assistance Program
- Supportive community focussed on support and wellbeing
- Full free access to our fully suited gym



MID SUSSEX FEDERATION

- We work in close collaboration with our Federation schools including
 - joint INSET and planning
 - Cross Federation coaching

LOCATION



- Historic town with clear town identity
- Easy access to London, Brighton and Tunbridge Wells
- On the doorstep of the South Downs and Surrey Hills
- A few minutes from Ashdown Forest, home of Winnie the Pooh and friends

FINANCIAL

- We offer competitive salaries at all levels
- Staff have access to the Teacher's Pension or Local Government Pension Scheme
- Access to the West Sussex Choices platform that enables you to access a vast array of discounts and savings across major brands





Sackville School

TOGETHER WE ACHIEVE

Teacher of Maths Full or Part time MPS/ UPS

Required for the Autumn Term 2023, an enthusiastic and talented teacher of Maths to teach classes across Key Stages 3, 4 and 5 in our outstanding department. We are looking for someone with the skills, enthusiasm and ambition to join our team and to achieve our ambitious aims for all of our students.

Sackville is a popular and oversubscribed large, mixed, 11-18 comprehensive with 1700 students on roll. It is an exceptionally friendly and supportive community built on strong relationships which allow every student to thrive. We invest in our staff, enabling them to pass on their knowledge and love of their subject such that our students are given the very best experience and opportunities to succeed. We have acquired a deserved reputation for fighting for every child, to support every student in achieving their full potential and developing a lifelong love of learning.

Our GCSE results are consistently strong with extremely positive progress 8 scores. Our A level progress is at the top end of all local authority providers. Maths is a consistently high-performing team at GCSE and A level with large uptake numbers for A Level Maths and Further Maths.

We welcome applications from ECTs. The school has an outstanding induction programme for new staff and bespoke CPD opportunities for career progression.

Further details are available on our website <https://sackvilleschool.org.uk> or from Mrs K Dawson PA to the Headteacher, on 01342 414900
kdawson@sackvilleschool.org.uk.

Closing Date: **Thursday 5th October 2023 at 9.00 am**

Interviews: **Tuesday 10th October 2023**

We reserve the right to close and shortlist early, therefore early applications are encouraged.

Please address your letter of application to Ms Jo Meloni Headteacher, explaining how your experience has prepared you for this role, on no more than two sides of A4. Send this together with the application form and safer recruitment form to kdawson@sackvilleschool.org.uk



Sackville School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post is covered by the Protection of Children Act and any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service. It should be noted that it is a requirement of the Governors of Sackville School that candidates should, whenever possible, name as referees current and former employers (via Heads or Principals where employment at educational institutions is concerned).



Sackville School

TOGETHER WE ACHIEVE

Our vision is for a **safe** and **inclusive community** which enables every student to reach their full **potential** and develop a **love of learning**, by living our **values** every day.

Our
Vision

Our
Purpose

- ✓ To ensure students develop a **lifelong love of learning**
- ✓ To provide an engaging, broad, and knowledge-rich curriculum through high quality teaching and assessment
- ✓ To ensure all students achieve their **potential** regardless of their ability, we fight for every child
- ✓ To plan an **ambitious** programme of professional learning for all staff, using **research** and evidence to guide their development
- ✓ To prepare students for the **world of work** and to live fulfilling adult lives as **global citizens**
- ✓ To work closely with other professionals and agencies to serve the needs of our **community**

Together
We
Achieve

Sackville
Way

Our
Values

#SWAY

- ✓ RESPECT
- ✓ KINDNESS
- ✓ PREPARED



Sackville School
on a page

PO	S	ITIVITY
	A	MBITION
	C	OMMUNITY
TEAMWOR	K	
INCLUSI	V	ITY
CUR	I	OSITY
RESI	L	IENCE
EQUA	L	ITY
HON	E	STY

Maths Faculty



Mathematics Faculty

Sackville is a STEM-supporting school and the Mathematics Faculty is one of the three lead faculties in this area, along with Science and Technology.

Our staff

The Faculty team are strong, well qualified and experienced. Our staff consist of 10 full-time teachers, five part-time teachers and two dedicated Teaching Assistants. All staff are trained mathematics teachers and are highly competent users and teachers of ICT within mathematics, using ICT for lesson delivery and everyday administration, as well as delivering all lessons using interactive whiteboards. To aid lesson delivery, we have purchased a significant amount of software support for demonstration use and developed our own electronic resources.

The Curriculum Team Leader runs the Faculty with the help of a Key Stage 3 Coordinator, Key Stage 4 Coordinator and Key Stage 5 Coordinator.

Members of the department are expected, where possible, to teach the full age and ability range of the school, at least up to GCSE.

