

Application Pack for the post of:

Teacher of Maths

INFORMATION FOR APPLICANTS

1. Advertisement
2. Letter to Applicants
3. Application Information
4. Job description
5. Person Specification
6. Learning Team Information



JOB ADVERTISEMENT

BOSTON SPA ACADEMY

Part of the 'Wharfe Valley Learning Partnership'

900 STUDENTS AGED 11-19 (210 in the Sixth Form)

Headteacher: Christopher Walsh BA, MA



Rated 'Good' by Ofsted in April 2015

TEACHER OF MATHS

For 1st September 2018

Salary – NQT/ MPS/UPS

Hours: Full time

Boston Spa is a vibrant and successful school, achieving excellent results and judged to be a Good School in the OFSTED inspection of May 2015.

Located between York, Leeds and Harrogate, Boston Spa Academy is committed to the development of the whole student, the physical, aesthetic, emotional, moral, spiritual as well as the intellectual.

Applications are invited from enthusiastic, inspirational teacher of Maths to join a successful and talented team of colleagues. The successful applicant will have excellent interpersonal skills, have a passion for learning and put the needs of young people first.

We are committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. **We recognise that Easter falls at different times across the country and therefore please make clear on your application of any dates you will be unavailable to attend for interview.**

Tel: 01937 846 636

email info@bostonspa.leeds.sch.uk

Closing Date for applications: 9am Monday 26th March 2018

Interviews will be held week commencing 26th March 2018

Further details are available on our website www.bostonspa.leeds.sch.uk

LETTER TO APPLICANTS

March 2018

Dear Colleague

Thank you for your interest in the post of teacher Maths at Boston Spa Academy. You should find in here all that you require to support your application, but if you need any further information please don't hesitate to contact my PA Michelle Rushton.

Please send a letter of application setting out your reasons for applying for this post and telling us why you are a suitable candidate. Please also complete the application form. There is no need to provide an additional CV.

The closing date for applications will be 09.00 Monday 26th March. Applications can be posted, with the envelope clearly marked 'Teacher of Maths' or emailed direct to my PA Michelle Rushton.

Boston Spa Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS disclosure is therefore required for appointment to this post.

Michelle can be contacted on 01937 846630 or by email at rushtonm@bostonspa.leeds.sch.uk

I appreciate that an application takes commitment and time. I would want to thank you in advance for the time and trouble that you will take and I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'CWALSH', with a long horizontal flourish extending to the right.

CHRISTOPHER WALSH
Headteacher

APPLICATION INFORMATION



Applications will only be accepted from candidates completing the school's application form in full. CVs will not be accepted.

Safeguarding children

Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see the job description for the post.

Accordingly, posts are exempt from the [Rehabilitation of Offenders Act 1974](#) and therefore all convictions, cautions and bind overs, including those regarded as 'spent' must be declared. The successful applicant will be required to complete a disclosure from the [Disclosure and Barring Service](#) (DBS) at the appropriate level for the post.

References

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the 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 enquiry or disciplinary procedure.

If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues.

Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although it may where appropriate answer not applicable if your duties have not brought you into contact with children or young persons.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or the Department for Education (DfE) Children's Safeguarding Operation Unit (CSOU).

Interview

If you are invited to interview this will be conducted in person and the areas which it will explore will include suitability to work with children.

Documents to bring to interview

Proof of Qualifications

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc.).

Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.

Proof of ID

All candidates invited to interview must also bring with them:

- a current driving licence including a photograph or a passport or a full birth certificate
- a utility bill or financial statement showing the candidate's current name and address
- any documentation evidencing a change of name (where appropriate)

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

Pre-appointment checks

Any offer to a successful candidate will be conditional upon:

- receipt of at least two satisfactory references (if these have not already been received) verification of identity and qualifications
- a check at DfE List 99 and the Protection of Children Act list as appropriate
- a satisfactory DBS verification of professional status such as General Teaching Council registration, Qualified Teacher Status (QTS), National Professional Qualification for Headship
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7th May 1999)
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of the probationary period

The facts will be reported to the police and/or the DfE CSOU where a candidate is any of the following:

- found to be on DfES List 99 or the Protection of Children Act List, or the DBS disclosure shows s/he has been disqualified from working with children by a court
- found to have provided false information in, or in support of, his/her application
- the subject of serious expressions of concern as to his/her suitability to work with children

JOB DESCRIPTION

ROLE:	Teacher of Maths
RESPONSIBLE TO:	Learning Team Leader of Maths
<p><i>This role description supplements the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the school's policies and under the direction of the School's Leadership Team. It summarises key accountabilities, is based upon the nationally agreed Threshold Standards and should be read alongside agreed school policies which will exemplify any specific responsibilities.</i></p> <p><i>It is important to recognise that any role description outlines only the minimum expectations of the post-holder and should not constrain any colleague wishing to take on additional responsibilities and activities that could positively enhance their own, their Learning Team's, or the school's development and improvement. Equally the Headteacher may make additional, reasonable, requests of colleagues.</i></p>	

1. KNOWLEDGE & UNDERSTANDING

Maintain a thorough and up-to-date knowledge of the teaching of your subject(s), and take account of wider curriculum developments, which are relevant to your work by:

- Maintaining a thorough and up-to-date knowledge of your subject(s) and the broader curriculum, including the relevant aspects of the National Curriculum, related National Strategies, and the Personal, Social, Health & Citizenship Curriculum.
- Taking account of further curriculum guidance in planning and teaching.
- Demonstrating recognition of the contribution that ICT can make to teaching and maintaining the appropriate knowledge and skills to use ICT in your teaching.
- Developing cross-curricular skills among your students particularly as related to the school's Personal, Social, Health and Citizenship Curriculum.
- Demonstrating an understanding of the connections between different curriculum subjects and the broader curriculum.

