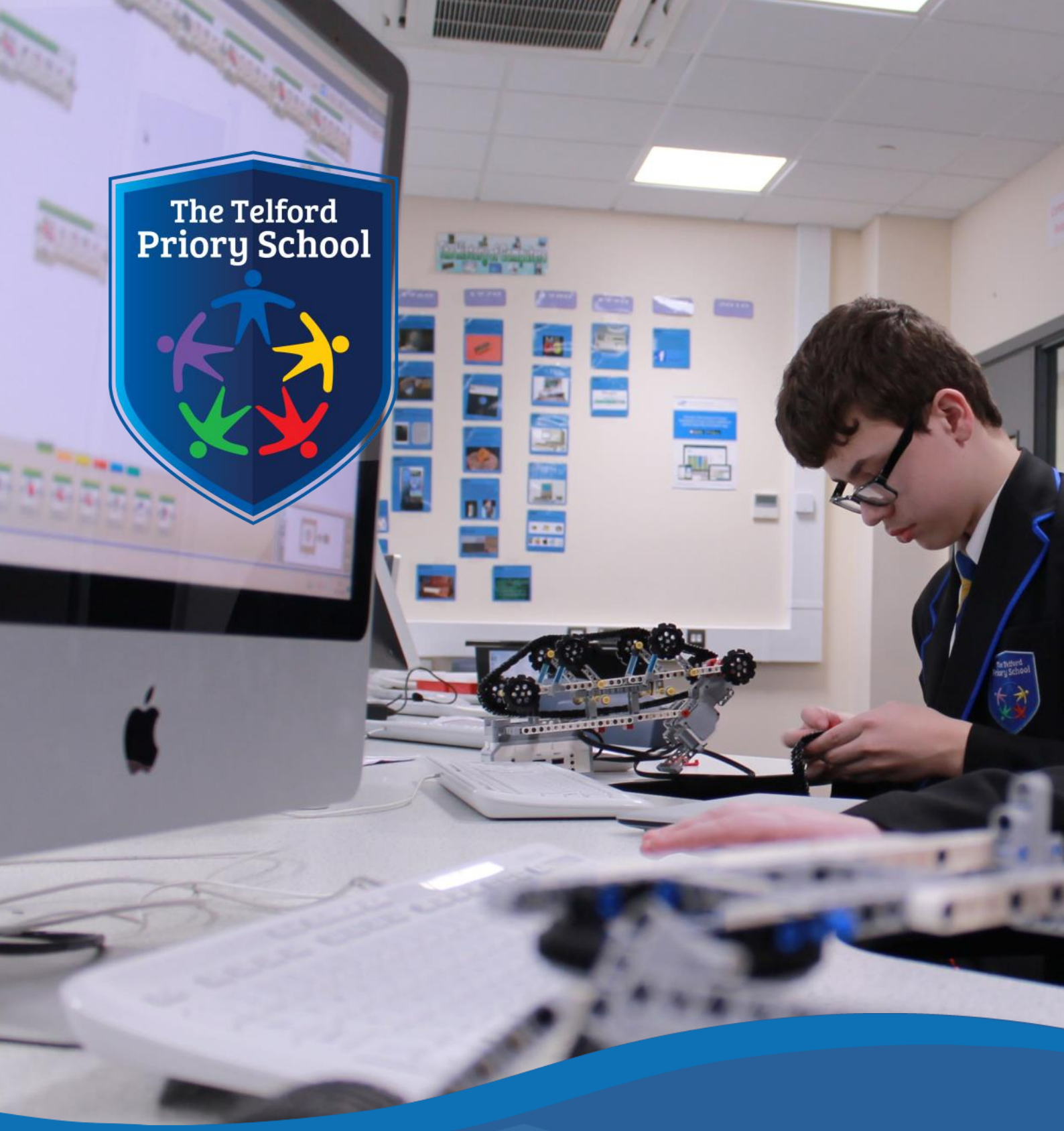


Candidate Information

Teacher of Mathematics

"Education is for improving lives and for leaving your community and world better than you found it"

Dear Applicant

February 2018

Teacher of Mathematics at The Telford Priory School



Thank you for acquiring details of this exciting opportunity to join this wonderful new school for Telford. We are all exceptionally proud of the staff and young people at the school as they settle into new ways of working, form new powerful professional partnerships, make new friends and together achieve more than they ever thought possible.