The Faculty works very much as a team and all staff are expected to contribute to the development and maintenance of Faculty aims.

Our spaces

The Mathematics Faculty is accommodated in 12 classrooms. Eight of these rooms are in the mathematics block while the remaining four classrooms are in an adjacent block. It is normal for each full-time teacher to teach most or all their lessons in one room.

Within the mathematics block, there is a resource centre, a Faculty office, several storage rooms and cupboards, as well as a shop to sell equipment. The rooms have access to their own set of Chromebooks connected to the school's intranet and the internet. Each classroom has its own interactive whiteboard, projector and desktop computer. The Faculty have their own photocopier.

Courses

Key Stage 3

Students study Key Stage 3 Mathematics in Years 7 and 8. Throughout the course, students are introduced to new concepts, such as expanding brackets and Pythagoras' theorem, and we build on existing primary school topics, e.g. area of shapes. The content learnt is applied to real-life situations and problem solving is a key focus within lessons. Where appropriate, topics required across the maths curriculum or required in other subjects (e.g. in science) are taught to 'Mastery level'.

At Key Stage 3, students are taught in semi-mixed ability classes and are set once they join the school in Year 7. Students will receive three lessons per week and set changes are made throughout. Students who perform well in assessments, in classwork and have a good attitude to learning will all be considered for set moves upwards. Students who are considered to be at risk of failing to achieve their Minimum Expected Grade (MEG) at the end of Year 8 are given personal tuition through in-class or withdrawal support.

Class names starting with 'E' teach the Extension Schemes of Work, which, at the top end, extend students beyond the parameters of the Key Stage 3 curriculum, fully preparing them for the vigour of Higher Tier at Key Stage 4.

Class names starting with 'C' teach the Core Schemes of Work, which follow the Key Stage 3 curriculum and provide students with the key skill required at Key Stage 4.

Class names starting with 'S' teach the Support Schemes of Work, which strengthen students' understanding of topics covered at primary school, as well as developing new skills to help deepen their understanding of mathematics and prepare them for Foundation Tier at Key Stage 4.

Key Stage 4 (years 9-11)

Key Stage 4 Mathematics runs from Year 9 to 11. All students study the Edexcel GCSE Specification Linear Course.

During the course, work builds heavily on what was learnt during Key Stage 3. There will be a strong emphasis on real-life situations and problem solving. Work in lessons and at home is tailored specifically to each child's needs to help every child achieve their best.

In Years 9 and 11, students receive four lessons per week. In Year 10, they have five lessons per week.

Students are set at Key Stage 4, with classes labelled 'E' or 'C' working towards completing the Higher Tier GCSE and those sets labelled 'S' completing the Foundation Tier GCSE. Some students will also take Entry Level Mathematics in Year 10 to help underpin key skills required in the Foundation GCSE, and to provide them with an additional maths qualification. Our most able students will study the AQA Level 2 Certificate in Further Mathematics alongside their GCSE to further underpin their GCSE knowledge and prepare them for studying Maths at A-Level.

Students who are considered at risk of failing to achieve their Minimum Expected Grade (MEG) at the end of Year 11 are given personal tuition through in-class or withdrawal support. Further after-school support classes are also provided.

As in previous years, we encourage students to use their mathematical skills within a range of different contexts and we use MathsWatch to build their knowledge.

Special Needs at Key Stages 3 and 4

Special Needs support is provided by Learning Support Assistants from the Special Needs (LINK) Department as well as by Maths Teaching Assistants. These Support Assistants work within the normal lesson to support students' learning and depending on the needs and requirements of specific students, they may work specifically with one or a few students within the class.

GCSE resit

Students in Years 12 and 13 who achieved below a grade 4 at GCSE will need to take GCSE resit classes. They need to continue these classes until they finish school or achieve a 4 or higher in their GCSE.

There is an opportunity for any student who achieved a grade 4 or higher at the end of Year 11 to also join this class in Year 12 to improve their grade in November. Students will need to pay for their entry but may still want to consider this option if their university course requires above a grade 4 in Mathematics GCSE.

Key Stage 5

Key Stage 5 Mathematics runs in Years 12 and 13. We offer both Maths and Further Maths at A-Level, as well as Mathematical Studies (which is the equivalent of an AS Level). To study Further

Maths, students are required to also study Maths at A-Level. Both A-Level courses follow the Edexcel curriculum while Mathematical Studies follows the AQA curriculum.

In A-Level Maths, the course is split into Core (two-thirds of the course) which is heavily algebra-focused, and Applied (one-third of the course) which comprises Statistics and Mechanics. Students will receive five lessons a week in Year 12 and four lessons a week in Year 13.

