**SELBY HIGH SCHOOL**

**SPECIALIST SCHOOL FOR THE ARTS AND SCIENCE**



**Recruitment Information Pack**

**Teacher of Mathematics**

**March, 2018**

**Learning today, leading tomorrow**

**A caring school at the heart of the community**

**Aspiration for all**

**www.selbyhigh.co.uk**

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# Welcome

Dear Candidate,

Thank you for your interest in the post of teacher of Maths. Selby High School is an ambitious, forward looking, and successful 11-16 secondary school located in North Yorkshire and rated ‘good’ in our last inspection. We are proud of our school and the opportunities it provides for both students and staff. Our ambition is success for everyone through encouragement, teamwork, friendship, trust, mutual respect and an enjoyment of learning. We aim to create an environment where we all understand, that by supporting each other and working together, we achieve more.

We are a learning community who embrace opportunities for all our learners by securing high quality learning and teaching. We aim for all our students to achieve their full potential, both as students at Selby High School, and as considerate global citizens of the future. We always aim to be the best we can be; nothing less will do.

We are looking for a determined, enthusiastic professional, who wants to work with our young people, to ensure that, regardless of starting points or barriers to learning, they progress in maths to the best of their ability. In return, we offer a comprehensive induction programme and continual professional development. As a teacher at Selby High School, we will provide you with excellent training opportunities, and encourage you to have high aspirations for your future career. If you are an NQT, we offer a high quality support programme to help you develop your skills in a supportive environment. Maths is a thriving Faculty at Selby High School, and you will work in partnership with the Faculty Leader and the rest of the team to ensure an engaging curriculum and fantastic outcomes for the students.

Selby High School is a great place to work. Please, just take a little time to look at the whole school twitter feed [https://twitter.com/SelbyHigh](https://twitter.com/SelbyHigh%20) to see some of the opportunities of the school. If you have a little longer to spend, our school website at <http://www.selbyhigh.n-yorks.sch.uk/> gives a real insight into the character of our school.

This information pack contains the Job Description and Person Specification, together with some background information about the faculty and the school. We hope this gives you a feel for Selby High School. If you wish to visit prior to putting in your application, then you would be most welcome. I look forward to receiving your application.

With all best wishes.

Yours faithfully



Nick Hinchliffe

Principal

# About the role

We are looking for an outstanding teacher of Maths with the ability to teach at key stage 3 and 4; this role would be suited to an NQT or a practising teacher. We will also consider applicants who wish to work part-time. You will be joining a committed and hardworking team that achieves very good results. It is expected that the successful candidate will be able to teach across the age and ability range. We simply want the best teachers for our students, and that could be you!

# The Mathematics Faculty

**The Building and resources**

The department has nine classrooms, most of which are located along the central corridor of the school on the ground floor. The department has its own office and workspace. All Maths classrooms are equipped with Promethean interactive whiteboards, as well as visualisers. We also have two Chromebook cabinets located in the department, each containing 30 chromebooks which students can use to aid their learning.

**Courses Offered**

There are five periods in the school day and each period is one-hour long. Our courses, teacher preparation and planning are supported by the use of shared Google Docs and our staff shared drive. The sharing of best practice is commonplace within the department. All schemes of learning are shared to promote good and outstanding teaching ensuring consistency for all our students. We take pride in creating, delivering and reviewing to ensure that learning and teaching is at the heart of everything we do. In addition to the timetabled lessons outlined below, we offer “session 6” maths to support y11 students on Mondays after school, as well as lunch time “Maths Clinic” drop-in sessions to supports students’ learning.

**Key Stage 3**

In year 7 and 8 students follow a bespoke scheme based on Kangeroo Maths, designed to consolidate and build on the work the students have done in y6. We use a variety of teaching styles to enable all student to make progress at their own level. Students are placed in broad sets over different bands. The setting is constantly reviewed and classes adapted to meet the needs of the students.

Pupils at KS3 receive 6 lessons of Maths over a two week timetable.

**Key Stage 4**

In year 9 students begin their 3 year GCSE 9-1 qualification. Pupils receive 8 lessons over a two week timetable in Year 9, 8 lessons in Year 10 and 8 lessons in Year 11.

The department follows the OCR Examination at GCSE. Our schemes of learning have been developed in line with published specifications to ensure students are fully prepared for their assessments. The department has recently invested in new GCSE textbooks to aid with the planning of the specification. We subscribe to mymaths and the new whole-school GCSEPod resource greatly enhances the options for Maths revision.

We believe that Mathematics at GCSE should bring the subject to life, be engaging and enjoyable for students to prepare them for whatever comes next. We encourage variety in lessons to enable all learners to make progress. We want students to be able to draw on each other’s strengths and give informative peer-feedback.  Regular internal assessments also allow students to track their own progress closely so they are aware of what they may need to do to improve.

**Beyond the classroom**

We aim to enrich students in and out of Maths lessons at Selby High School. Students are entered into various UKMT maths individual and team challenges, visiting other schools to compete. We run a First Lego League club where students build and program robots to perform actions, again to compete in a national competition. Students also take part in Student Investor, a stocks and shares trading activity.

# Selby

Selby is a small market town situated 14 miles (22.5 km) south of the city of York, along the course of the River Ouse. It is dominated by the superb Abbey, founded in AD1069 by Benedict when he saw three swans on a lake in Selby which he interpreted as a sign of the Father, Son and Holy Ghost, resulting in the official crest of Selby Abbey, and subsequently, Selby High School.

Selby local government district has a population of 82,900. It is a fairly rural district with a population density well below the national average. Selby town, with a population of 24,680 is its only major settlement, with a population of more than 15,000.

Selby has a growing local economy with new housing and shops being built on the town's outskirts. The riverfront area is also being revamped with modern housing and flats. This is anticipated to bring population growth and enhanced demand for high quality educational places into the future. Selby is ideally located to a whole variety of places, facilities and activities for culture, leisure, commerce and learning. There is a wide range and variety of housing and prices are below the national average.

The district of Selby is contained within both the Leeds City Region and the York, North Yorkshire and East Riding Enterprise Partnerships. The Leeds E.P. Strategic Economic Plan (2016-2036) describes Selby as follows:

“The district of Selby sits in on the eastern boundary of Leeds City Region within the county of North Yorkshire. Both the market town of Selby and the wider district are home to many highly skilled and paid employees, many of whom travel each day to Leeds, York and beyond. Its economy is characterised by manufacturing, distribution, construction and energy production; drawing its employees from the district’s market towns and villages, as well as neighbours including the East Riding, Wakefield and Doncaster.”

Looking ahead, the district has a key role to play in providing space for business growth in the Leeds City Region. The unemployment claimant count rate in Selby is around 1.3% (Sept 2016) which is well below the national average.

In terms of further education, Selby College is graded ‘outstanding’ in all areas by Ofsted. It is a tertiary college providing the town`s sixth form as well as a small range of Higher Education courses, apprenticeship programmes and courses for adults. There is easy access to Leeds, Hull and York for Universities and it is to these centres that the majority of local, young HE entrants progress.

In short, Selby is a hidden gem, with both its own delights and very easy access to a diverse range of activities and experiences, for individuals and families of all ages.

# Living in North Yorkshire

North Yorkshire is England's largest county and one of the most rural. The area comprises the Yorkshire Dales and North York Moors, three Areas of Outstanding Natural Beauty, the Pennines and a stunning coastline around Scarborough and Whitby. The area hosted the phenomenal Tour de France in 2014, and due to its success has created the Tour de Yorkshire with global recognition. There are ruined castles and abbeys, serene gardens, unique breweries, thrilling rides and industrial heritage. Something for everyone!

North Yorkshire has plenty to offer the outdoor enthusiast. From the hard gritstone of Almscliff and Brimham Rocks to the limestone of Malham, Gordale and Kilnsey, climbing venues are in abundance. The Yorkshire Dales is the premier area for caving and for mountain biking; there are the bridleways of the Dales and North York Moors as well as the renowned trail centre at Dalby Forest. The Sustrans trail centres are all easily accessible for days and weekends away, as is the Lake District and the fells, crags and coast of Northumberland. There are a small number of sailing clubs on reservoirs around the county and fantastic surf sport venues and sea kayaking on the east coast.

While the county is rightly known for its wide open spaces, it also incorporates attractive market towns including Pickering and Helmsley, traditional seaside towns, the Spa town of Harrogate and the ancient city of York - the most visited city outside of London. There are a wide range of shopping, leisure and cultural facilities as well as excellent schools, universities, road and rail links; there really is everything to offer you and your family as a place to work, live and enjoy!

Travelling further afield we have convenient connectivity, with close proximity to metropolitan cities of Leeds and Newcastle, with little over two hours commute on the main train line to London. We border the Lake District, Lancashire, County Durham, and Yorkshire & Humber regions with all they have to offer.

# Disclosure

All successful applicants are required to complete an enhanced DBS check and any offer of employment will be subject to satisfactory references and checks.

# How to apply

Visits can be organised by contacting the SLT PA, Caroline Airth on 01757 244833 or admin@selbyhigh.co.uk. If you decide to apply, and we do hope you will, please complete the application form. This should be returned by e-mail to Caroline Airth.

