

Briefing Pack for Applicants Lead Teacher of Maths



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

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

**Ecclesfield School
Chapelton Road
Ecclesfield
Sheffield
S35 9WD**



**LEAD TEACHER OF MATHS
Permanent, Full Time Post
Main Pay Scale + TLR 2b £4532**

Required As Soon As Possible

Minerva Learning Trust is a recently formed and expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the pupils within our academies. The Trust is passionate that all pupils should see their time at school as happy and fulfilling, with their potential developed to the utmost. Ecclesfield School joined the Trust on 1 December 2017 and, as a sponsored academy, is looking forward to developing this partnership and making rapid improvements for our pupils and community.

The governors wish to appoint a Teacher of Maths and see this appointment as a key opportunity to join an increasingly developing, supportive and committed team. This is an exciting opening contributing to the leadership of the Maths department at Ecclesfield school and to complement the current team.

Applications are welcomed from colleagues with the drive and commitment to consistently pursue the highest standards of student outcomes and deliver sessions with an innovative, inspiring and challenging approach.

Ecclesfield School is an all-ability, co-educational 11-16 school. Situated on the north-east edge of Sheffield with good transport links to central Sheffield as well as the M1, our current roll is 1750. Please see our school website for more details.

Ecclesfield offers the successful candidate a whole-hearted commitment to professional learning that places individual development at the heart of its ethos. You will also benefit from opportunities to learn as part of a dynamic, forward-facing team.

Further details are provided on application in the job description.

Closing date: Tuesday 16 October at 9am.

Interviews: Week Commencing 15 October

Ecclesfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a DBS form in line with Section 115 of the Police Act 1997.

Further information about the post and an application form are available by contacting Jackie Holliday at Ecclesfield School via e-mail: jholliday@eccoschool.com or downloading a pack from our website.

Section 2: About Ecclesfield School

OUR ETHOS

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed.

ABOUT US

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into 'Special Measures' and a following HMI visit in October 2017 re-affirmed the 'Special Measures' status. A new Headteacher was appointed in September 2018 and the school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

In September 2018 a new Headteacher was appointed and a change to the leadership and management roles was instigated. The Senior Leadership Team is comprised of - the Headteacher, 6 Assistant Headteachers and the School Improvement Director for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly-effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, as a year group tutor or in the school's one-to-one mentoring programme. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

A restructure to the Governing Body has ensured a committed and supportive body of members, ready to scrutinize and challenge the work of the school. Led by a new Chair of Governors, the Governing Body works through a series of committees, each supported by a member of the Leadership Group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The local Governing Body feed into the Minerva Learning Trust who oversees all procedures within the school and is responsible for them in law.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 170 homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: www.ecclesfield-school.com

Section 3: About the Maths Department

We believe that everybody can do mathematics.

To promote and nurture enjoyment and enthusiasm for mathematics. To expect all pupils to reach their full potential and give every pupil the opportunity of succeeding beyond his or her expectation. In part, we will achieve this by catering to individual needs successfully. To develop mathematical self-confidence and problem solving skills; encouraging imagination, flexibility and initiative. To insist on and develop independent thinking. To allow every child opportunity for enquiry and discovery of mathematics for themselves. To show the practical applications of mathematics and links to other facets of everyday life. To deliver this in a supportive and motivating environment through the modelling of growth mind-set approaches to learning.

In particular, we want each pupil to develop:

- A belief that everyone can do mathematics.
- A genuine feeling of how numbers fit together; the ability to carry out calculations, understand the significance of results and estimate whether or not an answer is reasonable.
- The ability to apply mathematics in everyday situations and develop an understanding of the part which maths plays in the world.
- The ability to apply maths to other subjects across the curriculum.
- The ability to solve problems, present solutions clearly, check and interpret results.
- The ability to communicate what they have learned clearly, both in written form and orally.
- The ability to interpret their own and other people's writings about the processes and procedures of mathematics.
- The ability to work individually (including in silence for extended periods) and as part of a group.
- The confidence to experiment and make mistakes, and persevere when problems arise.
- The ability to produce and appreciate imaginative and creative work using mathematical concepts.
- To be reflective learners who see the power of their mistakes and harness it to improve.
- To be proactive in taking ownership for their learning.

Some information about the department:

The Maths department consists of 17 members of teaching staff and a member of the support staff who are attached to the department to support the learning of individuals or small groups. The department is led by Lesley Orme, with the support of Lead Teachers, who further enhance the leadership of the department and whose roles are varied and reviewed periodically.

Outcomes in maths were historically volatile but a big improvement in 2017 outcomes looks to be consolidated upon moving forward. The department had a positive Progress 8 in 2017 of 0.19. The %7-9 represented a department best and this improvement with the higher attaining students is something we are really proud of. The department moved from the 88th centile nationally in 2016 to 33rd centile in 2017. Maths as a subject has become increasingly popular over the last three years and the maths department is well regarded by the students.

We have a supportive scheme of learning that has been written to fully incorporate the curriculum changes at KS3 and KS4. We have written a rigorous assessment strategy to match and we put a lot of emphasis on student independence. Investigations form a part of our scheme of work and we are keen to allow students to explore mathematics and discover it for themselves where possible. We are actively involved with UKMT, FMSP and the local maths hub. We are currently participating in research into embedding mastery teaching in secondary schools and looking to use lesson study in secondary schools to enhance professional learning. Our students take part in various annual maths competitions, we run enrichment trips to universities and STEM based industry sites and we are actively working to improve the image of maths in the school and community.

