



# KINGSBURY HIGH SCHOOL

## *Spectemur Agendo*



## TEACHER OF MATHEMATICS

### Candidate Information Pack

**MAY 2024**

# Introduction

KHS is a large and successful 11-18 split site school with a vibrant learning environment and a strong community ethos. Students and staff recently celebrated the release of a glowing inspection report (February 2024) which praises the school for its, “vibrant, inclusive culture”. The report reflects the school’s noticeable development over the last few years, with particular emphasis on high expectations, the strength of relationships between pupils and staff and the exceptional educational experience offered in Sixth Form.



Alex Thomas, **Headteacher**

Kingsbury High School has a long history of success. There is a keen understanding of the importance of values and a sense of tradition, encapsulated by our motto, *Spectemur Agendo*. It dates back to the founding of our predecessor school, the Kingsbury County, in the 1920s, and it is Latin for, “let us be judged by our actions”. As Headteacher I seek to lead the school with this at the heart and ask students to follow the Kingsbury Way: to respect themselves, others and the environment. In November 2022 the school achieved ‘Gold’ status on the UN Rights Respecting School Award reflecting our commitment to children and young people.

A great school is a combination of different things. We are equally proud of the many opportunities we provide for our students beyond the curriculum and how we develop students as individuals ready for adult life. Students know our aim is to develop in all of our students the love of learning, intellectual curiosity, skills and qualities of character needed to become successful, happy and engaged members of society. Our key values are: Aspiration; Integrity; Respect; Responsibility and Resilience. Through these, we aim to combine both academic success and the development of the broader aspects of each student’s character.

Our website: <https://www.kingsburyhigh.org.uk/>

Our X/Twitter feed: @kingsburyhigh.



# About Kingsbury High School

Kingsbury High School is located in Brent, one of the most diverse boroughs in England and Wales. It is surrounded by parkland with large playing fields and great local amenities, excellent transport links to enable easy access from central London and fringe areas. There is an upper and lower school; staff and some classes commute between them throughout the day. We recognise our place in the community and are a key part of the partnership, Kingsbury Schools Together with our local primary schools and The Village (special) school.

Our school is truly diverse in its makeup, whilst united as one family working to achieve the best for all our students. At KHS there are higher proportions of students than nationally: with English as an additional language (72%); living in socially deprived households; and disadvantaged (Year 7 -11: 27% eligible for the pupil premium, January 2024). The majority of the roll is minority ethnic although there are no groups significantly more represented than others. Boys are in the majority in all year groups. The proportion of families that identify as having a religious faith is significant with over 40% Muslim. Kingsbury has a stable roll of around 360 sixth formers and the majority of its intake is from minority ethnic groups and a significant proportion is LAC/FSM.



Student attainment on entry is below average for all year groups and the Sixth Form. The proportion on the SEN register is relatively low however there are a significant number of ECHPs. Over the last 18 months there has been a significant increase in numbers open to social care.

KHS has an Alternative Resourced Provision (ARP) for students with hearing impairment (currently 3 students) and a developing onsite alternative provision: Article 28. Part of the Lower School site is shared with a local special provision, The Village School.

A high value is placed at the school on ethos and values and Kingsbury High School is a UNICEF Rights Respecting School: Gold (November 2022).

## Student Outcomes

Our students gain excellent examination results at 16 years and across the Sixth Form. The percentage of students achieving English and mathematics is above national (for grade 4+ and 5+) and Attainment 8 is above the national average. Progress 8 for 2023 was +0.48 (84th percentile) and disadvantaged students' P8 was +0.14 (with a narrowed attainment gap compared to 2019).

The A-level ALPs grade has been 1-3 for the last six years and in 2023, 33% of grades were A\*-A and 66% A\*-B (both above the national average). Our APS was in the top 10% of schools and %AAB in top 5%. For vocational courses, ALPs is grade 4 and 88% of students achieved a Distinction/Distinction\* (an increase on 70% in 2022), with 57% gaining a Distinction (APS top 11% schools). Progression to university (including to Oxbridge and medicine) is very strong.

