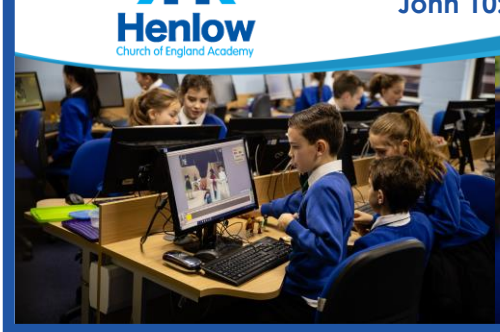
'I have come that they may have life,
and have it to the full.'
John 10:10





Henlow Church of England Academy

Application Pack

Teacher of Maths





HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM

Contents

- Welcome
- About Henlow Church of England Academy
- Ofsted
- SIAMS
- Curriculum
- Our Christian Vision, Aims and Objectives
- Job Description
- Person Specification

Welcome

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Teacher of Maths** at Henlow Church of England Academy. We are very excited about the appointment, convinced that it offers the right person a wonderful opportunity.

We have students on roll across Years 5 to 10 and enjoy strong links with our feeder lower schools of All Saints, Derwent, Langford, Meppershall and Raynsford. Each year students also join us from a wider range of schools including children of military personnel and families wishing to continue their links with the church. Our vibrant sense of community and 'Henlow Values' really come alive on a daily basis.

Our staff comprises of 41 teachers and 62 support staff. The Senior Management Team is substantively the Headteacher, two Deputy Headteachers, two Assistant Headteachers, the SENDCo, the Chief Finance Officer and Operations Manager.

The school's commitment to learning extends to staff as well as students: there is a well-developed structure for ECTs and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop innovative approaches to learning with an increasing focus on collaborative learning.

The school is going through an exciting period of change, transitioning from a middle to secondary school. Our first Year 11 cohort will complete their Key Stage 4 journey in the summer of 2024. To accommodate the change of age range an extensive building project has been completed. Some highlights include a large MUGA, 5 new science laboratories, a large auditorium, graphics room, textiles room, a new food technology room and computer suite. Much of the school has been altered and refurbished to provide a full GCSE curriculum.

The successful candidate should be a hardworking, energetic and motivated individual who is willing to develop their expertise, take on new challenges, embrace change and is keen to join our developing team of committed professionals.

The application form is available on our website www.henlowacademy.co.uk or from Mrs Janice Marshall who can be contacted via the school office, 01462 813733 or on email: jmarshall@henlowacademy.org.uk

The closing date for applications is **Monday 12th June** with interviews taking place **week commencing 19th June.**

If you would like to find out more about the school or position, or to organise a visit, please feel free to email Mrs Marshall at the above address.

I know the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,

Caren Earp



We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible. The school is committed to safeguarding and the welfare of pupils and expects staff to share that commitment. The school operates safer recruitment practices and the successful applicant will be subject to DBS Clearance.

'I have come that they may have life,
and have it to the full.'
John 10:10

About Henlow Church of England Academy

Henlow Church of England Academy opened as a middle school (Years 5 - 8) in 1976 and established itself as a popular choice for pupils in the 3 tier offer in Central Bedfordshire. As the area now moves towards a primary/secondary model, Henlow is at the forefront of this change as a thriving secondary school (Years 7 - 11). The journey has been an incredible one for our community and I am proud to welcome you to join us as we take our next steps.

The surrounding countryside has always been a wonderful feature of our setting but the buildings themselves have been transformed in recent years. As a secondary school we now have superb facilities and offer a curriculum full of possibilities designed to develop the interests of our young people. As they progress throughout the school, they begin selecting which areas they wish to pursue further in Years 7 and 8. They have an increased choice alongside a community option in Year 9 and ultimately those subjects they wish to focus on in KS4. Our commitment in our curriculum and staffing matches the investment in our new buildings. In addition, our secondary Heads of Department have considerable experience at teaching GCSE. We are excited that our first Year 10 students have just started Key Stage 4 and in the summer of 2024 they will receive their GCSE exam results.

