



A large collage of 15 photographs showing students engaged in various activities: group photos, drama, music, sports, and outdoor learning. The images are arranged in an overlapping, non-linear fashion. Key scenes include: a large group of students in a hall; students in a drama or dance performance; students working on a project at a table; a student smiling at a computer; students walking outside; a student in a forest; a student working on a red model; a student playing a drum; a student playing a guitar; a student running on a track; and students sitting on the grass. The collage uses a variety of colors and textures to create a vibrant and dynamic visual representation of school life.

# Teacher of Maths

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## 1. Letter from the Headteacher

May 2018

Dear Applicant

### Teacher of Maths

Thank you for your interest in the above position at Iveshead School. This is a fantastic opportunity to join our newly merged school as part of our highly successful Maths Faculty.

We are seeking to appoint a full-time Teacher of Maths. The ideal candidate will be experienced in teaching Maths from Year 7 through to Key Stage 5. The post is permanent and commences 24th August 2018. Applications from Newly Qualified Teachers are welcomed, as are applications from those who would prefer part-time working.

Further information about the post and our school are included in this information pack but if you have any specific questions or would like to visit the school please contact Ella Burnell, by email: [eburnell@ivesheadschool.org](mailto:eburnell@ivesheadschool.org)

The closing date for applications is 9:00 am on Monday 21st May 2018 and interviews are likely to take place on Thursday 24th May 2018.

To apply for this post please complete the application form and return with a covering letter (2 sides A4 maximum) stating what you believe you could bring to our school.

Applications can be emailed to: [eburnell@ivesheadschool.org](mailto:eburnell@ivesheadschool.org) or by post to: HR Manager, Iveshead School, Forest Street, Shepshed, Loughborough, LE12 9DB.

Due to the level of applications that we receive we are only able to contact those that have been short-listed to attend an interview.

I look forward to receiving your application.

Yours faithfully

A handwritten signature in dark ink, appearing to read 'Matthew Parrott', with a stylized flourish extending to the right.

Matthew Parrott  
Headteacher

## 2. Vacancy Advert



Forest Street, Shepshed, Loughborough, LE12 9DB

Tel: 01509 602156

Email: [info@ivesheadschool.org](mailto:info@ivesheadschool.org)

[www.ivesheadschool.org](http://www.ivesheadschool.org)

Headteacher: Matthew Parrott

### **Teacher of Maths (Full-time) MPS / UPS**

This is a fantastic opportunity to join our popular school that has been formed from the merger of two highly respected and successful schools - Shepshed High School and Hind Leys College. The result is the creation of one 'through' school, where students have the opportunity to study seamlessly from age 11 through to 19. We are recruiting for an enthusiastic and able teacher to join our Team to teach Maths. The successful applicant will be professional, adaptable and dedicated to delivering high quality teaching in this area. Applications from NQTS as well as experienced teachers are welcomed.

Iveshead School occupies an extensive, attractive campus and has a good range of facilities.

Closing date for applications: 9:00 am on Monday 21st May 2018

Interviews: Thursday 24th May 2018

Start date: Friday 24th August 2018

Iveshead School is committed to safeguarding and promoting the welfare of children and young people. This post requires a criminal background check via the disclosure procedure. The successful applicant will therefore be subject to an Enhanced DBS.

### 3. Information about Iveshead School

Iveshead School officially opened late August 2017, it was formed from the merger of two highly successful and respected schools - Shepshed High School and Hind Leys College. The result is the creation of one 'through' school, where students have the opportunity to study seamlessly from age 11 through to 19, within one extremely well resourced campus.

We have built on the reputation and results we have achieved in recent years and continue to provide a caring place of learning for our students. Here they develop the skills and confidence they need to make their way through to the next stage of their lives whether that is higher education, an apprenticeship or employment.

The character of our school is defined by our three core values - 'respect', 'enrich', 'succeed'. We offer a supportive and welcoming community environment with respect for all, a dedicated staff and a strong blend of activities, which create an enriching and successful education for all students at Iveshead.



Shepshed is located within striking distance of the M1 and close to the attractive University town of Loughborough. The cities of Derby, Nottingham and Leicester are all within 30 minutes' drive. Birmingham is 40 minutes by motorway, and London is less than two hours. East Midlands Airport is less than 20 minutes away. Shepshed is situated on the edge of Charnwood Forest, with quick access to open countryside, including areas of park land. As a small town, Shepshed has good amenities, some of which (such as the swimming pool) are centered on our campus.



The school has a commitment to high achievement. A key aspect of raising achievement is effective teaching which is of the highest standard, and this is a basic quality we look for in all appointments we make.

We offer a supportive induction process to new colleagues joining the school and NQTs are all allocated a mentor for their first year at Iveshead.

Iveshead is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Safeguarding training for all staff forms an essential part of our CPD programme.



## **4. Information about the Maths Faculty**

The Maths Faculty at Iveshead School is an innovative and forward thinking team consisting of 7 specialist maths teachers, 2 specialist business teachers and 3 HLTA's. We share an impressive suite of rooms in a modern building where each teacher has their own teaching room. In addition we all share a large planning room/office where there is a climate of sharing ideas and discussing how we are making the most of our resources and improving the learning of our students. The atmosphere is excellent with all members of the Faculty working well together and there being a real sense of being a team aiming for the very best for the students we are responsible for. We have a number of members of staff who are experienced in supporting new teachers into a department or student teachers in to the profession. The mutual support that all of us gain from sharing this environment is invaluable to us developing to be the best practitioners we can be.

### **The Curriculum**

We offer a wide curriculum to our typical comprehensive intake and have excellent participation levels through to A level. We are currently developing our five year mastery curriculum which we will be delivering to year 7 and 8 students next year whilst years 9, 10 and 11 are all following a modified curriculum from AQA for their GCSE. Our GCSE results are good with our levels of progress judged by progress 8 putting us within the top 10 schools in Leicestershire last year. Post 16 students can study for A level Maths and A level Further Maths both with Edexcel, or the AQA level 3 certificate in Mathematical Studies more commonly referred to as Core maths. HLTA's support the curriculum at all levels and are available to take small focussed intervention groups to close the gap or support whole class teaching when appropriate. They also run intervention sessions during the mornings, at lunch and after school to enable all students to have the best possible chance of succeeding.

### **Resources**

The faculty is very well resourced having amassed considerable resources over the last few years. We have sets of Chromebooks for student use -to enable students to access the high quality digital content available. We subscribe to a number of digital and online tools including accessing digital copies of textbooks at A level and the excellent Hegarty Maths for those in Phases 3 and 4. We also have a large collection of worksheets all stored digitally amongst other digital resources that can be accessed by all staff, including subscriptions to resource sites such as Mathsbox. We currently use the Oxford University Press textbooks for both GCSE and KS3 and have linked our curriculum to them but are not limited to them or their use.

### **Moving Forwards**

As a faculty we have become increasingly interested in modern learning theory and its direct application to the classroom. Much like Craig Barton we have found that considerations of theories such as cognitive load theory alongside Doug Lemov's book Teach Like a Champion are having a profound impact upon our practice. We are currently working on developing students ability to retain information and regularly use low stakes tests to check their ability to recall knowledge as we believe that it is this domain specific knowledge that enables students to solve problems. Our priorities moving forward are to further embed these ideas and theories alongside the principles of the mastery curriculum that we are developing making a truly exceptional learning experience for the students at our school.

### **In Summary**

The Maths Faculty at Iveshead School is a friendly and exciting place to be. Colleagues are supportive and the students are receptive and as such it provides the ideal place to further develop your pedagogy whilst challenging yourself to be the best possible practitioner.

