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**INFORMATION PACK**

**Position: Teacher of Maths**

**Scale:** MPS/UPS *(Suitable for NQTs)*

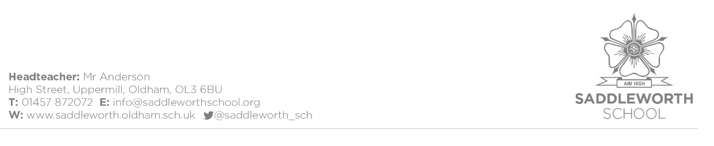
*A Letter from the Headteacher*

**Section 1: An Introduction to Saddleworth School**

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Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply.

We are seeking to create an exciting and nurturing learning environment which is inspiring and empowering for all of our students. During their five years with us we ensure that they have the opportunities to explore their passions and interests; find the things which get them excited about their futures and which inspire them to strive for their very best. Our aim is to harness the enormous potential of each and every student so they can be empowered to have happy, successful and rich lives.

At Saddleworth we are looking for people who are ambitious for our students, ambitious for themselves and who are passionate about working with young people to ensure that they fulfil their full academic potential and develop into happy, confident, compassionate, and successful young adults. We are a community, we work and learn together and we support and care for one another. This is what makes our school unique and special

Saddleworth is a comprehensive school and the only local authority maintained 11-16 school in Oldham. The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; pupils join us from picturesque villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead.

Due to our success, the school has been extended significantly over the years and we are now able to accommodate 1380 children, organised into five year groups with up to 280 pupils in each. Whilst the condition of the school buildings are not as good as we would like, we are striving to make the most of what we have until we move into our brand new, state of the art school in February 2022. The new school is being designed to accommodate 1500 pupils and will remain an 11 – 16 school with 300 in each year group.

Currently, we have 82 teachers and 77 support staff at the school. Their hard work, dedication and generosity of spirit is a key strength of our school. We invest heavily in our staff and their development and as part of our commitment to ‘empower and inspire’ everyone in our school community. We want to support colleagues to develop and grow in their roles and be able to take advantage of the many opportunities for career progression. We have a comprehensive CPD programme in school which supports colleagues at all stages of their career.

We also are an associate partner of The Dovestone Learning Partnership made up of eight partner primary schools and expect to become a full partner following the move to our new school building. For more information about the Dovestone Learning Partnership visit: <https://www.dovestonelearningpartnership.org>

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to receiving your application.

Yours sincerely,

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Mike Anderson

Headteacher

# Section 1:

# An Introduction to Saddleworth School

**Our Vision**

To **Empower** and **Inspire**

Enabling young people to develop and find their talent

**Our staff**

The key strength of the school is the staff. There is a genuine sense of community and all

within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

**Our geographical area**

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school enjoys a good reputation. In its Ofsted inspection of March 2018 it was rated “Good” in every aspect. The school caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school is situated at the northern end of Uppermill Village on the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road. A bus service from Manchester via Oldham terminates in Uppermill Square.

**Our school organisation**

The school is oversubscribed and the number on roll is currently 1380 but will expand to 1500 when the school moves to brand new premises in the nearby village of Diggle in 2022. This new building is being funded by the Education Funding Agency through the Governments, Priority Schools Building Programme. The current site was opened in 1911 and has had a number of buildings added over the years with the major capital project being completed over 30 years ago. In addition to the normal classrooms, facilities include 8 Science laboratories, 11 Art Design and Technology rooms, multi-media resource centre, gymnasium, sports hall, computer facilities, assembly hall, dining hall, and canopied social areas. The outdoor sports facilities include an all-weather pitch and MUGA; further playing fields and swimming pool are available, some 15 minutes’ walk away.

On entry, children in Year 7 are placed in mixed ability classes, but set by ability in Maths as soon as possible. From Year 8 onwards, there is increasing use of setting, the nature of which varies from subject to subject. There is a long-standing record of strong achievement in external examinations and pupils tend to leave with above average attainment.

A wide range of extra-curricular activities are available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around three, hour and fifty-minute periods of learning. Some departments use half periods but most use the longer sessions and break up learning to sustain focus and gain depth. The pupils leave early on a Wednesday and all staff engage in CPD that runs from 1.30pm to 3.30pm.

The pastoral system is organised on a year basis, with each year led by a Home School Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the ‘whole child’ and be prepared to contribute to the school as an active and caring form tutor. Standards of pupil dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected prefect body and the school council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school’s high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each Home School. The school also has a Pupil Learning Centre for pupils in need of additional support and personalised curriculums.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and pupils can really flourish.

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| **Quick Facts** | |
| **Age range** | 11-16yrs |
| **Local Authority** | Oldham LA |
| **Number of children** | 1380 |
| **% FSM** | 16.2% |
| **% SEN** | 13.2% |
| **% EAL** | 2% |

**Our Values and Ethos**

The school is over 100 years old and has a proud tradition of enabling our young people to experience academic success whilst also providing a nurturing and supportive environment. Our students and their wellbeing are at the heart of everything we do and our team of dedicated staff will support every young person so that they can thrive and flourish.

