Sir Graham Balfour
Multi-Academy Trust

Teacher of Maths

Application Pack
October 2018







Lesley Beck
Headteacher

Dear Applicant

Thank you for requesting details of the post of Teacher of Maths. I very much hope that after reading the enclosed information, you wish to apply.

We are situated on the northern outskirts of the town of Stafford and draw nearly two-thirds of our students from the surrounding suburban area and the remainder from a rural area extending towards the Shropshire border. Students come from all sections of society and cover the entire ability range making the school a true comprehensive.

The successful candidate will join a school committed to continuous improvement and to providing a vibrant educational experience. We welcome change and view new initiatives as opportunities to further our aims. We share good practice systematically and use a highly structured CPD programme to continually develop staff. We have a wonderful, welcoming and supportive staff – they are second to none.

We are looking for forward thinking, inspirational individuals prepared to play a full and active role in our further development. Should you wish to join our team, I very much look forward to receiving your application.

The school is committed to ensuring all staff and students have access to equal opportunities.

Please be aware that all appointments will be subject to an enhanced DBS clearance and as part of our stringent safeguarding procedures the interview process will include an assessment of a candidate's suitability to work with children.

Yours sincerely

L Beck

Lesley Beck
Headteacher

Welcome to Sir Graham Balfour School which OFSTED in May 2014 found to be a ‘Good’ school with ‘Outstanding’ features. I hope you find the information it contains useful and informative.

Ethos and Values

At Sir Graham Balfour School, our mission statement “Learning, working, succeeding together” very much sums up our approach. We work hard to create a vibrant, mutually supportive climate for learning in which everyone can thrive.

Our educational philosophy is based around the twin themes of ‘Achievement’ and ‘Community’. Whilst we do our utmost to maximise the attainment of every student, we also place great emphasis on individual character development and personal growth. We are an inclusive school and have on roll students of all abilities and social backgrounds.

With approximately 1000 students, we are a mid-size high school. This makes it possible for us to get to know each student as an individual. Our innovative, mixed age tutor groups and our House system, help us to create a real sense of community and to encourage students to take responsibility for themselves and for the welfare of others.

This sense of community has an international dimension. In 2004, we raised the money to build a school in Thmar Bang in Cambodia. Our ongoing links with Sir Graham Balfour Cambodia do much to promote the idea of global citizenship.

We believe firmly in traditional standards of discipline. Our well embedded ‘Behaviour for Learning’ policy is designed to encourage positive attitudes to lessons and to ensure students’ behaviour supports their learning. The latest OFSTED report describes behaviour in lessons as ‘exemplary’. Our aim is for students to leave Sir Graham Balfour School fully equipped to make progress along their chosen pathway as responsible, caring, citizens.









Sir Graham Balfour School

School Aims

- To maximise the attainment of all students.
- Establish a culture of high expectations which encourage students to aspire to the highest possible standards of achievement, knowledge and skills through enjoyable learning experiences.
- Meet the personal learning needs of each student and reward hard work, success and social responsibility at every level.
- Promote justice, fairness and equality in order to combat racism, sexism and other forms of discrimination in all that we do.
- Provide a safe, healthy, secure, pleasant and supportive environment for all members of the school community.
- Provide support which will enable every student to play a full and active role in the school community whatever his or her educational, physical, sensory or social need.
- Promote the idea of a supportive community via our pastoral systems and by striving for close relations with our local, national and international communities.
- Promote awareness of healthy lifestyles and to provide appropriate opportunities and support to facilitate students' physical development.
- Provide appropriate extra-curricular and enrichment opportunities to enable students to make a positive contribution to school and society.
- Prepare students for their future life as active and responsible citizens and promote their economic wellbeing by providing appropriate information, advice and guidance.
- Strive continually to improve all aspects of school life for the whole school community.







Sir Graham Balfour School

Employee Benefits






SGB MAT is a member of the Schools UK Wellbeing Package enabling staff to access the following services:

- An optical voucher allowing free provision of eyesight tests and spectacles redeemable at over 2,200 approved UK retail outlets
- £250 benefit towards the cost of diagnostic consultations so no need to sit on a waiting list for a consultant
- £200 benefit towards therapy treatments like physiotherapy, osteopathy, chiropractor or acupuncture treatment.
- Access to 24 hour, 365 days per year telephone helpline offering a counselling service on a wide range of issues.
- GP Helpline providing access to a GP 24 hours a day, 7 days a week for use by employee and immediate family as often as required.
- Online health assessment.
- Diagnostic scans where required by a consultant.
- Exclusive access to discounts and special offers on hundreds of well-known brands.

SGB MAT is part of the YouatWork Child Care Vouchers scheme enabling staff to make tax efficient child care payments to their nurseries.