The Telford Priory School joined our Trust officially on 1st November 2015, however we have been working with the leadership since well before this date. Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. Both of these schools were judged outstanding by OFSTED within the last 3 years. The Trust has grown since 2012 and now comprises five secondary schools and nine primary schools in Warwickshire, Staffordshire and Telford. Other schools are currently consulting on joining our Trust.



We are proud of our community school based origins and organize ourselves so that schools operate locally, sharing resources and excellent practice with other CAT schools that are geographically close. The Telford Priory School is in our Telford Hub that consists of two further secondary schools and a primary school.

Our Trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. As a high performing sponsor, the Trust has a track record of improving schools and if successful you will be an important leader significantly influential on the journey of school improvement.

Your professional development is crucial to us and you will be well supported both by colleagues in The Telford Priory School and others across Telford and the wider Trust. This is a wonderful opportunity for an ambitious teacher. The opportunities for further professional progression and enrichment are significant and enhanced by our proactive approach to the support and development of our staff.

Our website describes the Trust and our work in more detail –
www.communityacademiestrust.org

Good luck with your application. I look forward to meeting you.

Philip Hamilton

Chief Executive Officer

COMMUNITY ACADEMIES TRUST



We welcome visits to the school. If you would like any further information or to arrange a visit please contact us or email TPS.HR@taw.org.uk



Dear Applicant

These are exciting times for us all at The Telford Priory School as we move into year 3 and look to the future with continued energy, commitment and a passion for developing our students and staff.

At The Telford Priory School, we want to ensure that we embed the core values of the Community Academies Trust in everything that we do in our bid to Ensure Excellence.

We believe in the power of education and the endless possibilities which education can provide. Every day at TPS is a chance to transform lives and open doors for the young people we work with.

We value every child at TPS and welcome parents to talk to us about how best to support their child. Our half termly Parent Focus group sessions in particular are an opportunity to work with us to help develop our school.

We have high standards at TPS and insist on a professional look for our staff and students helping to create a core sense of learning and pride in everything that we do. All members of our community are dedicated to supporting one another to be the best that we can be.

We have high expectations for behaviour at TPS and expect our students to be excellent role models for one another. As part of our House system, students in our school work together for charity events and other community engagement projects.

We see TPS as being at the centre of this community whereby we provide opportunities for all to benefit from our beautiful new building and facilities including our 3G pitch, our theatre and our extensive ICT facilities.

We look forward to meeting you and welcoming you to our school.

Stacey Jordan
Headteacher

Imran Iqbal
Deputy Head-Staff

Values & Ethos - Anyone can be a hero

At The Telford Priory School, we believe that everyone can be a hero in their own way. We believe that the small things that we do can make a positive difference to someone's life and we encourage and celebrate the achievements of staff and students both inside and outside of school. We believe that it is the duty of everyone to keep learning and growing together to become the very best that they can be.

TPS is sponsored by The Community Academies Trust and as such our core values are underpinned by a set of principles that shape and define the way we work with the students in our care and the community we serve.

Our three main types of achievement are:

Academic - where students are challenged to achieve more than they ever thought possible. We aim to create learners who succeed regardless of their socio-economic background. We believe that all students who enter our school should be able to access quality learning which enables them to succeed and be prepared for the next step of their education and life.

Relationships - where excellent relationships for learning form the basis for all types of achievement. Relationships at The Telford Priory School are founded upon a mutual trust and respect between all members of our community where high standards and expectations of oneself and each other are the norm. We expect all members of our school community to be courteous, polite and treat others as they expect to be treated.

Letting your light shine - where all the young people in our care can achieve something they can and should be proud of every day, in addition to their academic achievement. We believe that all students need to find their passion and be supported to excel in these areas. All students and staff should be able to grow within our school and become the absolute best that they can be.





Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal well being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and can be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.