# Our Ethos and Values: *The Kingsbury Way*



Our aim is to develop in all of our students the love of learning, intellectual curiosity, skills and qualities of character needed to become successful, happy and engaged members of society.

Aspiration	Integrity	Respect	Responsibility	Resilience
<i>Being optimistic about the future.</i> <i>Being ambitious in everything we do.</i> <i>Being unwavering in our expectation that all can succeed and meet their potential.</i>	<i>Being honest about our strengths and weaknesses.</i> <i>Being open about decisions and doing what we say we will do.</i> <i>Being prepared to apologise if we get things wrong.</i>	<i>Being considerate of the views of, and our impact on, different groups and the community.</i> <i>Being proud about what makes each one of us different.</i>	<i>Being accountable for our actions.</i> <i>Being clear about what we expect.</i> <i>Being aware of our impact on the environment.</i>	<i>Being explicit in developing physical and emotional wellbeing.</i> <i>Being prepared to go 'the extra mile'.</i>

## Our Commitment to Staff

**Commitment**—The DfE Wellbeing Charter was adopted by Governors in 2022/23; a Wellbeing Forum meets monthly; and KHS is working towards the *Wellbeing Award*

**Work-life balance**—KHS discourages emails and working out of hours; provides wellbeing advice (via a Virtual Staff Room, VSR and HR); and appraisal is supported via bespoke time off timetable

**Communication**—Transparency and signposting is supported via the VSR and a weekly bulletin

**Support**— A coaching programme supports teacher development; Education Support (EAP) is available for all; and training for leaders on wellbeing and mental health (via MIND) is provided

**Human Resources**—Induction programme for all staff; a HR function with a supportive attitude towards personal issues - medical; child-related; personal

**Feedback loop**— at faculty, team and individual level via: TES Pulse; SLT on the sofa; a Joint Consultative Committee with Governors and Professional associations; and regular consultation.

# Job Description: Teacher of Mathematics

**Reports to:** Head of Faculty (Mathematics)

**Salary Scale:** MPS/UPS (Inner London)

**Contract:** Permanent/Full Time

**Proposed Start Date:** September 2024

**Deadline for Applications:** Friday 21st June 2024

**Interviews:** To be scheduled as and when suitable applications are received.

*Please note that early applications are encouraged as we will be reviewing them as they come in. First stage interviews may take place virtually as suitable applications are received.*

KHS are seeking a committed and enthusiastic Teacher of Mathematics to join our vibrant split site school.

Further to the duties and responsibilities listed within the Main Pay Scale Job Description for all teachers at the School, and initially, the post holder is responsible to the Head of Department/Leadership Group Line Manager/Headteacher and any other designated Line Manager(s) for the following:

- Assist in ensuring a high quality of teaching and learning which meets the needs of all students
- Teaching throughout the age and ability range as directed, but especially at Sixth Form level
- Promote student's interest in and commitment to the subject
- Implementing whole school policies (including equal opportunities, health and safety and security)
- Assist, as a team, identifying underachievement and praising good work and effort
- Implementing the policies of the Department (including assessment); help, as a team, to continuously develop the Department
- Maintaining accurate and up-to-date attendance, punctuality and assessment records for all teaching groups
- Contributing to the general development of the Department; keeping abreast of relevant curriculum developments and assisting in their successful implementation where appropriate to the School/Department's Development Plan
- Supporting links with Feeder Primary Schools and with colleges of Further and Higher education
- Participate in lesson observation and scrutiny of work
- Supporting subject related pupil activities (such as educational visits)
- General assistance with the administration of the Department
- Maintain high standards of classroom management order and discipline

Notes: (i) The above responsibilities are subject to the general duties and responsibilities contained within the statement of Conditions of Employment. (ii) This description of role allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must use Directed Time in accordance with the School's published Time Budget Policy and have regard to clause 4(1)(f) of a Teacher's Conditions of Employment. (iii)

# Person Specification: Teacher of Business and Economics

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## Knowledge and Experience

- Strong subject knowledge
- Knowledge and understanding of the ways in which effective teaching can promote pupil progress
- Knowledge and understanding of the key features of inclusive teaching and learning
- Knowledge and understanding of the use of data to support teaching and learning

## Skills and Abilities

- Able to plan for and meet the Kingsbury expectations for effective teaching
- Ability to inspire and motivate students
- Able to provide students with effective written feedback
- Ability to communicate effectively with an appropriate sense of audience
- Evidence of understanding the principles of equality and putting equal opportunity into practice
- Ability to influence and support the development of good practice, appropriate to career stage
- Ability to form effective relationships with colleagues, students and parents
- Ability to be an effective member of a team
- Ability to show initiative and develop new ideas
- Well organised with good time management and ability to work under pressure
- Competence with ICT and ability to use ICT skills in working practice

## Safeguarding

A commitment to, and understanding of, safeguarding and promoting the welfare of our students

# Safeguarding / Safer Recruitment

Kingsbury High School is committed to the safeguarding of children and students. All employees are expected to comply with our School Child Protection and Safeguarding Policy and the Staff Code of Conduct.

## Safer recruitment

Kingsbury High School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. Any roles which involve working with children, young people or vulnerable adults, or roles in which the duties will involve access to sensitive information relating to children, young people or vulnerable adults, the School will take up references prior to interview.

You should provide details of referees including your current and previous employers, covering the last 5 years.

Candidates can request for us not to send a reference request to their current employer prior to interview by emailing us at [khsvacancies@kingsburyhigh.org.uk](mailto:khsvacancies@kingsburyhigh.org.uk)

As part of our Safer Recruitment Policy, a full employment history is also required for this role. Please provide a full employment history, together with a satisfactory written explanation of any gaps in employment.

Unless otherwise stated, a Basic DBS check will be undertaken as part of the pre-employment checks for successful candidates.

## Diversity Statement

Kingsbury High School values the diversity of its community and aims to have a workforce that reflects this. We therefore encourage applications from all sections of the community.

## High Volume Applications

Kingsbury High School reserves the right to close any vacancy earlier than the advertised closing date should there be a high volume of applications received.

## DBS

This role requires an Enhanced DBS (This post is exempt from the Rehabilitation of Offenders Act, 1974)

## Induction

All new members of staff are expected to complete the induction programme, including required health and safety courses, and display their understanding of the Code of Conduct and Keeping Children Safe in Education (KCSiE).

## Advert Close

All vacancies close at midnight unless otherwise stated.



Johann, **Head Boy** and Riddhi, **Head Girl**

# How To Apply

<b>Salary Scale:</b>	MPS/UPS
<b>Contract:</b>	Permanent/Full Time
<b>Deadline for Applications:</b>	Friday 21st June 2024
<b>Proposed Start Date:</b>	September 2024

We are currently encouraging Quick Apply applications, which can be submitted by completing this form:

<https://www.kingsburyhigh.org.uk/join-our-team/staff-vacancies/quick-apply>

To apply for this role directly, we ask that you complete the following documents:

- KHS Application Form—Teaching Staff
- KHS Self Declaration Form
- KHS Equal Opportunities Monitoring Form

Please send the completed documents with the job role you are applying for in the subject line of the email to: [khsvacancies@kingsburyhigh.org.uk](mailto:khsvacancies@kingsburyhigh.org.uk)

If you have any queries about this or any other KHS vacancy,  
please do not hesitate to contact us on:

Email: [khsvacancies@kingsburyhigh.org.uk](mailto:khsvacancies@kingsburyhigh.org.uk)

Phone: 020 8206 3000