Students are taught in mixed ability during the first half term in Y7 (when they receive 8 lessons per fortnight), before being placed into ability sets. From Y8 there is a staffing enhancement to enable half year blocking and this provision is maintained into Y9. In Years 10 and 11, staffing is further enhanced to allow for smaller teaching groups (most being no bigger than 23 students per class) and more personalised provision. In years 9,10 and 11, students will also benefit from an additional teaching period per fortnight.

We see the appointment of a new Teacher in Maths as a wonderful opportunity for the successful candidate to build a career in a supportive and innovative department with an **excellent** record of nurturing talented professionals. We are looking at someone who shares in our vision of what excellent maths teaching can deliver.

Section 4: Post Information

Job Description

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.

Post Title	Lead Teacher for Maths
Purpose	<ul style="list-style-type: none"> ▪ To support the Curriculum Leader and to deputise when and where appropriate ▪ To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school
Reporting To	Curriculum Leader for Maths
Responsible for:	The provision of a full learning experience and support for students in identified areas
Liaising with:	Head/Deputies Teaching, relevant non teaching support staff, Trust representatives external agencies and parents
Working Time:	195 days per year. Full time
Salary/Grade:	TLR 2b (£4532)
MAIN (CORE) DUTIES	
Operational/Strategic Planning	<ul style="list-style-type: none"> ▪ To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the identified areas of the curriculum area ▪ To manage the provision for identified areas in the curriculum area ▪ To assist in monitoring and following up of student progress ▪ To assist in the implementation of School Policies and Procedures e.g. Equal Opportunities, Health and Safety, Accommodation strategy etc. ▪ To work with colleagues to formulate aims, objectives for the department which have coherence and relevance to the needs of students and to the aims, objectives of the school ▪ To assist in the management of the business planning function of the curriculum area, and to ensure that the planning activities of the curriculum area reflect the needs of students and the aims and objectives of the school ▪ To support the relevant manager in the application of the curriculum area

Curriculum Provision	<ul style="list-style-type: none"> ▪ To liaise with the Curriculum Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum, programme which complements the school's strategic objectives
Curriculum Development	<ul style="list-style-type: none"> ▪ 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
Staffing Staff Development: Recruitment/ Deployment of staff	<ul style="list-style-type: none"> ▪ To work with the Curriculum Leader and Assistant Head (Teaching & Learning) to ensure that professional learning needs are identified and that appropriate programmes are designed to meet such needs ▪ To contribute to Performance Management within the curriculum area as appropriate ▪ To promote teamwork and to motivate staff to ensure effective working relations ▪ To ensure the effective, efficient deployment of classroom support
Quality Assurance:	<ul style="list-style-type: none"> ▪ To ensure the effective operation of quality control systems ▪ To assist in the process of setting appropriate targets within the curriculum area and to work towards their achievement ▪ To help to establish common standards of practice and develop the effectiveness of teaching and learning styles within the curriculum area ▪ To contribute to the monitoring and evaluation of standards within the curriculum area in line with agreed School procedures ▪ To implement school quality procedures and to ensure adherence to those within the curriculum area ▪ To seek/implement modification and improvement where required within the relevant curriculum area
Management Information:	<ul style="list-style-type: none"> ▪ To ensure the maintenance of accurate and up to date information concerning the curriculum area on the management information system ▪ To assist in the use of analysis and evaluation of performance data provided ▪ To assist in the identification of exam entries within the curriculum area
Communications:	<ul style="list-style-type: none"> ▪ To help ensure that all members of the curriculum area are familiar with its aims and objectives ▪ To ensure effective communication as appropriate with the parents of students

	<ul style="list-style-type: none"> ▪ To liaise with partner schools, higher education, industry, exam boards, awarding bodies and other relevant external bodies ▪ To represent the curriculum area effectively
Marketing and Liaison:	<ul style="list-style-type: none"> ▪ To contribute to the School's marketing activities, e.g. the collection of material for press releases ▪ To contribute to the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/evenings and other events ▪ To actively promote the development of effective subject links with external agencies
Management of Resources:	<ul style="list-style-type: none"> ▪ To assist the Curriculum Leader to identify resource needs and to contribute to the efficient, effective use of physical resources ▪ To co-operate with other curriculum areas to ensure a sharing and effective usage of resources to the benefit of the school and the students
Pastoral System	<ul style="list-style-type: none"> ▪ To monitor and support the overall progress and development of students within the curriculum area ▪ To monitor student attendance together with students' progress and performance in relation to agreed targets; ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary ▪ To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description ▪ To contribute to PSHE, citizenship and enterprise activities in line with school policy ▪ To ensure the School's Behaviour Management System is implemented in the department so that effective learning can take place
Teaching:	<ul style="list-style-type: none"> ▪ To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher ▪ To aim to deliver lessons, which are judged to be at least good
Additional Duties:	<ul style="list-style-type: none"> ▪ 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 performance review 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

5: Person Specification

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

Section 6: The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in, and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses including e-mail contacts and telephone/fax numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date of **Tuesday 16 October at 9am**. Referees are contacted prior to the interview stage for teaching and some support staff posts.

8. The Interview

Interviews will take place week commencing 15 October. Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and pupils and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Authority's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application the completed form and covering letter should be forwarded by **Tuesday 16 October at 9am** to jholliday@eccoschool.com

Section 7: Visitors to Ecclesfield School

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapelton.

By Train

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapelton.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 metres until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 metres travel.

By Train

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapelton.