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Smith's Wood Sports College

Application Pack

Teacher of Mathematics

Job Advert
Job Description
Person Specification



Are you ready to join our team?

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Welcome Letter

SMITH'S WOOD SPORTS COLLEGE
Windward Way, Smith's Wood, Birmingham B36 0UE
t: 0121 788 4100 f: 0121 788 4100
e: office@smiths-wood.solihull.sch.uk
w: www.smithswood.co.uk

Dear Applicant,

Thank you for your interest in our recently advertised post.

As a College we aim to provide transformational education in the local and wider community so that all learners who travel with us, both staff and pupils, understand that 'learning comes first'; high standards are demanded; and commitment to the community is expected.

The College is currently in a transitional period; the College is now led through a Co-headship arrangement. We firmly believe that this model will allow us to build on the many significant successes that the College has achieved over recent years. We fully intend to keep this momentum going and we are both dedicated to making the Co-headship a highly successful experience for all. At Smith's Wood we aspire to be an outstanding college with high expectations and high aspirations for every member of staff and every pupil. We are proud of the many successes of our pupils.

Every pupil at Smith's Wood is valued and encouraged to give of their best, both academically and personally. This is promoted through the spiritual, moral, social and cultural values of the learning environment and opportunities that are offered to them. Our mission is central to all that we believe and do;

- a community of learners where achievement and attainment are valued and celebrated in a 'can do' culture. Where aspiration, ambition and high expectations are met with pride and a sense of achievement.
- a centre of excellence for sport and healthy living. By using our excellent facilities we will become a beacon for the local and wider community.
- the 'destination of choice' for all learners in the local and wider community, by offering a broad and balanced curriculum at every stage of their learning journey.

Welcome Letter

The aims and values of Smith's Wood Sports College are promoted through **'The Smith's Wood Way'**



We are incredibly fortunate that our college was built as part of the 'Building Schools for the Future' initiative. The College enjoys first class educational facilities that are well-maintained and conducive to exciting and successful learning opportunities. Of course, it is the people and the ethos rather than the building that make for a thriving school. Ours is a safe, happy and inclusive college where pupils and staff are encouraged and expected to **VALUE** their learning, **RESPECT** their college and the community in which they live and work and, crucially, **BELIEVE** in themselves and each other.

Our unrivalled commitment to Inclusion, as recognised by the Local Authority, parents and many external agencies demonstrates how important we believe it is to provide tailored support for youngsters and their families. This is also true of the excellent level of welfare, guidance and support that we offer every individual that forms part of our College community.

We are both incredibly proud of our college and its community and we are relentless in our drive and ambition to improve the outcomes for all who choose to join us on our journey. We hope that you like what you read and that you chose to take the first steps in joining the Smith's Wood Team.

Angela Miller — **Principal**

Katy Craig — **Principal**

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Job Advert

TEACHER OF MATHEMATICS — Main Pay Scale

We are seeking to appoint an inspirational teacher of Mathematics to join a strong, forward thinking and innovative team. We are looking for an imaginative, highly motivated and committed individual who will further strengthen teaching quality across the College to build on our impressive achievements to date. **As a classroom teacher at Smith's Wood Sports College, you will be expected to lead and manage learning in your classroom, providing pupils with a first class educational experience.**

Smith's Wood is a very popular 11-18 sports college, in challenging circumstances; we are an incredibly popular choice for students and their parents. Having moved into our new, £26 million, building in September 2009, we also welcomed our first cohort of post-16 students of which there are now 140 students in Key Stage 5. Pupils and staff at Smith's Wood benefit from educational facilities that are second to none; our sports facilities really are unrivalled! We have made unprecedented academic progress since 2006 and in October 2012 we were judged as a **GOOD** school by Ofsted.

We are highly ambitious for our students; we continually strive to improve and want someone who can help us achieve that ambition. Our mission of '**learning together, succeeding together**' is promoted through our 'aims and values' and practiced through **'The Smith's Wood Way'**. This post offers an excellent opportunity to work within a dynamic, successful school, committed to professional development. Induction of new staff is carefully managed and you will be well supported. We offer all teachers and middle leaders many CPD opportunities, both through our internal Teaching and Learning Programme, as well as through our local collaborative CPD Programme. Smith's Wood is justly proud of the professional support it gives all staff and the future opportunities it offers them.

This is a great opportunity to be involved at a pivotal moment in our journey. If you have drive, resilience & ambition and want to be part of our future success we would love to hear from you.

CLOSING DATE: 12.00pm Monday 23rd January 2017
INTERVIEW DATE: End of the week/week commencing 30th January 2017

APPLICATION: A completed Solihull Metropolitan Borough Council (SMBC) application form, accompanied by a 2-sided (maximum) letter of application.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must have qualified teacher status and be registered with the Teaching Agency. Any offer of employment will be subject to receipt of a satisfactory DBS certificate.

Job Description

TEACHER OF MATHEMATICS

Key Purpose:

To deliver the Mathematics curriculum across the College as well as contributing to the work of the Sciences Faculty in maximising the achievement of all students.

Department-based Responsibilities:

- Preparing and delivering lessons to a range of classes
- Marking work, giving appropriate feedback and maintaining records of pupils' progress and development
- Researching new topic areas, maintaining up-to-date subject knowledge and then devising and writing new curriculum materials
- Selecting and using a range of different learning resources and equipment, including IT and interactive whiteboards
- Preparing pupils for qualifications and external examinations
- Managing pupil behaviour in the classroom and on school premises, and applying appropriate and effective measures in cases of poor behaviour
- Participating in departmental meetings, parents' evenings and whole school training events
- Liaising with other professionals, such as Learning Mentors, Teaching Assistants, Careers Advisers, Educational Psychologists and Education Welfare Officers
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Any other department duties requested by your Line Manager

Faculty-based Responsibilities:

- To work as a team supporting Faculty members in sharing and spreading good practice and to attend, and where appropriate contribute, to Faculty meetings

College-based Responsibilities:

- To support and actively promote the vision, ethos and policies of the College and promote high levels of achievement
- To contribute to improving attitudes and behaviour of pupils and to use the whole school behaviour policy in setting high standards and expectations for students
- To uphold and promote the school's child protection and safeguarding policies and procedures
- To promote the safety and wellbeing of students.
- As a guidance tutor undertake delegated responsibilities for the pastoral care of a group of students.

This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Person Specification

Person Specification – Teacher of Mathematics

The successful candidate will possess all or most of the following attributes: E= Essential, D = Desirable

QUALIFICATIONS	
Relevant first degree and Qualified Teacher Status	E
Evidence of continuing professional development	D
TEACHING and EXPERIENCE	
Successful teaching experience across Key Stages 3 and 4	E
Evidence of being at least a good classroom practitioner	E
Ability to gain respect of pupils through manner of confidence and authority	E
Able to organise own workload in the context of varied tasks	E
Ability to analyse data	D
Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils	E
A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	E
Experience of effective monitoring and evaluation of teaching and learning	E
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	E
Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management	E
A track record that demonstrates a commitment to high standards, continuous improvement and quality assurance	E
PROFESSIONAL DEVELOPMENT	
Commitment to own professional development	E
Evidence of keeping up to date with educational thinking and knowledge	E
KNOWLEDGE, SKILLS and PERSONAL ATTRIBUTES	
Knowledge of requirements of the National Curriculum for Mathematics	E
Knowledge and understanding of recent legislation, development and initiatives in secondary education	E
Ability to use ICT effectively within a classroom to enhance learning	E
To have the core skills of initiative, adaptability and flexibility	E
Working knowledge of external agencies and experience in working with them to support pupils	D
The ability to prioritise and manage time effectively	E
Excellent organisational, planning and evaluative skills	E
Able to work calmly under pressure	E
Ability to critically evaluate own performance and make any necessary changes to be more effective	E
Willingness to contribute to after college activities	E

Enthusiasm and sense of humour	E
Self-motivation and personal drive to complete tasks to required timescales	E
To be an effective communicator with people at all levels both orally and in writing	E
To be an excellent team player with the ability to establish good working relationships with staff, pupils, parents and external partners	E
The ability to demonstrate sensitivity when dealing with difficult situations	E

Ofsted Report

School report

Ofsted
raising standards
improving lives

Smith's Wood Sports College

Windward Way, Smith's Wood, Birmingham, B36 0UE

Inspection dates	10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	**Good**	**2**
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress and learn well in many subjects.
- Since the last inspection, the proportion of students achieving five A*-C grades in GCSEs, including English and mathematics, has steadily improved and is just below average.
- Students whose reading and numeracy skills are poor when they start in Year 7 catch up quickly and achieve demanding targets.
- Teaching is good across the school and some is outstanding. All staff have high expectations of students and encourage them to be successful.
- The school sets high expectations of behaviour and, consequently, students behave well.
- Students feel safe and are confident that bullying is dealt with swiftly.
- The sixth form is good. Effective action by the new leadership team has ensured that inexperienced teachers now fully understand the requirements of teaching and consequently in lessons observed learning was good. The subjects offered are now better matched to students' needs.
- The principal provides strong leadership and is well supported by other leaders and managers. Effective monitoring and performance management have had a positive impact on raising achievement and improving the quality of teaching.

It is not yet an outstanding school because

- In some lessons, opportunities are missed for students to develop independent learning skills.
- Students' attainment in mathematics, although improving, is not yet in line with the national average.
- Progress in the sixth form is not as strong as in Key Stage 4.

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Information about this inspection

- The team observed 40 lessons, many of which were joint observations with the school's senior leaders. Inspectors carried out additional, shorter visits to lessons and held meetings with staff, students, parents and carers, the Chair of the Governing Body and a representative of the local authority.
- The inspectors looked at the school's plans for improvement, assessment information, school policies and governing body documentation.
- Six Parent View responses were looked at together with the results from the school's most recent survey from parents and carers.

Inspection team

Michelle Parker, Lead inspector	Her Majesty's Inspector
Nigel Boyd	Seconded Inspector
David Wolfson	Additional Inspector
Kathryn Brunt	Additional Inspector
Rosemary Barnfield	Additional Inspector

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Ofsted Report

Full report

Information about this school

- This is a larger than average secondary school.
- The proportion of students known to be eligible for the pupil premium funding is much higher than average and represents almost half the school.
- The proportion of students supported by school action is low. The percentage of those supported at school action plus or with a statement of special needs is below average.
- The proportion of students from minority ethnic backgrounds is well below the national average, as is the proportion of students who speak English as an additional language.
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Ensure that achievement in mathematics matches that in English, by improving rates of progress through:
  - recognising that some students work more quickly than others, and adapting the pace of learning as necessary
  - ensuring that students can summarise key learning and learning objectives are re-visited at the end of lessons.
- Increase the proportion of outstanding teaching so that students have greater opportunities for higher challenge and independent learning.
- Build on the improvements in the sixth form to ensure that students' rates of progress are as high as those in the main school.

Ofsted Report

Inspection judgements

The achievement of pupils **is good**

- Standards at the end of Key Stage 4 are rising. The attainment gap is closing rapidly for all groups of students, including disabled students, those who have special educational needs and those being supported by additional money through the pupil premium.
- The achievement of students who are on school action plus and those with a statement of special educational needs is good. The achievement of those students known to be eligible for pupil premium is also rising because their attendance has greatly improved and gaps in their learning in literacy are identified and speedily addressed. For example, through the 'building learning power' programme every Year 7 student is heard to read and given extra support and help to read confidently, if needed. The approach also strengthens students' capacity to work independently.
- Students enter school with standards of attainment, particularly in English and mathematics, which are well below average. The carefully-tailored extra support, combined with good teaching, ensures that all students are improving their literacy skills across all subjects.
- Students' progress in the lessons observed was good, corroborating the picture given by the school's data. Consequently, at the end of Key Stage 4 students' attainment in English is now above the national average. Attainment in mathematics is weaker but improving, although it is not yet in line with the national average.
- By the end of the sixth form standards are below the national average. The school has begun to address this. Expectations of what students understand and can do when starting the sixth form have been raised; the range of subjects and qualifications have been changed and are better matched to students' needs. As a result, students' progress is improving strongly.

The quality of teaching **is good**

- The overall quality of teaching is good and some is outstanding. Inspection evidence supports parents' and carers' views that students make good progress and are taught well.
- All teachers have high expectations of students and as a result students enjoy learning and are interested. High-attaining students benefit from this and consequently students are increasingly successful in achieving higher grades at GCSE.
- Teachers regularly check on students' progress in lessons and swiftly address misunderstandings. Teaching assistants work very effectively, talking with students, checking their understanding and helping them 'stick at' the task.
- In some lessons chances are missed to encourage students' independent learning. Here, opportunities to tackle more open-ended tasks, which develop deeper understanding, and explanations of the next steps in learning are limited. In some mathematics lessons opportunities were missed for students to explain their learning and thus teachers were not always clear whether key learning was secure and understood.
- In the majority of lessons, the tasks provide sufficient interest and challenge to engage and stretch all students. However, this is not consistent in all lessons. Sometimes, the pace of

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Ofsted Report

teaching is too slow for students who learn quickly.

- Sixth form teaching has improved because teachers understand how to plan work which challenges students and encourages their independent learning.

- Work in exercise books indicated consistent use of the school's marking policy and this supported students' learning. The most effective marking allowed students to promptly address weaknesses and gave careful guidance on how to improve their work. For example, in English detailed marking encouraged students to aim higher and build upon their successes.

The behaviour and safety of pupils are good

- Behaviour in lessons and around the school is good overall. Occurrences of more boisterous behaviour are rare and low-level disruption in lessons is uncommon. This is because behaviour is managed consistently; students are very positive about the recently introduced reward system. As a result exclusions are decreasing. Parents and carers commented on how the reward system helped them at home to encourage their child to behave well.

- Staff and students treat each other with courtesy and respect. Visitors are made welcome and shown good manners.

- Attendance has improved both in the whole school and the sixth form. All students are punctual and appreciate the importance of good attendance and being on time to lessons. The school carefully monitors the attendance of students with persistent absence and has begun to reduce it.

- Students commented that any form of bullying is rare. They are confident that if they have any worries there are staff they can talk to. Consequently, students feel safe. The school listens carefully to students and outside agencies and are quick to respond to any concerns which may affect students' safety. For example, the school is enabling students to access a confidential counselling service for support.

- Students understand how to keep themselves and each other safe. For example, in a Year 12 science lesson, students assessed the risks that might be involved in their practical investigation and ensured that chemicals were handled appropriately and carefully.

The leadership and management are good

- The principal, senior leaders and the governing body are highly ambitious in their pursuit of excellence and their drive to continue to improve the school. To this end, the senior leadership team has been restructured so that it is better aligned with subject leadership and enables the school effectively to share and build on its good practice.

- Aspiring leaders are effectively identified and encouraged to take responsibility and this promotes accountability and a good understanding of the school's data. The flexible use of staff's strengths enables leadership to be very responsive to the school's needs; these are accurately identified through its rigorous monitoring systems. Thus the school has identified that there are some inconsistencies in the management of departments and performance management has been adapted to address these needs. This ensures the maintenance of improvements throughout the school.

- The principal has not shirked in holding staff to account for the quality of teaching and learning.

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Performance management systems are rigorous, set clear targets for improving teaching and are successful in raising its quality.

- The leadership and management of the sixth form have greatly improved. This is indicative of the effectiveness of the school's own monitoring and its improvement plans. This has raised the expectations of teachers and ensured that teaching in the sixth form is at least consistently good. The main school's effective tracking systems are now used in the sixth form. This provides an accurate picture of strengths and weaknesses in teaching and any underachievement of students. Thus weaknesses are swiftly identified and effectively addressed.

- The range of subjects studied is carefully matched to students' needs. The recent improvements in the progress of sixth formers have come about because courses meet students' needs. Improvements in the development of students' spiritual, moral, social and cultural understandings have been promoted by the two 'culture' days which allow students to experience activities and to consider in greater depth ideas which challenge and extend their understanding of the world.

- **The governance of the school:**
  - is effective because of the strong leadership of the Chair of the Governing body, who ensures all governors take an active role in challenging the school and holding it to account. Governors look in detail at the running of the school
  - ensures that the school is held to account for the progress of all groups of students, especially those who are eligible for the extra funding through the pupil premium and students who have a statement of special educational needs or supported at school action plus
  - appreciates the need for good financial management and value for money and has thus ensured that the school's new buildings provide excellent sporting facilities.

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What inspection judgements mean

School Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

Ofsted Report

School details

Unique reference number	104118
Local authority	Solihull
Inspection number	400685

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1235
Of which, number on roll in sixth form	160
Appropriate authority	The governing body
Chair	Hugh Hendry
Principal	Rob Hawkins
Date of previous school inspection	2 December 2009
Telephone number	0121 788 4100
Fax number	0121 788 4101
Email address	office@smiths-wood.solihull.sch.uk

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