**Closing date:** Noon on Friday 20th April, 2018. Interviews will take place week beginning 23rd April.



# JOB DESCRIPTION

**GRADE:** MPS/UPS

**RESPONSIBLE TO:** Faculty Leader, Maths

**RESPONSIBLE FOR:** Teaching Maths

**POST:** Key Stage 3 & 4 Teacher of Maths

**JOB PURPOSE:** To secure and account for effective learning, appropriate achievement and educational, social and personal progress of all students in the assigned area of responsibility, consistent with the aims of the school and the unique needs of each individual learner.

## Main Activities

• To deliver Maths from Year 7-11 using a range of teaching methods and the agreed subject area schemes of learning and contributing to the SMSC development of students through the specified curriculum.

• To ensure progress is made against student targets.

• To remain aware of the changing requirements of this work through attendance at meetings and careful attention to other forms of communication, including electronically.

• To take on an individual responsibility for at least one aspect of the work of the subject area, sharing expertise with other subject area members.

• To support the work of the subject area through extra-curricular activities and engagement activities. Show commitment to educational trips and visits.

• To plan, prepare and deliver lessons to a range of classes, ensuring a positive working environment in classrooms.

• To mark work, giving appropriate feedback and maintaining records of student progress and development.

• To maintain up-to-date subject knowledge and devise and write new curriculum materials when required.

• To select and use a range of different learning resources and equipment.

• To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis as required. Undertake duties as part of the published rota.

• To prepare pupils for qualifications including external examinations.

• To manage student behaviour in the classroom and on school premises, following school policies.

• To support the work of teaching assistants, trainee teachers and newly qualified teachers (NQTs) as required.

• To participate in parents', carers’ and guardians’ consultations including published evening events and whole school training events.

• To liaise with other professionals, such as the SENDL, Personal Support Team, Learning Mentors, Careers Advisers, Educational Psychologists and Education Welfare Officers.

* To participate in the school quality assurance (QA) processes.
* To participate in regular in-service training (INSET) as part of continuing professional development (CPD).
* To follow school policy and procedures consistently and meet both internal and external deadlines.

## Safeguarding

* Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
* Have awareness and basic knowledge, where appropriate, of the most recent legislation.
* Be able to recognise when a child or young person is in danger or at risk of harm and take action to protect them.
* Make considered judgements about how to act to safeguard and promote a child or young person’s welfare.

## Data Protection

* Comply with the County Council’s policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.

## Other

Duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form the contract of employment. It describes the way the post holder is expected and required to perform and complete the duties set out above.

To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.

To achieve any performance criteria or targets related to this leadership post arising from the School’s Performance Management arrangements

This job description will be reviewed annually.

## Person Specification

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Criteria** |
| **Teaching Experience** | Experience of KS3 and KS4 teaching | Teaching across the ability range, including mixed ability teaching.Ability to challenge the more able.Ability to work with lower prior attaining students | C:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.pnghttp://www.networkingkit.co.uk/images/account-application-icon.png |
| **Qualifications** | Qualified teacher status and a recognised degree or equivalent appropriate to the subject.Evidence of CPD | Additional relevant qualifications and/or experience. | http://www.networkingkit.co.uk/images/account-application-icon.png |
| **Skills & Knowledge** | Effective and confident classroom teaching. Knowledge of the major current education initiatives.Command of formal written English.Familiarity with, and enthusiasm for the specified subject area.Awareness of the needs of students with different learning skills and abilities. Good ICT skills.React to data about students and respond through different teaching strategies.Confident familiarity with Programmes of Study and examination specifications at both Key Stages.Ability to make high quality reasoned decisions based on available information.Clear expectations of student behaviour and discipline.Resilience and the ability to deal with, at times, larger volumes of work | Experience of teaching aspects of PSHE (which we cover through our Life Development lessons.)Evidence of keeping up to date with educational thinking and knowledge.Willingness to do extra-curricular activities.Involvement in extra-curricular activities related to this subject area or the wider school community.A personal interest in and knowledge of some specialist area related to the effective teaching of the specified subject.Some knowledge of QCA/AQA/OCR/IGCSE examination specifications. |  |
| **Personal Qualities** | Reliability and punctuality.Initiative.Ability to work consistently with the policies and procedures of the school.Commitment to succeed and to see others succeed. Commitment to further development of self and others.Ability to work well with colleagues.An enthusiastic, positive, encouraging classroom presence. | Sense of humour, resilience and resourcefulness.Imagination, innovation and initiative. | C:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.png |
| **Health** | Good general health.Good attendance. |  | http://www.networkingkit.co.uk/images/account-application-icon.pngC:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.png |

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| ***Application*** | ***Reference*** | ***Lesson*** | ***Interview*** |  |  |
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