At Saddleworth we are ambitious for our students and we aim to instil that sense of ambition in them too. We have high standards and expectations of them and their futures. We want our students to be successful academically but also to gain the knowledge and skills to make sense of the world and to contribute positively to the communities in which they live.

The key to this is building effective relationships for learning. That means children must have a voice, be valued and sit at the centre of all we do. It is vital that children learn to listen, value the views of others and improve their own thinking. We are developing the curriculum, our teaching and assessment so that it is fit for purpose and nurtures self-esteem, self-discipline, confidence and independence.

Ultimately, we want children to have our leave our school feeling happy, empowered and inspired and we want to work with parents, students and colleagues who share that ambition.

**CPD opportunities**

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday afternoon a programme of development opportunities is available to all staff and this provides a platform for innovative and exciting staff development.

**Equality of opportunity**

Saddleworth School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

**Safeguarding**

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Saddleworth school is a place where:**

* We each feel that we are valued by and belong to the Saddleworth community.
* All work hard and are considerate and courteous towards each other
* We are respectful, compassionate and kind.
* We are all encouraged to explore, find, nurture and develop our passion
* We are ambitious for ourselves and for each other.
* We have high standards and expectations and strive for excellence.
* We embrace success and take pride in our own achievements and those of others
* We develop and encourage a growth mind-set and positive attitudes in ourselves and others
* We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

**Section 2: Department Information: MATHS**

The maths department comprises thirteen members of staff, four part time and nine full time, with a combined wealth of experience. In September 2018, the department welcomed four new teachers of Maths to the school who since their arrival have been integral to the development of the maths curriculum. The department is led by a Curriculum Leader, and since September 2020, two other TLR holders have further enhanced the leadership of the department.

The department is housed in accommodation which includes 10 fully-resourced classrooms and two resource areas. Each classroom is equipped with a desktop computer, an interactive whiteboard and projector. There is access during the year for teachers to use ICT rooms where appropriate. The department makes regular use of Hegartymaths.com and Pinpoint Learning for supporting home learning.

Students are taught in mixed ability groups during the first half term in Y7, they are then grouped into ability sets and remain in sets until the end of Year 11. Students in Years 7-9 all receive 8 periods of Maths per fortnight, from Year 10 this increases to 10 periods per fortnight.

Since September 2019, the department has introduced a range of integrated interventions in Year 7, to support students to keep up rather than catch up in maths. Interventions range from a Year 7 breakfast club and ‘On Track’ timetabled maths booster sessions to after school study support in KS4. We are currently developing online extra-curricular activities.

All students in KS4 follow the Edexcel Linear Maths GCSE specification. KS4 students in upper sets have the additional opportunity to study a GCSE in Further Maths - a course which bridges the gap between GCSE Mathematics and A Level study and supports attainment at GCSE. Intervention opportunities in KS4 include targeted support for individuals and small groups as well as Walking Talking Mocks and Parent Engagement workshops.

The Curriculum Leader has led significant changes to the maths curriculum since September 2018, working with colleagues from high performing departments from other schools as well as national organisations such as STEM, AMSP and the Maths Hub. This collaborative and progressive work has culminated in new curriculum, assessment and feedback systems being embedded, all which are showing positive progress and are set to make impact and progress measures of which the department can be proud.

The new curriculum is based on the principles of regular low stakes assessment in the form of ‘Open Book Assessments’ as a means to consolidating students’ knowledge for more formal termly and end of year assessments. The schemes of learning are challenging, tiered to ability sets and structured so that students revisit topics and concepts in a sequential way throughout the five years.

Maths department colleagues have embraced these developments and the increased opportunities for professional learning and collaboration that have occurred as a result. Teachers form warm, positive relationships with students, based on research-based evidence in high quality pedagogy and as a result, students increasingly understand that questions, mistakes and resilience are all integral and essential learning traits.

There is a rich and varied extra curriculum programme including lunch time and after school clubs, participation in the Maths Challenge and Oldham inter-schools competitions as well as opportunities for students to experience maths in post-16 settings.

The ethos of the department is one of mutual support. This is a wonderful opportunity for the successful candidate to join a very hard working, enthusiastic team with an excellent record of nurturing talented professionals.

**Section 3: Job Description**

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| **Post Title** | **Teacher of Maths** |
| **Purpose** | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils 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 pupils with the opportunity to achieve their individual potential. * To contribute to raising standards of pupil attainment. * To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth. |
| **Reporting To** | **Curriculum Leader for Maths** |
| **Responsible for:** | The provision of a full learning experience and support for pupils |
| **Liaising with:** | Senior Leadership team, teaching/support staff, LEA representatives, external agencies |
| **Working Time:** | Full time |
| **Salary/Grade:** | **MPS/UPS** |
| **MAIN (CORE) DUTIES** | |
| **Teaching** | * To teach pupil according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere. * To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. * To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils. * To ensure that ICT, literacy, numeracy and school subject specialisms are reflected in the teaching and learning experience of pupils. * To undertake a designated programme of teaching. * To ensure a high quality learning experience for pupils which meets internal and external quality standards. * To prepare and update subject materials. * To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and the demands of the syllabus. * To maintain discipline in accordance with the school’s procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. * To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures. * To mark, grade and give written/verbal and diagnostic feedback as required. |
| **Operational/ Strategic Planning** | * To assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department. * To contribute to the curriculum area and department’s plan and its implementation. * To plan and prepare courses and lessons. * To contribute to the whole school’s planning activities. |
| **Curriculum Provision and development** | * To assist the head of department/faculty and senior leadership in ensuring that the curriculum area provides a range of teaching that supports the school’s strategic objectives. * To assist in the process of curriculum development and change to ensure continued relevance to pupils’ needs, examining bodies and the school’s aims and ethos. |
| **Curriculum Development** | * To lead curriculum development for the whole area with particular emphasis on the relevant aspects * To keep up to date with national developments in the curriculum area and teaching practice and methodology * To actively monitor and respond to curriculum development and initiatives at national, regional and local levels * To liaise with the Curriculum Leader to maintain accreditation with the relevant examination and validating bodies |
| **Professional Development:** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development. * To continue personal development in the relevant areas including subject knowledge and teaching methods. * To engage actively in the Performance Management Review process. * To ensure the effective/efficient deployment of classroom support. * To work as a member of a designated team and to contribute positively to effective working relations within the school. |
| **Quality Assurance:** | * To help to implement and adhere to school quality procedures. * To contribute to agreed school monitoring and evaluation processes, including evaluation against quality standards and performance criteria, and to implement modification/improvement when required. * To review from time to time methods of teaching and programmes of work. * To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and personal functions of the school. |
| **Management Information:** | * To maintain appropriate records and to provide relevant, accurate and up to date information for MIS, registers etc. * To complete the relevant documentation to assist in the tracking of pupils. * To track pupil progress and use information to inform teaching and learning. |
| **Communications:** | * To communicate effectively with the parents of pupils as appropriate. * To communicate and co-operate, where appropriate, with persons or bodies outside the school. * To follow agreed policies for communications in the school. |
| **Marketing and Liaison:** | * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, Review Days and liaison events with partner schools. * To contribute to the development of effective subject links with external agencies. |
| **Management of Resources:** | * To contribute to the process of the ordering and allocation of equipment and materials. * To assist the head of department/faculty in identifying resource needs and to contribute to the efficient/effective use of physical resources. * To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and pupils. |
| **Pastoral System** | * To be a form tutor to an assigned group of pupils. * To promote the general progress and well-being of individual pupils and of the form group as a whole. * To liaise with the pastoral staff to ensure the implementation of the school’s pastoral system. * To register pupils, 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 pupils and keep up-to-date pupil records as required. * To contribute to the preparation of action plans, progress files and other reports. * To alert appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved. * To communicate as appropriate with parents and with persons or bodies outside school concerned with the welfare of individual pupils, after consultation with the appropriate staff. * To contribute to SPACE (the School’s PSHCE, citizenship and enterprise curriculum) in line with school policy. * To apply the behaviour management systems so that effective learning can take place. |
| **Additional Duties:** | * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example |
| **Other Specific Duties:** | |
| * To promote actively the school’s corporate policies * To engage in personal professional development as agreed * To engage actively in the school’s Appraisal process * To undertake any other duty as specified by STPCB not mentioned in the above * Whilst every effort has been made to explain the main 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 a manager to undertake work of a similar level that is not specified in this job description   Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers  The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment or any employee who develops a disabling condition  This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title | |

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

**Section 4: Person Specification**

**Essential Desirable**

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| Qualifications  1. Relevant degree or equivalent  2. Teaching qualification | ✓  ✓ |  | Letter  Letter |
| Experience   1. Experience of teaching **Maths** at Key Stage 3 and 4 2. Experience of teaching across the age and ability range 3. Experience of working with a tutor group 4. Experience of working with colleagues to ensure students’ individual needs are met 5. Experience of using a range of teaching and learning styles to ensure students learn effectively | ✓  ✓  ✓  ✓ | ✓ | Letter/Interview  Letter/Interview  Letter/Interview  Letter/Interview  Letter/Interview |
| Interpersonal   1. Ability to work co-operatively with a wide range of staff and as part of a team 2. Ability to relate positively to students and show a fundamental commitment to them and their development 3. Ability to work in partnership with Governors, parents and the community 4. Commitment to achieving high standards 5. Enthusiasm for **Maths** 6. Sense of humour | ✓  ✓  ✓  ✓  ✓ | ✓ | Letter/References/  Interview  Letter/References/ Interview  Letter/Interview  Letter/Interview  Letter/Interview  Interview |
| Knowledge/skills   1. Clear expectations on student behaviour and discipline 2. Administrative and organisational skills, with good attention to detail 3. Good oral and written skills 4. Good ICT skills | ✓  ✓  ✓ | ✓ | Letter/Interview  Letter/Interview  Letter/Reference  Letter |