Vacancy Details






Teacher of Maths

Full Time, Permanent - SGB Pay Scale £22,917 - £33,163 negotiable according to experience
Required from January 2019

We are seeking to appoint a dynamic teacher of Maths to join our very successful Maths Faculty. The successful candidate will have a firm commitment to raising whole-school achievement; have a professional approach to staff development; high expectations; and a determination to succeed.

The faculty is at an exciting point in its development and enjoying considerable success in public exams at all levels. We are looking to appoint a forward thinking, able professional to join the Faculty in its continuing development. This post would suit any well-qualified and ambitious teacher of Maths, including Newly Qualified Teachers.

At Sir Graham Balfour we offer:

- A friendly, well-motivated staff, who embrace willingly a culture of professional development.
- An ever growing reputation in the local community which has resulted in the school being consistently oversubscribed in an area where student rolls are falling.
- A very positive climate for learning.
- A first rate learning environment. We are housed in buildings completed in 2002 and financed via a PFI initiative.
- Innovative 14-19 collaboration and an increasing roll at KS5.
- A commitment to inclusive practice.

Vacancy Details






Please note:

- The school is committed to ensuring the safety and wellbeing of all students and as such all applicants will be submitted for an enhanced DBS check.
- Applications can only be accepted if submitted on the enclosed formal application form.
- Two references will be required, one of which must be from your most recent employer.
- We confirm our commitment to equality of opportunity in all areas of our work. All individuals will be treated in a fair and equal manner and in accordance with the law regardless of gender, marital status, race, religion, colour, age, disability or sexual orientation.

Visits to the school are strongly recommended and can be arranged by contacting Mrs Vicki McKeen (details below).

For an application pack, please access our website, www.sirgrahambalfour.co.uk or contact Mrs Vicki McKeen, Headteacher's PA, on vmckeen@sirgrahambalfour.staffs.sch.uk or telephone 01785 223490.

The closing date for applications is: 1.30pm on Friday 19th October 2018. Please return completed applications to vmckeen@sirgrahambalfour.staffs.sch.uk

Shortlisting for this post will take place by Monday 22nd October and successful applicants will be contacted no later than 3.20pm on the same day. If you have not heard from us by this time, please assume you have not been successful on this occasion.

Interviews will take place 24th October.

Job Description






Post: Classroom Teacher

Core Purpose: To deliver a quality learning experience which promotes high standards of attainment and provides students with the opportunity to fulfil their potential and to carry out such duties as are reasonably assigned by the Headteacher

Responsible to: The Headteacher in all matters; the Head of Department/Faculty in curricular matters; the House Head in pastoral matters.

Key Expectations Teachers must:

- Make the education of their students their first concern, and be accountable for achieving the highest possible standards in work and conduct.
- Act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students.

PART ONE: TEACHING - A teacher must:

Set high expectations which inspire, motivate and challenge students by:

- establishing a stimulating learning 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.
- promoting and safeguarding the welfare of all students by following the policies and procedures of the school.

Promote good progress and outcomes by:

- being accountable for students' attainment, progress and outcomes.
- being aware of students' 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 this impacts on teaching.
- encouraging students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge by:

- having a secure knowledge of the relevant subject(s) and curriculum areas, 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 children's intellectual curiosity.
- setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- reflecting systematically on the effectiveness of lessons and approaches to teaching.
- contributing to the design and provision of an engaging curriculum within 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 be taught effectively.
- having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support students' education at different stages of development.
- having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.

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 encouraging students to respond to the feedback.

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 (B4L).
- having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.

Fulfil wider professional responsibilities by:

- making a positive contribution to the wider life and ethos of the school.
- developing effective professional relationships with colleagues, engaging in a professional dialogue, 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.
- participating fully in faculty reviews.
- participating fully in Performance Management reviews.
- celebrating student success as per school policy and procedure.
- communicating effectively with parents with regard to students' achievements and well-being, reporting to parents and attending parents evenings as directed.

Operational Responsibilities:

- Adhere to and implement the school's Child Protection procedures.
- Mark and keep accurate class attendance registers
- Control and oversee the use and storage of educational resources provided for class usage.
- Attend all Tuesday after school meetings.
- Play a full and active role in staff professional development activities as directed.
- Undertake daily duties as agreed with the Headteacher.
- Support and uphold all school policies.
- Ensure any Health and Safety issues are brought to the attention of the Head of Department/Faculty.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

All teachers are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - 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 for the need to safeguard students' well-being, in accordance with statutory provisions.
    - showing tolerance of and respect for, the rights of others.
    - not undermining fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
    - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

This job description is to be carried out in accordance with the current School Teacher's Pay and Conditions document and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade. The post is otherwise subject to the conditions of service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent they are incorporated in the postholder's individual contract of employment.

Person Specification






ATTRIBUTES	ESSENTIAL	HOW TESTED	DESIRABLE	HOW TESTED
QUALIFICATIONS/TRAINING				
Education	Qualified Teacher Status. A first degree or equivalent.	AF		
Professional Development	Evidence of participation in INSET, especially with regard to Teaching and Learning.	AF	Participation in work with other schools/agencies.	AF
EXPERIENCE				
Teaching	Evidence of classroom teaching experience.	AF/L		
Resources	Understanding of managing teaching resources.	AF/I		
Students	Understanding of the importance of strong student voice in refining Teaching and Learning.	AF/I	Experience of refining practice, based upon student voice feedback.	I
Parents	Experience of first hand dealings with parents.	I		
KNOWLEDGE AND UNDERSTANDING				
National Framework	Knowledge and understanding of safeguarding procedures. Knowledge of recent Education Acts and other relevant legislation Understanding of conduct and importance of appraisal.	AF/I AF/I I	Knowledge of the current OFSTED evaluation framework. Awareness of current developments in education and the implications of these for SGB.	AF/I AF/I

Teaching and Learning	Knowledge and understanding of strategies that facilitate effective, sustained learning. Knowledge and understanding of how data can be used to support improvements in student attainment. Knowledge and understanding of how to share and disseminate good practice with regard to Teaching and Learning.	AF/I/ AF/I AF/I	Understanding of how to promote SMSC, including British values, in lessons.	AF/I/L
Pastoral	Commitment to inclusive practice. Commitment to creating a positive 'climate for learning'. Commitment to all aspects of safeguarding	AF/I AF/I/L AF/I/L		
Standards	Understand characteristics of an effective school. Awareness of a range of strategies to raise pupil achievement. Awareness of strategies to manage behaviour. Understanding of how to set targets and monitor against them.	AF/I AF/I/L AF/I/L AF/I		
Public Exams	Knowledge and understanding of the requirements of GCSE specifications	AF/I	Knowledge and understanding of the requirements for A level.	
Parents and Community	Understanding the role which can be played by parents, and the community in raising standards.	AF/I	Experience of working directly with parents to raise standards and involvement with the local community.	AF
SKILLS				
Leadership	Able to motivate pupils and staff. Ability to set high standards and provide a focus for improvement	I/AF/R I/AF/R	Personal impact and presence.	I
Relationships	Able to establish and develop good relationships with all involved in the school and the wider community.	I/R/L		

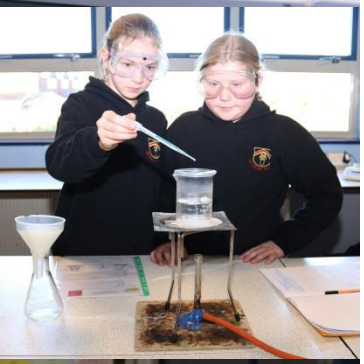
Interpersonal / Communication Skills	Ability to communicate effectively in writing and orally.	AF/I	Positive and energetic approach to work.	I
	Flexible and approachable.	AF/I		
	Resilient under pressure.	AF/I		
	Able to deal sensitively with people and resolve conflicts.	I		
	Sense of humour	I/L		
ATTITUDES				
Educational Philosophy	A commitment to raising achievement through partnership with parents and the wider community.	AF/I	An understanding of the way schools can promote values and a moral code.	AF/I
	A determination to deliver the aims of the school.	I		
	A determination to progress school improvement and a desire to fulfil each child's potential.	I		
Staff Development	Committed to the continuous professional development of faculty staff.	I	A knowledge of and commitment to Investors in People standards.	AF/I
Equal Opportunities	Commitment to equality of opportunity.	I/L	Understanding the need to promote positive role models.	I
	Commitment to race and gender equality and social inclusion.	I/L		

KEY:

AF	Application Form
I	Interview
R	References
L	Lesson observation

Commitment to Safeguarding







Sir Graham Balfour School recognises its legal duty under s175 Education Act 2002 and the 1989 and 2004 Children Acts. We take seriously our responsibilities to protect and safeguard the interests of all students. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

Our Safeguarding Policy aims to provide a framework which ensures that all our practice in regard to safeguarding children is consistent with the stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

The Policy has regard to the statutory guidance 'Working Together to Safeguard Children' 2015 and 'Keeping Children Safe in Education' 2016 (KCSIE). The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. Child protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors and volunteers to ensure that statutory and other duties are met. All staff and volunteers need to have read and be familiar with this Policy, and all our internal procedures around referral, including contact details of the Designated Safeguarding Leads (referred to as DSL(s) in subsequent paragraphs).