As a community our ambition is driven by our ethos and Christian vision - every young person deserves to enjoy their learning by receiving the right blend of nurture and challenge ('I have come that they may have life, and have it to the full.' John 10:10). A genuine warmth and sense of community defines our approach and underpins all aspects of Henlow life. As teenagers make important decisions about the person that they ultimately want to become, we build positive relationships with them and ensure that they are supported to be the fully rounded person they hope to be.

In 2021 Henlow Academy became the founding member of Poppy Hill Multi Academy Trust which now includes Meppershall Academy. We enjoy strong links with our feeder schools which are now primaries, the Diocese of St Albans and a wide number of community and charity organisations.

Ofsted

We were one of the first schools in the country to be judged according to Ofsted's new framework and in September 2019 we were judged Good overall and in all areas.

In their report the inspectors note that pupils are polite, mature and considerate towards each other, they achieve well and feel safe and happy in school. They recognised our broad curriculum and specialist teachers;

'The school's curriculum contributes strongly to pupils' wider personal development'.
'(they) have the knowledge and skills needed to teach a range of subjects'.

Ofsted September 2019

SIAMS

In July 2017 we were judged 'outstanding' in our SIAMS (Statutory Inspection of Anglican Methodist Schools). We are the only middle/secondary in Bedfordshire to receive this grading in a church inspection.

'In keeping with its Christian underpinning the school knows and treats pupils as individuals, recognising and celebrating their various gifts and talents well'

SIAMS July 2017

Curriculum

The Curriculum at Henlow Church of England Academy is designed to meet the needs of all children and provide for the full range of abilities. It has been carefully constructed to ensure that students encounter a balanced and wide range of learning experiences, as well as accommodating the requirements of the National Curriculum.

Key Stage 3

YEAR 7 - 9

In Key Stage 3, the learning opportunities are increased to focus on science, languages, history and geography to strengthen the foundation for future learning in Key Stage 4. In addition, students are offered a wide range of option choices which are varied in Year 7 and 8 and focused on the theme of 'community' in Year 9. In Year 7 and 8 students are taught options lessons in mixed year group classes which adds to our community feel.

Key Stage 4

YEAR 10 - 11

Key Stage 4 combines compulsory study with a wide range of options to allow students to build a personalised programme suitable for their needs and ambitions. As a Church of England school with a community focus, we feel it is important for all students to study religious education at GCSE standard. In addition, students will benefit from a range of subjects they can select from.

'The school's curriculum contributes strongly to pupils' wider personal development.'

Ofsted September 2019

Our Christian Vision, Aims and Objectives

Our Christian Vision

'I have come that they may have life, and have it to the full.' John 10:10

We seek to create a harmonious community in which the individual is valued and is given every opportunity to fulfil their potential in terms of pastoral, emotional and intellectual growth; thus enabling them to live successfully in an increasingly demanding and ever-changing world.

Aims & Objectives

Our broad aim is to provide opportunity for self-development and self-fulfilment for the children here, to enable them to realise their full potential.

To be more specific, however, this School seeks to pass on to each new generation of children the knowledge, skills, ideas, attitudes and values which are judged necessary to make it possible to live - and live well - in our society. Societies change, however, and in our modern times they change quickly. It follows then that we need to provide not only experiences which enable children to grasp the essentials of this world as it is, but also experiences which will make them ready to fulfil themselves in a world which is likely to be different from todays.

Therefore, the School stands not only for tradition and conformity, but also for the future and a willingness to accept, and at times stimulate fresh thoughts and ideas.



'A caring, inclusive and nurturing learning environment, based on its Christian values, leads to good progress and attainment, to strong relationships and to the excellent behaviour of students.'

SIAMS Inspection June 2017

'I have come that they may have life,
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John 10:10

Job Description

Post: Teacher of Maths

Salary/Grade Range: UQT/MPS/UPS

Reporting to: Head of Department

Responsible for: The progress and achievement of students in Maths and the promotion of the subject across the school.