JOB DESCRIPTION

Teacher of Mathematics

Salary: MPS

Effective Date: September 2018

The post is suitable for NQT's and an early start package is available

Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as teacher and form tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Reporting to:

Head of Department

Responsible for:

- The provision of a full learning experience and support for students

Principal (Core) Responsibilities

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area
- To contribute to the curriculum area school plan and its implementation
- To plan and prepare courses and lessons
- To contribute to the whole school's planning activities

Teaching, Learning and Guidance

In collaboration with senior team:

- To assist the Head of Department and SLT to ensure that the curriculum area provides a range of teaching which compliments the school's strategic objectives
- To assist in the process of curriculum development and change so as to ensure continued relevance to the needs of students, examining and awarding bodies and the school's aim

Relationships

- Promote an excellent climate for learning across the Mathematics Department and more widely across the school
- To ensure positive relationships for learning as part of the House system and as a form tutor
- To work with other leaders and teachers, ensuring an intelligently consistent approach to the management of behaviour, sanction and reward
- Model an emotionally intelligent approach to ensuring excellence in behaviour for learning

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage.

This person-specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for all employees and volunteers. We are a no smoking site.

Staff

- To take part in continuous professional learning, utilising the school's SSE processes.
- To maintain good subject knowledge and an awareness of excellent, current practice in teaching.
- To engage actively in the Performance Management and Review process
- To ensure the effective and efficient deployment of classroom support
- To work as a member of designated team(s) and to contribute positively to effective working relations within the school

School Self Evaluation

- Support the Head of Department in meeting the expectations described in school wide policies, including reporting procedures and deadlines

Communication

- To communicate effectively with the parents of students as appropriate
- Where appropriate communicate and work with persons or agencies outside the school
- To maintain appropriate student records
- To complete relevant documentation in support of student tracking
- To track student progress and use information to inform teaching and learning, engaging with whole school assessment, recording and reporting procedures, including consultations

Student Guidance

- To be a Form Tutor
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole
- Under the leadership of the Head of House, ensure implementation of the school's pastoral and guidance systems
- To register students, and encourage their full engagement in all aspects of school life
- To contribute to the teaching of PSHE in line with school policy and work with the Head of House to plan an appropriate differentiated PSHE curriculum
- To apply behaviour for learning systems so that effective learning can take place
- To follow best practice in all practice associated with child protection and safeguarding
- Keep skills and knowledge up to date with regard to child protection and safeguarding
- To liaise with other staff as appropriate, in response to problems experienced by students across the curriculum
- To play a central role in managing the learning of students in the Tutor Group, particularly with reference to effective implementation of mentoring systems and procedures. This will include regular formal and informal 1:1 to review academic and social progress

Other Specific Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Contribute to and adopt the school's Health and Safety Policy and practice
- This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION

1. Professional Qualifications and CPD

- Good honours graduate
- Qualified teacher status
- Competence in the effective use of ICT on a day to day basis
- Evidence of relevant professional development relating to school management and current educational developments
- Appropriate qualification, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people

2. Experience

- Proven high standards of classroom practice
- Teaching experience across an ability and age range
- Proven record of raising standards of achievement and sustaining improvement through self-evaluation and strategic planning
- Experience of building and maintaining effective relationships with parents, carers, partners and the community
- Experience of working with SLT and other stakeholders

3. Personal Qualities

- Excellent attendance and punctuality record
- High level of commitment to inclusive education and Equal Opportunities
- Committed to raising standards for all students in pursuit of excellence
- High level of integrity, honesty and fairness
- High professional standards
- Demonstrate high levels of energy and ability to work under pressure
- Ability to lead, inspire, motivate and manage people
- Committed to effective working relationships, giving and receiving support from others
- Lead by example and model excellent practice
- Ability to communicate as an active listener, orally and in writing
- Good reasoning powers and the ability to make considered decisions in a variety of situations
- Readiness to reflect on practice
- Self motivated and able to work with initiative
- Demonstrate effective time management skills
- Strong commitment to the school ethos
- Committed to developing the global dimension of the school
- Has a real presence and personal impact within school

4. Leadership and Management

Ability to:

- Consistently demonstrate and actively promote a commitment to safeguarding and promoting the welfare of children and young people in a safe, secure and healthy school environment
- Monitor and evaluate own and others work, acknowledging excellence and challenging poor performance
- Assess impact of work on outcomes for students and stakeholders
- Share and develop commitment to the school ethos and vision. Inspiring, challenging and empowering others to carry the vision forward
- Show a clear knowledge and understanding of the implication of current educational developments and legislation relevant to specific areas of responsibility
- Implement and manage change to effect improvement
- Challenge, influence and motivate others to set appropriate and challenging targets
- Promote the development of staff and to build capacity

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