In A-Level Further Maths, the course is split into four units. Two of the units are compulsory (Further Core 1 and Further Core 2), relying heavily on algebra and number skills, often visualising these through geometry. Two units are optional (either Decision Maths, Further Statistics or Further Mechanics); these units rely more on using the mathematical content in an applied situation. The decision on which option units to study will depend on what other A-Level subjects the child is taking and what their plans for the future are. Students will receive nine lessons a week in both Years 12 and 13.

In Mathematical Studies, the course has the following compulsory content: analysis of data, maths for personal finance, estimation and critical analysis of given data/models. There is further optional content: the normal distribution, probabilities/estimation, correlation/regression, critical path/risk analysis, expectation, cost benefit analysis, graphical methods, rates of change and exponential functions. The decision on which option units to study will depend on what other A-Level subjects the child is taking and what their plans for the future are. Students will receive three lessons a week in Year 12 and two lessons a week in Year 13.

Examination results

GCSE

	2019	2023
9-7 %	14	21
9-5 %	52	53
9-4 %	76	69
Average Point Score	4.6	4.6
Progress 8	0.42	0.15*

*unvalidated

A Level

	Maths	Further Maths
A*-A %	44	67
A*-B %	83	100
A*-C %	91	100
Average Grade	B	A

JOB DESCRIPTION



Teacher of Maths

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with, 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers'.

This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.

CORE PURPOSE:

- To develop and enhance the teaching and learning of Maths at Sackville.
- To raise levels of attainment and progress of all students in Maths.

TEACHING:

- Deliver high quality lessons that meet the needs of all students.
- Ensure subject knowledge is up to date and refreshed as necessary.
- Participate in all internal CPD sessions and attend external CPD as required to develop pedagogy.
- Participate in the appraisal review process following the completion of the NQT induction process.

MONITORING STUDENTS' EXPERIENCE:

Attendance:

- Ensure effective practice in accordance with the school policy.

Behaviour:

- Effectively manage students' behaviour in accordance with the school policy, applying appropriate departmental sanctions, including regular detentions.

Records:

- Ensure that students' records are accurate, updated and accessible e.g. attendance registers, internal communications, special reports.

Reporting:

- Complete effective report writing to parents, as identified in the School Calendar.
- Record attainment and progress data as required.
- Attend Parents' Evenings and Reports' Afternoons as required.

Uniform

- Monitor the standard of uniform in accordance with school policy and deal with persistent offenders.

CURRICULUM:

- Attend Subject Meetings.
- Contribute to the planning for departmental improvement and cross curricular links.
- Contribute to the development and regular revision of appropriate schemes of work showing differentiation and assessment in accordance with school guidelines.
- Contribute to the wider life of the school through extra-curricular activities.
- Liaise closely with Year Leaders, Year Assistants and Tutors to monitor student progress and agree interventions to raise achievement.

ASSESSMENT:

- Contribute to the clear and effective methods of assessment in line with national and School Policies.
- Use all relevant prior and current performance data to monitor individual student progress in your classes.
- Ensure KS3, KS4 and KS5 attainment targets are met using all appropriate strategies for improvement and student support.

HEALTH AND SAFETY:

- To ensure the health and safety of all students and to report concerns to the line manager promptly.

To be alert to issues of safeguarding child protection ensuring that the welfare and safety of children attending School is promoted and safeguarded and to report any child protection concerns to the designated Child Protection Officer using safeguarding policies, procedures and practice.

Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed.

Be aware of and update colleagues, as appropriate to comply with current legislation and policies affecting practice, e.g. Children's Act, National Service Frameworks, Child Protection Procedures, Health and Safety and Data Protection.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

PERSON SPECIFICATION



Teacher of Maths

You will be required to have full commitment to safeguarding and protecting the welfare of children and young people

Education and Training	Desirable	Essential
Qualified teacher status		X
Willingness to develop own expertise		X
Knowledge of all recent developments in maths		X
Recent relevant in-service training	X	
Experience		
Very successful teaching record		X
Successful participation in curriculum development		X
Involvement in extracurricular activities		X
Abilities/Aptitudes		
Clear communication skills (spoken and written)		X
Very good organisational skills		X
Very good interpersonal skills		X
Ability to work well as part of a team		X
Willingness to be involved in all aspects of the work of the school's leaders and contribute to the wider life of the school		X
Commitment to the highest levels of student achievement		X
Commitment to the ethos of Sackville School		X
Other Requirements		
Commitment to school and LA Equal Opportunities Policy and Practice		X
Excellent attendance and punctuality record		X
A commitment to ongoing personal development and willingness to undertake appropriate training.		X

Appointment to the post is subject to a satisfactory enhanced DBS check. The post is exempt from section 4(2) of the Rehabilitation of Offenders Act 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes

