



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

Teacher of Mathematics

ABOUT OUR SCHOOL

KEY FACTS AND STATISTICS

Type of School	Academy (Member of Stour Vale Academy Trust)
Location	Stourbridge, West Midlands
Age Range	11–16 years
Gender	Co-educational
Headteacher	Mr J Clayton
Number of students	1,232
Number of teaching staff	68.4 (FTE)
Date school established	1976
School Awards achieved	Investors in People, FMSIS, Arts Mark Gold Award, BECTA ICT Charter Mark
Budget	£5.8m
Teacher turnover rate (annual %)	6%
% of newly qualified teachers	5%
Pupil Premium	17%
% of students with SEN in the school	17%
% of students on free school meals	13%

ACADEMIC ACHIEVEMENTS

GCSE Results 2019
(from DFE 2019
Performance
tables checking
site)

Progress +0.15

Attainment 8—Whole School 52.71

Basics Standard (English and Maths 9-4) - Whole School 78%

Basics Good (English and Maths 9-5) - Whole School 48.32%

E Bacc (4+) - Whole School 45%

E Bacc (5+) - Whole School 29%

2020 data is not validated as there are no national figures for comparison for 2020 results.

Redhill School's success has been built upon the high quality of teaching and the Pastoral and PSHE programmes that support pupils as they progress through the school. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

Redhill School, together with The Earls High School and Olive Hill Primary School, is a founder member of the Stour Vale Academy Trust (SVAT). The schools in the Trust are committed to excellence in teaching and learning and ensuring that every pupil enjoys learning and is able to flourish. By working together we aim to both develop and share the best practice and provide challenge to all our pupils and staff. Our core values include trust and transparency and these values will be exemplified by our leaders at every level. The Academy Board has responsibility for outcomes across the Trust but each school is led by a headteacher and Local Governing Body who work together to ensure that their school is successful.

Redhill School is situated in the heart of Stourbridge, offering 11-16 education to the 1,240 students on roll.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

To view Redhill School's Child Protection Policy please follow this link:

**[https://www.redhill.dudley.sch.uk/
policies](https://www.redhill.dudley.sch.uk/policies)**

About Stour Vale Academy Trust

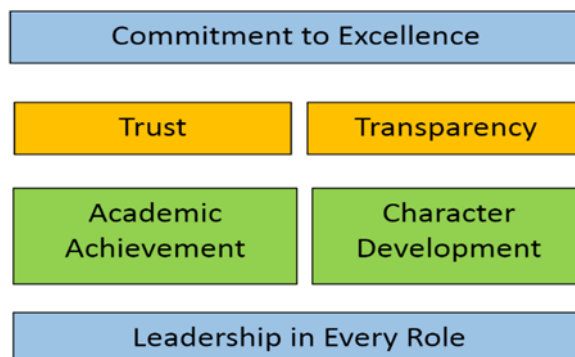
The Stour Vale Academy Trust is a growing trust, which has since its inception been committed to developing a truly cross-phase approach to support teaching and learning. Each individual school is empowered to continuously improve and provide high quality education to all pupils. Founded on existing successful partnership work in February 2017, Stour Vale Academy Trust is currently made up of three secondary schools and one primary school in Halesowen and Stourbridge.

An essential principle for Stour Vale is that each school will maintain its own distinctive identity, whilst ensuring that all of the pupils and staff fully benefit from the many advantages of being part of a collaborative, supportive and successful multi-academy trust. Our members and directors bring a wealth of experience from all phases of education as well as from academia, public service and business. They share a strong commitment to upholding the Trust's values and to ensuring that our constant priority is to provide the very best for all our pupils.

Stour Vale Academy Trust Vision and Values

Our vision is to establish the Stour Vale Academy Trust as a centre for excellence in teaching where all learners flourish. The Framework for Excellence is a way of expressing our vision and values and helping us to put these into practice in our schools.

The Stour Vale Framework for Excellence



Excellence

We seek to achieve excellence in every area of school life. Every member of our school communities can contribute to the achievement of excellence. Underpinning this is the understanding that everyone matters and everything we do matters.

Trust and Transparency

We recognise the importance of values driving our mission. We have prioritised two moral qualities that we believe are required if we are to succeed: trust and transparency.

Trust is both an emotional and logical act.

Emotionally, it is where we expose our vulnerabilities to others and believe they will not take advantage of us. Logically, it is where we have used our experience and knowledge to gain confidence in the ability of others to effect a positive change.

Transparency is working in a way that makes it easy for others to see what we are doing and why. It has been defined simply as 'the quality of intentionally sharing information'. Transparency and trust are complimentary values which support the work of school improvement in our school.

Academic Achievement and Character Development

Academic achievement is wider than the achievement defined by examination certificates; it includes skills associated with both literacy and numeracy and the ability to acquire and use knowledge. Alongside academic achievement we equally value the development of character. This is described using both the traits of character and the virtues that allow our pupils to flourish, including courage, honesty and resilience. We have adopted the Character Education Framework developed by the Jubilee Centre at the University of Birmingham.

We want young people to look back on a happy time at school which has inspired and challenged them, given them great opportunities and prepared them for the ups and downs of life.

Leadership in every role

Our pupils are the leaders of the future and we encourage them to exercise their leadership qualities whilst in school. Good leaders listen, develop relationships, act with integrity and care, and expect the best from themselves and others in building a happy, confident school.

Continuous improvement

We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another and are prepared to share best practice at every opportunity. School improvement is not about arriving at the destination; it is about achieving real goals and enjoying the adventure of learning together.

Our approach to teaching and learning

All students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential.

We aim, through successful teaching and learning, to develop the whole child and to enable our students to make excellent progress and become lifelong learners.

How we maximise the impact of working together in our Trust

- Use the single identity of the Stour Vale Academy Trust to create a common purpose with accountability to the Board
- Ensure a consistent strategic approach is taken to the school improvement activities and aims
- Use the increased flexibility of staffing and other resources to break down the barriers to success in the sponsored school
- Develop the leadership capacity and experience in the sponsored school with enhanced experience and learning opportunities
- Access support from a wider range of providers on a best-value basis
- Drive forward economic efficiencies based on economies of scale and best-value analysis

Mathematics Department

Our aim in mathematics is to provide a broad, well sequenced curriculum which builds challenge upon prior knowledge, encourages a depth of understanding and creates mathematical thinkers.

The Mathematics department is a high attaining department, who work closely together as a team to seek continual improvement in terms of our pedagogy and our outcomes.

The successful candidate will be fully supported within the department, with time taken to share our school and departmental curriculum principles and teaching framework.

We aim to encourage students to become effective problem solvers both inside and outside of the classroom, with entries for both the Junior & Intermediate UKMT Challenges encouraged and the potential to study the Certificate in Further Mathematics Level 2 course offered to some of our most able learners. Equally, alternative pathways such as Numeracy Groups in KS3 and Critical Studies pathways in KS4, promote further support and challenge as required. Mathematics at Redhill is rightly seen as a subject that everyone can succeed in.

There are ten mathematics classrooms, all with projectors and interactive whiteboards. We currently subscribe to a wide range of online resources including White Rose Maths, Hegarty Maths and Mathswizz, which are all effectively embedded into our curriculum.

All students are grouped in broad ability bands and set from Year 7. We continue to review groupings regularly across all years to ensure that students are suitably supported and challenged to achieve their full potential.

We offer:

- A challenging role in a forward-looking school
- A school with outstanding leadership and outstanding teaching
- A commitment to your professional development—including membership of the Chartered College for Teachers
- A school with a culture of challenge and support
- Exceptional pupils and staff

You should:

- Have an enthusiasm for learning and teaching
- A thirst for knowledge
- Understand the needs of pupils and how to remove learning barriers
- Have an understanding of the new curriculum for Mathematics.

JOB DESCRIPTION

Job Title: Teacher of Mathematics

Full time permanent position

Salary scale: NQT/MPR/UPR

Responsible to: Head of Mathematics

Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues;
- Build team commitment with colleagues and in the classroom engage and motivate pupils;
- Demonstrate analytical thinking;
- Improve the quality of pupils' learning;
- Contribute to the school improvement / development planning and promote the learning priorities of the school SDP;
- Contribute to the development and / or implementation of school policies;
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities;
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Promote the wider aspirations and values of the school.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

- Teach allocated pupils by planning their teaching in order to achieve progression in learning;
 - Understand and apply effective classroom management;
 - Understand and apply a range of teaching strategies;
 - Positively target and support individual learning needs;
 - Maintain high levels of behaviour and discipline;
 - Effectively use homework and other extra-curricular learning opportunities;
 - Demonstrating appropriate consistent progress for pupils:
 - across all teaching areas
 - across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings;
- Effectively manage other adults in the classroom.

Monitoring, Assessment, Recording, Reporting

- Use performance data to evaluate pupils' progress and set appropriate targets for improvement;
- Use assessment to inform planning and teaching; report on progress to all stakeholders.

Pastoral Duties

- Be a form tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to the PSHE curriculum according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Maintain an up to date knowledge of good practice in teaching techniques;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Incorporate national strategies in all teaching;
- Communicate learning objectives;
- Contribute positively and effectively to the Every Child Matters agenda
- Undertake professional development to enhance teaching and pupils' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
- Take responsibility for professional learning.

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.

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' contained at Appendix A.

This job description may be amended at any time following discussion between the head teacher and member of staff, to be reviewed annually.

PERSON SPECIFICATION

Criteria	Essential	Desirable
Training and Qualifications	<ul style="list-style-type: none"> QTS 	<ul style="list-style-type: none"> Honours degree
Abilities and skills	<ul style="list-style-type: none"> Demonstrate a clear understanding of teaching strategies and curriculum within the context of a secondary school 	<ul style="list-style-type: none"> Confident and competent user of ICT Commitment to further professional development and progression
Experience	<ul style="list-style-type: none"> Successful experience of teaching in both KS3 and KS4 	
Knowledge	<ul style="list-style-type: none"> Thorough subject understanding 	
Personal Qualities	<ul style="list-style-type: none"> A knowledge of equality and diversity issues Emotional self-awareness Accurate self-assessment Self-confidence Empathy Organisational awareness Service orientation 	



REDHILL SCHOOL
Junction Road
Stourbridge
West Midlands
DY8 1JX

01384 816355

www.redhill.dudley.sch.uk

www.svat.org.uk

For an informal discussion please contact:
Mrs D Smith Co-ordinator of Mathematics
dsmith@redhill.dudley.sch.uk

Please send completed Application Form to:
Mrs S Williams, Redhill School, Junction Road, Stourbridge, DY8 1JX
or jobs@redhill.dudley.sch.uk or apply via TES

CLOSING DATE: Wednesday 8th December 2021 (9am)

INTERVIEWS: Tuesday 14th December 2021

Only successful candidates will be contacted

**Please contact the Headteacher's PA, Mrs Joanne Endicott, to arrange a visit
(01384 816355).**