

Teacher of Maths

INFORMATION PACK

 January 2023

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## THE DOWNS SCHOOL, COMPTON, NEWBURY, BERKSHIRE, RG20 6AD

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# Welcome to The Downs School

Dear Applicant

Thank you for your interest in being a Maths Teacher at The Downs School. This pack aims to provide you with information about The Downs School, the opportunity and the recruitment process.

Set in the heart of the West Berkshire Downs, The Downs School is a special place where the staff are totally committed to excellence and achievement at all levels. Ofsted has judged us as “outstanding” in every category, but we are not a school that wants to stand still. We know that there is always more to do to ensure that every child’s educational experience is rich, character-building and of the highest possible standard. We are striving to move “beyond outstanding” through our philosophy of “Learning together, learning for life”.

When our teachers are asked what they like most about their roles, the answer is nearly always the same, the students. Our students are a credit to our school, with exceptional behaviour and a desire to learn and achieve. With a wealth of extracurricular activities, we are proud to support the whole child and develop well rounded individuals for the future.

The Downs School is a Foundation, 11-18 comprehensive school and is a successful, oversubscribed and popular school serving the Downs area of West Berkshire. Currently the roll is over 1300 with a well-established and successful sixth form. The school is in a beautiful rural setting with good road links to Newbury, Reading, Didcot and Oxford – just 10 minutes from the A34.

We are confident that, should you be successful, you would find this role and The Downs School rewarding.

If you would like to have a discussion about this post or to arrange a visit, please contact Donna Sampson, HR Manager on the above number or recruitment@thedownsschool.org

I look forward to welcoming you to the school.



Mr Prosser

Headteacher

# School Vision, Values & Ethos

## Educating today’s students for the world of tomorrow

### We will achieve this through

Learning together, learning for life, which runs through the daily life of the school, providing us with the guidance we need to realise our vision and achieve outstanding outcomes for our students.

### Learning together

Our school is a supportive community where we all learn together in an atmosphere of mutual respect and fairness, and everyone’s contribution is valued. A place where:

We embrace differences in cultures, beliefs and backgrounds.

Our staff are passionate about teaching and about their own development.

We support each other to discover new things, take risks and learn from our mistakes.

### Learning for life

Our school supports students to be confident, well-rounded individuals who will keep learning throughout their lives. We do this by:

Developing resilience; striving for excellence and responding positively to challenges.

Cultivating the habits of independent thought and curiosity of mind.

Emphasising the importance of contributing to the wider community.

### Our core values

Our values underpin everything we do:

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| **Courage** | Be bold, having the self-belief to overcome your challenges and face your fears head on. |
| **Responsibility** | Be independent and self-reliant, taking the lead to make the world a better place. |
| **Equality** | Be respectful to others and earn respect in turn. |
| **Ambition** | Believe that you can succeed and then strive to make the success a reality. |
| **Resilience** | Tough times don't last; strong people do. |
| **Creativity** | Expand our horizons by asking questions, inventing, experimenting and being brave enough to make mistakes. |
| **Integrity** | If It's not right don't say it.  If It's not true don't say it.  Do the right thing and earn the trust of the people around you. |

# The Role

This role will suit an enthusiastic, creative, and innovative teacher who is able to teach Maths across all secondary key stages. We welcome applications from ECT’s and experienced teachers.

Mathematics and Further Mathematics are very popular and successful A level courses and we also offer the Level 3 Core Maths qualification. In September, we are excited to introduce A-Level Statistics to our offer at KS5. At KS4 we offer GCSE Statistics and Level 2 Further Maths which are also popular options. The department are committed to a teaching for mastery approach and are a team that collaborate well together. The Mathematics department offer a range of extra-curricular events, challenges and trips including: UKMT Maths Challenges, a maths ambassadors programme, Maths Inspiration trips and many other events and courses; all designed to enable students to thrive in and out of the Maths classroom. The department has 10 specialist teaching rooms each equipped with interactive whiteboards and a range of mathematics teaching software. The Faculty also includes the Computer Science department. There is also easy access to PC suites for all teaching groups.

All staff at The Downs School are committed to providing a balanced education to students of all abilities, from age 11 years to age 18 years. Every student receives a thorough and rounded education in science and is given encouragement to succeed to his or her potential.

You be a well-motivated practitioner keen to share your enthusiasm for Maths in the classroom as well as contributing to the development of the department as part of a dedicated team of teachers. You will be self-motivated, independent and can deliver quality teaching. In return you will gain access to a high-quality induction programme, wide ranging professional development opportunities, and be encouraged and supported to develop educational leadership skills.

You will join a friendly, highly supportive, and skilled team of teachers, technicians and support staff. Staff work as a team and carry out responsibilities across their departments. Our students are also engaged and ready to learn.

### The salary

The successful candidate will be appointed to the main or upper pay scale in accordance with their experience and qualifications. R&R available for the right candidate.

# Wellbeing

At The Downs School we take our staffs’ well being seriously. We have a member of our Senior Leadership Team leading well-being within the school and by working closely with our staff we have developed strategies to support the well-being of all staff. Below are some examples of the initiatives being implemented:

* No grading lesson observations
* CPD tailored to individual needs
* Pick and mix CPD (Open to all staff)
* Morning briefings to share good practice
* Time for staff to put training in action
* Early close every other Monday for staff training
* Clear communication through staff and student bulletins
* Comprehensive support for NQTs
* Clear and effective behaviour structures in place to support all staff
* Senior staff on call presence around school
* After school and Saturday school detentions run by SLT
* Workload under constant review
* Email protocol- no expectation to answer emails out of working hours and holidays
* Remote access to allow staff to work flexibly
* No detailed written reports to parents and carers
* No direct emails from parents to teaching staff
* Regular staff surveys
* Opportunities to get involved with wider school life e.g. Duke of Edinburgh/Ski trips
* Tea/Coffee at every break and regular treats
* Flu jab available to all staff
* Staff social events- Christmas, Easter, Summer
* Gym available to all staff
* Wellbeing Wednesday where Yoga and Badminton is available for staff to participate in
* Heads breakfast – opportunity to say how things are going
* Counselling available to all
* Staff football
* Buddie system
* Wellbeing and workload group
* High level of support for trips and visits
* Refreshments before parents' evenings and school events
* School closes at 6pm
* Birthday club for staff

# Job Description

**Post:** Teacher

**Accountable to:** Head of Department

**Purpose:** To contribute to the school’s aims and policies by supporting and implementing departmental and whole school policies

**Working Time:** 195 days attendance (or as specified in individual contract)

**Main Accountabilities**

**All teaching staff must**

**Uphold public trust in the profession by maintaining high standards of ethics and behaviour, within and outside school by:**

* observing high standards of personal and professional behaviour
* understanding and always acting within, the statutory frameworks which set out their professional duties and responsibilities
* being a positive role model
* maintaining high standards in their own attendance and punctuality
* proper and professional regard for the ethos, policies and practices of the school
* understanding and acting within The Downs School’s policies and guidelines, including the School’s Code of Conduct and ICT policy
* having an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. The post holder is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy.
* treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher’s professional position. having regard to safeguard student’s well-being, in accordance with statutory provisions and health and safety
* ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law

**Set High expectations which inspire, motivate and challenge students by:**

* establishing a safe and stimulating environment for students rooted in mutual respect
* setting goals that stretch and challenge students of all backgrounds, abilities and dispositions
* demonstrating consistently the positive attitudes, values and behaviour which are expected of students
* maintaining a well-managed classroom

**Promote good progress and outcomes by students by:**

* being accountable for student’s attainment, progress, and outcomes
* being aware of student's capabilities and their prior knowledge and plan teaching to build on these
* guiding students to reflect on the progress they have made and their emerging needs
* demonstrating knowledge and understanding of how students learn and how these impacts on teaching
* encouraging students to take a responsible and conscientious attitude to their own work and study
* providing in their lessons appropriate and timely intervention to enable all students to make good progress

**Demonstrate good subject and curriculum knowledge by:**

* planning and preparing courses and lessons
* teaching according to the educational needs of students, including the setting, and marking of work to be carried out by the student in the school and elsewhere
* assessing, recording, and reporting on the development, progress, and attainment of students.
* fostering and maintaining students’ interest in the subject and addressing misunderstandings
* demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship
* demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