## 5. Job Description and Person Specification

<b>Title:</b>	<b>Classroom Teacher</b>
<b>Grade and Salary:</b>	Teachers Pay Scale / Upper Pay Scale
<b>Contract:</b>	Teachers Terms and Conditions
<b>Responsible To:</b>	Faculty Director
<b>Functional Relationships:</b>	Other Faculty members Leaders of Learning Support Other Support Staff: Teaching Assistants, Administrative Assistants Student Phase Managers
<b>Job Purpose:</b>	To be responsible for the teaching of your subject at KS3 and to GCSE and Advanced Levels

### Teaching and Learning Responsibilities

1. To plan, prepare and teach across all courses within your subject as required.
2. To prepare and teach lessons according to agreed programmes of study of the department taking into account the different abilities of students and matching delivery to improving individual progress.
3. To assess students' work and keep accurate records of their achievements and deliver feedback to students.
4. To contribute to the resourcing of Faculty courses and to support the collective work of the Faculty.
5. To help plan and take part in extra-curricular activities to enhance the learning of students in the Faculty.
6. To deliver the agreed tutor/PSHE programmes as required.
7. To monitor, record and report on the progress and achievement of students in line with department, school and national policies.
8. Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions;

### General Duties and Responsibilities

1. To promote the aims and objectives of Iveshead School an Inclusive Comprehensive Secondary School through the agreed policies.
2. To care for the teaching areas and resources used in the schools and ensure attention to Health and Safety requirements.
3. Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
4. To ensure proper behaviour by students through the agreed procedure within the schools and individual departments.
5. To contribute to the management of the school/college through planned meetings, working groups and other activities related to the development plan.
6. To contribute to the effective flow of information within the schools by using the school's systems of communication for dispersing and receiving messages.

7. To fulfil allocated duties within a duty rota.
8. To ensure that achievement tracking and reports to parents are compiled at appropriate times and to attend relevant meetings with parents.
9. To participate in the running of exams and key stage tests.
10. To liaise with parents and attend consultations as agreed on the School Calendar.
11. To participate in the PSHRCE programme and be a Learning Manager within a pastoral team as required.
12. To take part in personal professional development activities and the performance management system.
13. To contribute to the Safeguarding and Welfare of students by following agreed procedures and reporting methods.
14. To undertake any other reasonable duties requested by the Head Teacher.



## PERSON SPECIFICATION CLASSROOM TEACHER

*The Person Specification lists the qualities that we are looking for in a successful candidate. We will be using evidence from your letter of application, application form and interview to enable us to make a judgement of these qualities.*

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>- qualified teacher status</li> <li>- relevant degree subject</li> </ul>	<ul style="list-style-type: none"> <li>- further study</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>- experience of teaching subject to KS3/GCSE/A-Level</li> </ul>	<ul style="list-style-type: none"> <li>- experience of 11-18</li> <li>- experience as a form tutor</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>- a clear vision of the curriculum</li> <li>- an understanding of the contribution your subject makes to the whole curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- an understanding of the relationship between pastoral and academic curriculum</li> <li>- experience of using ICT in the teaching of your subject</li> </ul>
<b>School Ethos</b>	<ul style="list-style-type: none"> <li>- an ability to defuse situations and handle crises</li> <li>- an understanding of the part students can play in the achievement of others</li> </ul>	<ul style="list-style-type: none"> <li>- an understanding of the spiritual, moral, social and cultural aspects of others</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>- an ability to relate well to young people and adults</li> </ul>	<ul style="list-style-type: none"> <li>- evidence of working with members of the local community</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>- an awareness of the issues which concern parents</li> </ul>	<ul style="list-style-type: none"> <li>- experience of handling parental concerns</li> </ul>
<b>Management</b>	<ul style="list-style-type: none"> <li>- self-management with regard to lead subjects</li> </ul>	<ul style="list-style-type: none"> <li>- experience of contributing to team decisions</li> </ul>
<b>Personal Skills</b>	<ul style="list-style-type: none"> <li>- good personal organization</li> <li>- self motivation</li> <li>- an ability to cope with reasonable pressure</li> <li>- an ability to meet deadlines</li> <li>- an ability to use initiative</li> </ul>	<ul style="list-style-type: none"> <li>- interests out of school</li> </ul>