

---

# Numeracy Co-ordinator - Teacher of Mathematics

---

## Recruitment Pack

### May 2018

# **Contents Page**

- **Letter for Applicants**
- **Advert**
- **Introduction from the Head of Mathematics**
- **Staff Profile**
- **Job Description**
- **Person Specification**
- **Child Protection and Safeguarding Guidance**
- **Explanatory Notes**
- **How to Apply**

May 2018

Dear Applicant

**Numeracy Co-ordinator - Teacher of Mathematics**

Thank you for your interest in the above post. I am pleased to enclose an information pack for you containing:

- Faculty Information
- Job Description
- Person Specification
- Application Form

Please note that the closing date for applications is Midday on Monday 21 May 2018 and interviews will be held on Thursday 24 May 2018. Shortlisted candidates will be contacted with details of the interview process, and if you have not been invited to an interview within one week of the closing date, please assume that your application has been unsuccessful on this occasion. If this is the case, please accept my appreciation for your interest and the time taken in making an application.

If you have any queries or would like further details, please do not hesitate to contact the school reception.

We look forward to receiving your application.

Yours sincerely



Julian Leader  
**Headteacher**

**Numeracy Co-ordinator – Teacher of Mathematics  
MPS/UPS + TLR 2.1 - £3551**

**Relocation package available (for removal expenses only) up to £2,000**

**'The new Headteacher has a clear and ambitious vision for the school. He is taking effective steps to get the school on track' Ofsted 2017**

George Pindar is a community school on a positive and sustained journey and located on the edge of Scarborough which makes us easily accessible for York, Driffield and most parts of the East Riding.

Our staff are our greatest resource and we are proud to be a host school to Teach First, Ambition School Leadership and Chartered College of Teaching. Staff who have relocated or who have entered teaching through all routes have stayed with us – and for us that is a sign of a school on the up!

Under the strong leadership of our Head of Maths we have seen vast improvements both in terms of teaching and learning, attitudes to learning and we enter September 2018 looking very much to the future.

We are looking to appoint a Maths professional to become our new Numeracy Co-ordinator to work with our team of 5 teachers and our HLTA. You will take a lead on numeracy not just within the department, but across the school. While there has been some work to embed this strategy we will allow you the autonomy and freedom to make a difference on this important whole school initiative.

**We offer:**

- A tailored programme of CPD which includes a fully funded place on NPQML
- Additional time off timetable to work with the Literacy Co-ordinator to share best practice and ideas
- Access to 'Everybody Benefits package' which includes salary sacrifice. Cycle to Work and childcare vouchers
- Support with relocation (if appropriate)

**We are looking for a candidate with:**

- A passion for your subject and the ability to bring Maths from the outside world into the classroom.
- Vision, drive and flare as you join our supportive and forward thinking staff team
- The commitment to work with our feeder schools and to maximise the Year 7 catchup premium.
- A genuine commitment to making a positive contribution to our school.

**Join our school and make a real difference to our students, your career in an area that offers so much! To arrange a visit please contact James on the details below.**

George Pindar School is part of the Scarborough Opportunity Area agenda that is a true partnership between the Local Authority, NYBEP, schools, colleges and local employers to improve the life chances of our children and young people on the Coast.

The date of commencement for this post will be September 2018.

We reserve the right to close this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

**For an informal conversation about the role, to arrange a visit or for an Application Form please contact James Annetts at Resourcing Solutions (North Yorkshire County Council) at [james.annetts@northyorks.gov.uk](mailto:james.annetts@northyorks.gov.uk) or call 01609 534939 / 07966261249**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Deadline for Receipt of Applications:

Midday on Monday 21 May 2018

Interviews to be held on:

Thursday 24 May 2018

*George Pindar School is committed to meeting the needs of our diverse community and aims to have a workforce reflecting this diversity. We are also committed to safeguarding and promoting the welfare of children, young people and adults. We expect all staff and volunteers to share this commitment.*

# Introduction from Natasha Koval-Meth, Head of Mathematics



Our Faculty is focused on achieving the best possible outcomes for our students. The successful candidate will be expected to support the Head of Faculty with the ongoing improvement of Teaching and Learning through collaboration and the development of professional expertise; carry out the duties of a Second in Faculty as circumstances may require and in accordance with the school's policies; be an effective, passionate professional who consistently demonstrates high quality teaching and learning. We are looking for a positive, enthusiastic, honest and hardworking team player to join us and share our vision of a strong and successful Faculty of Mathematics.

In return we offer a genuine opportunity to make a real difference to our students' life chances within a positive environment, working with supportive colleagues and students who genuinely want to achieve; as well as regular opportunities for professional development and training.

## Maths Faculty Information

The Mathematics Faculty at George Pindar School has seen many major developments and some turbulence over the last five years. In this period the Faculty has been instrumental in helping the school to improve its results and secure positive outcomes for students. After a challenging year the Faculty is under new leadership and making very positive progress. We are sure we will continue to produce the best Mathematics results in the history of the school.

School and Faculty results for the last four years are below:

	2015	2016	2017
5 A* - C English & Maths / Basics (L2)	43%	44%	41%
GCSE Mathematics A* - C / 9-4	53%	62%	55%
Mathematics 3 levels progress KS2-4 / P8	51%	63%	-0.09

The Mathematics Faculty consists of five specialist Maths teachers and a dedicated Higher Level Teaching Assistant. Lessons are taught in the Maths block in 6 well equipped classrooms all with interactive whiteboards, ceiling mounted projectors and desktop computers.

## Key Stage 3

Students in Years 7, 8 and 9 are taught in streamed classes. Student have 4 lessons of Mathematics per week. Some of our KS3 students also have Numeracy lessons to support them in achieving their full potential. Where possible groups are taught by the same member of staff throughout the academic year. The Key Stage 3 Scheme of Work for Years 7-9 (from September 2016) is very extensive and is supported by a variety of resources.

## Key Stage 4

Students in Years 10 and 11 are taught in setted classes and have 4 lessons of Mathematics per week. Some of our KS4 students have Maths+ lessons to support them in achieving their full potential. As in Key Stage 3, where possible, groups are taught by the same member of staff throughout the academic year and more specifically throughout Years 10 and 11. The Key Stage 4 Scheme of Work (Years 10 – 11) is also very extensive and supported by a range of resources. Key Stage 4 students follow the OCR Foundation and AQA Higher GCSE specifications.

## Staff Profile

### What our staff say about our school

Joanna Shepherd, Teacher of Mathematics

I have been a teacher at George Pindar School for almost two years. I am excited about the prospect of staying at my school as a teacher of Mathematics. Over the past two years, I have built up strong relationships with the students I teach and they are one of the biggest factors in my decision to stay. I have a year 10 GCSE group of 32 girls who I would love to see get through their GCSEs next year. I also have a Year 8 Class who I have taught since they started in year 7 so I have seen them grow not just as mathematicians but as people. I hope that I can make a bigger impact on the progress and outcomes of my pupils next year.

I also chose to stay at George Pindar School as it is a place that I can see myself develop as a teacher, the CPD opportunities are excellent. Our school is also moving towards research informed practice. We have also just started a Teaching and Learning Community Research project in small groups at school which I am fortunate to be a leader of. We have access to the Yorkshire Teaching School Alliance which host training sessions throughout the year in at a variety of different locations allowing me to network with other schools and teachers in the area. We also have subject specific 'mathematic clusters' which allow us to meet with other maths teachers in or around Scarborough and share the best practice.

The Mathematics Department have been incredible. Each of my mentors have truly gone above and beyond their role in helping me develop as a teacher. I have had the chance to work collaboratively with all members of the department and each member of the team have supported me throughout my trainee year and this year as an NQT. I've had opportunities to observe some great teaching here which has made me reflect upon my own teaching and bring practical ideas back into the classroom.

# Job Description

**Job Title:** Numeracy Co-ordinator - Teacher of Mathematics  
**Responsible to:** Faculty Leader of Mathematics &  
Assistant Headteacher (Raising Achievement (Disadvantaged & Vulnerable Learners))

## Purpose:

To take responsibility for supporting the Faculty Leader of Mathematics in ensuring students achieve their full potential as a result of highly effective approaches to raising standards of teaching and learning.

## Leadership

1. To assume, where appropriate, the day-to-day routine duties of the Second in Faculty in his/her short term absence.
2. To develop and lead the pedagogy and methodology of teaching and learning in Numeracy to ensure that learning meets the needs of all learners.
3. Support the Faculty Leader in leading a team of professional staff, including teachers and teaching assistants to ensure that they collaborate effectively and deliver teaching and learning of a high quality.
4. Support the Faculty Leader in providing expertise, motivation and drive to ensure students are engaged in and enjoying their learning and that their learning needs are met through effective target setting, differentiation, challenge and support, including the able, gifted and talented and those identified as having SEND.
5. Provide opportunities for learning outside School by supporting the Faculty Leader in leading the regular setting and assessment of high quality homework across the Faculty.
6. Support the Faculty Leader in ensuring the Faculty uses school procedures and policies effectively to enhance teaching and learning in Mathematics.

## Performance Management

1. Contribute to the School ethos of sharing best practice and developing open and collaborative working within the team
2. Ensure standards are properly monitored and evaluated through the School's agreed processes of self-evaluation, lesson observation, monitoring teacher planning and student work and setting and reviewing objectives.
3. Use comparative data to aid analysis of performance of teachers and students.
4. Support the Faculty Leader in ensuring that effective Continuing Professional Development is provided to reflect School, Faculty and individual objectives.
5. Contribute to the selection, deployment and organisation of staff.

## School Level

1. Support School ethos and policies in planning and delivery of courses.
2. Contribute to the development of School policy.
3. Represent the Faculty at regular School meetings involving leaders and with external agencies and ensure effective communication of the outcomes to members of the team when required.

## **Student Outcomes**

1. Support the Faculty Leader in the monitoring of progress by all students on Mathematics courses towards agreed targets including any external examinations.
2. Support the Faculty Leader in the monitoring of student attitudes to and engagement in learning within the curriculum area.

## **Resources**

1. Support the Faculty Leader in developing a learning environment that engages learners and enables both enjoyment in learning and high performance.
2. Support the Faculty Leader in managing the Faculty budget and identify suitable resources.
3. Support the Faculty Leader in ensuring 'best value' in effective deployment of resources.
4. Ensure a safe learning environment and comply with the school's Health & Safety Policy at all times.

## **General**

1. Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job.
2. Ensure Child Protection and Safeguarding responsibilities are met.
3. Undertake the duties of teachers as outlined in the teachers' Pay and Conditions Document.



**Person Specification:**  
**Numeracy Co-ordinator - Teacher of Mathematics**

	Attributes	Essential	Desirable	How Assessed
<b>Commitment</b>	To the success of the Mathematics Faculty, the School and of its students.	✓		A/I
	A strong vision for the development of teaching, learning and assessment	✓		A/R/I
	To raising standards and Narrowing the Gap in achievement between groups of Students	✓		A/R/I
	To support the School to develop innovative practice and transform learning	✓		A/I
	To promoting social cohesion and challenging social barriers	✓		A/I
	To working in partnership with other local schools and the wider community	✓		A/R/I
	To equality principles and practice	✓		I
<b>Qualifications</b>	Qualified Teacher Status	✓		A
	A good first degree	✓		A
	Recent relevant inset		✓	A/R/I
<b>Experience</b>	Experience Leading change successfully on a departmental/faculty level	✓		A/R/I
	Experience of curriculum development, which includes devising modified and differentiated work schemes and programmes of study	✓		S/R/I
	A proven track record of raising standards for Students of all abilities in a challenging environment		✓	A/R/I
	Use of innovative approaches to teaching and learning and disseminating these on a departmental/faculty level.	✓		A/R/I

	Experience of providing a positive and supportive presence in the daily operations of the school		✓	A/R/I
	Improving the outcomes for students through developing others.		✓	A/R/I
<b>Knowledge and Skills</b>	Thorough knowledge and understanding of current curriculum developments and how students learn	✓		A/R/I
	Understanding of the principles of school improvement and effectiveness	✓		A/R/I
	Good knowledge of change management protocols and their effective implementation	✓		A/R/I
	Demonstrable ability to plan effectively in order to improve outcomes for all students.	✓		A/R/I
	The ability to analyse data and other sources of evidence to judge the quality of work and to be proactive in identifying and implementing strategies for continuous improvement	✓		A/R/I
	Ability to ensure an ethos and structure for managing behaviour which enables all students to achieve	✓		A/R/I
	Ability to lead and work effectively as part of a School team and with students and parents	✓		A/R/I
	Understanding of issues related to challenging schools		✓	A/I
<b>Other Requirements</b>	Ability to manage workload and demonstrate flexibility, resilience and perseverance in meeting challenges	✓		A/R/I
	Ability to accept responsibility for problems that may arise and actively seek solutions	✓		A/R/I
	Excellent communication, presentational and interpersonal skills	✓		R/I
	Total commitment to safeguarding children	✓		A/R/I
	A positive role model for staff and pupils	✓		A/R/I
	A willingness to engage in extra-curricular activities	✓		A/R/I
<b>Key</b>	A = Application R = Reference I = Interview			

The school is committed to Safeguarding and Promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse eg those with Special Educational needs, those living in adverse circumstance. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

**The School's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the school.**

'Everyone in the education service shares an objective to keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identify children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'.

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' September 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the school who is likely to be perceived by the children as a safe and trustworthy adult including eg volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identify and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service checks.

Applications will only be accepted from candidates completing the school's Application Form. Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Completed Application Forms should be accompanied by a supporting statement (no more than 2 sides A4) outlining your educational philosophy, experience and vision for the strategic development of our school.

### **Safeguarding Children and Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring Service checks.

- Candidates should be aware that all posts in George Pindar School involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

### **Interview Process**

After the closing date, short listing will be conducted by a panel, who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your Application Form and Statement, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK (if applicable).
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate.
- Documentary proof of current name and address (ie utility bill, financial statement etc).
- Where appropriate any documentation evidencing change of name (if applicable).
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for all school based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours.
- Attitudes to use of authority and maintaining discipline.

### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK (if applicable).
- Receipt of at least two satisfactory references (if these have not already been received).
- Verification of identity checks and qualifications.
- Satisfactory DBS Disclosure.
- Verification of professional status such as QTS Status, NPQH (where required).
- Satisfactory completion of a Health Assessment.
- Satisfactory completion of the probationary period (where relevant).
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

### **For teaching posts**

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999).

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**

## How to Apply



Please contact the Headteacher if you wish to discuss the post or to arrange to visit the school and meet with me. Application packs are available online or from the school website. Please apply directly to the school, for the attention of the Headteacher.

Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

### **Closing Date:**

Midday on Monday 21 May 2018

### **Interviews**

Thursday 24 May 2018

### **Applying**

Completed Application Forms and supporting Statement must be returned in electronic format to:

[alison.cooper@gps.n-yorks.sch.uk](mailto:alison.cooper@gps.n-yorks.sch.uk)