**Plan and teach well-structured lessons by:**

* imparting knowledge and developing understanding through effective use of lesson time
* promoting a love of learning and students’ intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired in a regular and systematic way, providing feedback
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum with the relevant subject area(s)

**Adapt teaching to respond to the strengths and needs of all students by:**

* knowing when and how to differentiate appropriately, using approaches which enable students to learn
* by having a secure understanding of how a range of factors can inhibit student’s ability to learn, and how best to overcome them
* by demonstrating an awareness of the physical, social, and intellectual development of students and know how to adapt teaching to support student’s education at different stages of development
* having a clear understanding of the needs of all students, including those with special educational needs

**Make accurate and productive use of assessment by:**

* knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* making use of formative and summative assessment to secure students’ progress
* using relevant data to monitor progress, set targets and plan subsequent lessons
* giving students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback
* participating in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations; recording and reporting such assessment and participation in arrangements for students’ presentation for examination

**Manage behaviour effectively to ensure a good and safe learning environment by:**

* having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly
* maintaining good relationships with students and exercising appropriate authority
* managing classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them

**Fulfil wider professional responsibilities by:**

* making a positive contribution to the wider life and ethos of the school by promoting and supporting students involved in extra-curricular activities, e.g. clubs, trips/visits etc.
* developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploying support staff effectively
* taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicating effectively with parents with regard to students’ achievements and well-being
* participating in meetings as appropriate, e.g. tutor meetings, staff meetings
* attending whole school events, e.g. prize giving
* attending assemblies, registering the attendance and supervising students
* providing cover for absent colleagues as detailed by the Staff Attendance Manager according to the ‘Rarely Cover’ Policy
* contributing to the PSCHE and tutoring programmes as required
* working with pupils at Compton Primary School if required

This job description is not exhaustive, and all teachers are expected to fulfil any reasonable request made by the Headteacher, by members of the Senior Leadership Team, by their Head of Department or by others with the Headteacher’s delegated responsibility.

# Person Specification

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|  | **Essential** | **Desirable** |
| **Education / Qualifications and Training** |  |  |
| First degree | **X** |  |
| QTS and experience of teaching 2 Key stages KS 3, 4 or 5 | **X** |  |
| Evidence of further study (MA, MBA, Med etc) |  | **X** |
| Recent participation in a range of relevant in-service training | **X** |  |
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| **Knowledge, skills & experience** |  |  |
| Understanding of engaging Teaching and Learning Strategies |  | **X** |
| Reflective teaching | **X** |  |
| Successful experience of managing change in an educational situation |  | **X** |
| Understanding of use of assessment data to raise achievement | **X** |  |
| Ability to use ICT effectively to support child’s learning | **X** |  |
| Understanding behaviour management strategies | **X** |  |
| Understanding of safeguarding policies and procedures | **X** |  |
| Be able to plan for a range of abilities | **X** |  |
| Understanding of the accountability of the role | **X** |  |
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| **Personal Characteristics** |  |  |
| Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity | **X** |  |
| Flexible and willing to undertake a range of tasks | **X** |  |
| Good communicator | **X** |  |
| The ability to converse at ease with students and provide advice in accurate spoken English | **X** |  |
| The ability to think analytically | **X** |  |
| The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others | **X** |  |
| The ability to support colleagues | **X** |  |
| Strong organisational skills and ability to meet deadlines | **X** |  |
| Personal resilience, energy and enthusiasm | **X** |  |
| To have a sense of humour and an ability to keep things in perspective | **X** |  |

# How to apply

All candidates should complete an application form which can be found on our school website: [www.thedownsschool.org](http://www.thedownsschool.org). Please note that a curriculum vitae cannot be accepted.

As part of any recruitment process, the school collects and processes personal data relating to job applicants. The school is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. Please view our privacy notice for job applicants for further information. Please address any enquiries on this to the data protection officer by emailing DPO@thedownsschool.org

Successful candidates will be subject to a DBS enhanced check along with other relevant employment checks.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Completed application forms must be received by Midday on 31 January 2023.**