Liaising with: Other teachers of Maths, the Head of Maths, Learning Support Assistants, the SENDCo, other relevant teaching and support staff.

Purpose of Role:

- To raise standards of student attainment and achievement at Henlow Church of England Academy.
- Specifically, to raise levels of attainment and achievement for students in Maths.
- To further develop schemes of work and intervention plans in Maths.
- To work with other members of the department in developing and sharing good practice, improving the quality of learning and teaching and improving student progress and outcomes.
- To create a focused, happy and committed learning and working environment in which students feel secure and valued and want to achieve.

Duties of Role:

Staffing:

- To promote teamwork, work cooperatively and act as a positive role model to ensure effective working relationships.
- To work within the allocated CPD funds and Professional Review processes to ensure your staff development needs are identified.
- To contribute to performance management of other staff, as required.
- To play an active role in the Performance Management process within the department and collaborate with other members of staff on improving practice.

Specific Duties:

- To be responsible to the Head of Maths for progress of groups of students in Maths (and other subjects you may teach) taking into account students' different needs and abilities.
- To set high standards personally and to have high expectations of all students.
- To be fully aware of the learning needs of all students within your classes.

- To liaise with the pastoral team to ensure that you are fully aware of any potential barriers to learning and progress.
- To liaise with relevant staff – for example the Learning Support department and the staff responsible for Higher Attainers to ensure that all target groups are known to you and catered for in your planning, delivery, review and feedback.
- To work with other members of the department in the development of the schemes of work to ensure they motivate, stretch and challenge all students and are fully inclusive.
- To work with other teaching staff to plan and deliver differentiated lessons, taking into account varied learning styles, that challenge students and reinforce prior learning.
- To mark and assess students' work and give formative and summative feedback to ensure that students and their parents/carers are aware of their current progress, potential to improve and how to do so.
- To track and analyse student progress in your Maths groups and in other subjects you may teach, by maintaining department mark sheets/spreadsheets etc.
- To maintain good order and discipline within all lessons to facilitate effective learning
- and teaching.
- To involve the students in their own learning, taking into account different learning styles and the needs of the individual when planning and reviewing lessons.
- To be involved in the observation of your peers and to be open to lesson observations, in order to improve the pedagogy within the department and across the school.
- To keep abreast of new and emerging learning and teaching practice, including the National Curriculum, being open to being observed and observing others.
- To develop and share learning and teaching resources within the department.
- To report on students' progress according to the academy's reporting schedule, writing both summary and full written reports when required.
- To attend parent consultation evenings, staff meetings and Continuing Professional Development sessions as required.
- To work on the development of homework to improve student progress and ensure homework is set and marked in accordance with marking and assessment policies.
- To contribute to department development plans and where appropriate to the whole school development plan.
- To work with feeder and upper school colleagues, attend liaison meetings, provide student data on transfer and thereby ensure transition is seamless and progress is uninterrupted.
- To play an active role in regular internal assessments to help inform setting, intervention, planning and reporting etc.
- To analyse assessment results and report on student progress to the HoD (and SLT link) to help inform student predictions and whole-school data analysis.
- To work with the HoD and other members of the department in monitoring and evaluating teaching through lesson observations, examination results, internal data analysis, feedback from students and other appropriate methods.

- To actively monitor and respond appropriately to any policy change, curriculum development or new initiatives at national, regional and local levels in the area of Maths and other subjects you may teach.
- To promote and celebrate success in Maths via electronic media, displays, staff briefings, assemblies and/or celebratory events.
- To liaise and consult with stakeholders, as required, including: parents, SENDCo, partner schools, Awarding Bodies, promoting the best interests of Henlow Academy at all times.
- To take on the role of Form Tutor carrying out all the associated duties as set out in the Job Description for Form Tutor.
- To undertake playground supervision, bus duty or other necessary duties on a weekly basis and to be prompt and effective in doing so.
- To liaise with all stakeholders internal and external to the organisation as required, promoting the best interests of Henlow Academy at all times.
- To be aware of and apply all subject and academy policies.
- All staff have a health and safety responsibility to ensure that they are safe in what they are doing and their actions/activities do not cause harm/injury to others.
- Accordingly, all staff shall ensure that they comply with the school's health and safety policy, training or instructions including those that concern Covid-19.
- To undertake any other reasonable duties related to the scope and grading of the role and comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

Note:

- Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from the Henlow SLT and Governors to undertake work of a similar level that is not specified in this job description.

Person Specification

Key Criteria	Essential	Desirable	Identified By
Education & Qualifications	• Relevant Degree • Teaching Qualification • Evidence of Continual Professional Development	• Post graduate qualification	Application Form and Verification
Professional Experience	• Evidence of at least "Good" teaching at Key Stage 3 or 4 in relevant subject • Understanding and application of strategies to raise standards across the ability range through effective teaching and learning • Sensitivity to the learning needs of all students • Demonstrate understanding of using comparative data, together with information about students' prior attainment to establish benchmarks and set targets for improvement • Identify usage of current good practice in assessment techniques and the monitoring of student progress across Key Stage 3 or 4	• An additional subject or flexibility to teach other curriculum subjects • Evidence of "Outstanding" teaching at Key Stage 3 or 4 in relevant subject • Good knowledge of all Key Stages	Application Form References
Professional Knowledge, Skills and Understanding	• The ability to maintain a current knowledge of your subject area, behaviour management philosophies and teaching and learning developments including local and national developments and initiatives • The ability to inspire, enthuse and motivate students • Good classroom management to encourage positive behaviour • Ability to prioritise, plan, lead and organise the work of this curriculum subject • Monitor, evaluate and review your lesson planning and the progress of your students • Demonstrate application of information and communication technology to the development of learning and teaching in the subject • Demonstrate creative problem solving and good communication skills	• Evidence of the innovative use of ICT in your subject area • Experience of working with a variety stakeholders and outside agencies to support the attendance, behaviour, attainment and achievement of students • Experience of having worked with parents to challenge and support their children • Experience of raising students' and staff aspirations and performance • Experience of improving a school's results to achieve outstanding levels of student performance	Application Form References Selection Process Interview

Key Criteria	Essential	Desirable	Identified By
Professional Knowledge, Skills and Understanding	• Ability to work collaboratively or on own initiative • Time management skills and a capacity for hard work and an ability to prioritise effectively with good administrative skills • The ability to think creatively and imaginatively to anticipate and solve problems and identify opportunities • Express your own ideas and opinions • Have high expectations of student attendance, performance and behaviour • Manage behaviour effectively and support other in doing so • Maintain a caring and supportive class, department, year and school environment • Recognise the role that parents, carers and families play in helping children succeed and thrive • Use data effectively to compare student performance (for example but not exclusively student tracking and value-added measures)		
Personal Qualities and Philosophy	• Flexibility and ability to prioritise • Self-motivation and self-reliance • Commitment to the post, your subject, your own professional development and the Henlow Church of England Academy ethos and ideals • Commitment to excellence in learning and teaching and experience of sharing good practice • Commitment to working effectively with parents/ carers, external partners and other agencies and schools to support the learning of children to define and realise the school's vision	• Enthusiasm for teaching and commitment to enrichment activities • Commitment to the professional development of staff • Experience of having worked successfully with parents/carers and/or agencies to improve student outcomes in your subject • Experience of having led a change initiate • Experience of having solved a problem within your subject area or with a student issue	Application References Interview

Key Criteria	Essential	Desirable	Identified By
Personal Qualities and Philosophy	• Commitment to our local community and improving the life chances of the students in our community • Ability to work cooperatively as a positive team member and leader • Willingness to embrace change and new ideas in an evolving team • Ability to find innovative solutions to problems/issues • Commitment to inclusion		
Other factors, skills and Knowledge	• A well-presented letter • Excellent communication skills • A commitment to the philosophy and aims of Henlow Church of England Academy • Full DBS clearance	• Involvement in the full life of the school • A positive, "can-do" approach with colleagues and students	Application Interview DBS check