2. TEACHING

a. Consistently and effectively plan lessons and sequences of lessons, to meet students' individual learning needs by:

- Planning work in accordance with agreed schemes of work and National Curriculum programmes of study; and liaising with relevant colleagues on the planning of units of work for collaborative delivery.
- Identifying, recording and communicating learning objectives for lessons and sequences of lessons to students and maintaining records of progress through learning objectives.
- Taking account of the needs of individual students, groups or classes in your planning.
- Planning sequences of lesson which will demonstrate progression in students' acquisition of knowledge, skills and understanding.
- Making effective use of homework and other opportunities for learning outside the classroom.
- Setting appropriate work for students absent from school for health or other reasons.

b. Consistently and effectively use a range of appropriate strategies for teaching and classroom management by:

- Applying effective lesson structures, classroom organisation, teaching strategies and methods appropriate to motivate different students and groups of students and learning styles.
- Using an appropriate range of strategies to ensure that there is appropriate pace and challenge in lessons for all students.
- Efficiently and creatively managing the full range of resources available, including adults other than teachers.
- Providing positive and targeted support for any students with particular learning needs.
- Setting clear, and challenging, expectations (that adhere to school policy) for maintaining appropriate behaviour for learning.
- Maintaining high levels of behaviour and discipline, and dealing promptly and effectively with misbehaviour and bullying.

c. Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback by:

- Regularly evaluating the progress of students in relation to their prior attainment using agreed tools for assessment and maintain clear records of progress in an agreed format.
- Using data on prior attainment to plan lessons and sequences of lessons.
- Reporting to colleagues on the progress of an individual, group or class, as required.
- Monitoring the progress of students through the continuous assessment of attainment against the learning outcomes set and recording attainment and achievement in an agreed format.
- Provide constructive, formative and summative feedback to students in the form of regularly and effectively marked work in line with the Assessment Policy.
- Report to parents on the progress achieved by their child and the action required for further improvement by attendance at parent consultation meetings for the students taught.
- Liaise and work effectively with colleagues, other professionals and agencies involved in the assessment and provision for students' needs taking particular care to keep appropriate records relating to Individual Education and Behaviour (Pastoral Support) Plans.

3. STUDENT PROGRESS

a. Show that, as a result of your teaching, your students achieve well in relation to their prior attainment, making progress as good as, or better than, similar students nationally by:

- Cooperating with whole school procedures that seek to demonstrate that all students make appropriate and consistent progress against their prior attainment and that progress is as good as, or better than, local or national student performance in similar settings; irrespective of social or ethnic background, behaviour or ability.
- Developing students' literacy, numeracy and ICT skills through your teaching.

4. PROFESSIONAL DEVELOPMENT

a. Take responsibility for your own professional development and use the outcomes to improve your teaching and students' learning by:

- Participating in, and engaging with, school-based and other professional development activities.
- Demonstrating improvement in your teaching and students' learning as a result of professional development.
- Sharing the outcomes of professional development with colleagues.
- Using the opportunity to change roles or responsibilities to develop further professional expertise.
- Reflecting on your own practice and on feedback from colleagues, and taking appropriate action that will have a positive impact on your teaching and students learning.

b. Make an active contribution to the policies and aspirations of the school by:

- Implementing school policies and procedures consistently.
- Making, and recording, an identifiable contribution to the development of school policy and practice.
- Ensuring that your work contributes to the schools' ability to demonstrate its values and achieve its vision while teaching, carrying out a duty or otherwise supervising students.
- Contributing to team and school improvement planning.
- Demonstrating that your work contributes to the progress made by the school in achieving its priorities for development.
- Accepting the importance of the Form Tutor's role, or equivalent work, within the Year Team.

5. PROFESSIONAL STANDARDS & CHARACTERISTICS

a. Demonstrate that you are an effective professional who challenges and supports all students to do their best by:

- Providing challenge and support to all students.
- Inspiring trust and confidence in students by giving and expecting respect.
- Building positive relationships and team commitment amongst students and with colleagues.
- Engaging and motivating students to do their best.
- Demonstrating analytical thinking in your work.
- Demonstrating positive action to improve the quality of students' learning.

PERSON SPECIFICATION

At Boston Spa we hold three ambitions for our young people - that when they leave us they will:

- Have academic success, achieving a set of qualifications that matches or exceeds that which they would have achieved in any other school.
- Possess a moral framework, to be young people with who understand right from wrong, and are equipped with the skills to make difficult moral decisions when their friends are making the wrong choices.
- Be nice people to know, who understand what it is to be a good neighbour, and understand what it is to be an adult member of a community.

Qualifications	Good Graduate with QTS
Professional Knowledge and Understanding	Understanding of new curriculum thinking, teaching methodology and examination specifications
Professional Skills	Excellent subject knowledge
	The ability to teach routinely at 'Good' or 'Outstanding' across the age and ability ranges
Professional Characteristics	A passion for learning and a commitment to the needs of young people
	The willingness to put the needs of our young people first
	Optimism and a reservoir of hope for young people
	A motivation for achievement
	A clear set of personal values evidenced in practice
Leadership skills	The ability to lead and motivate young people
	The ability to identify and solve problems
	Empathy and emotional literacy
	The ability to vary teaching style for different purposes
Professional Development	Recent training relevant to the demands of this post
	Recent training on pedagogy embedded into their own practice

LEARNING TEAM

March 2018

Maths Department

We are seeking to appoint an outstanding, enthusiastic and qualified teacher of Maths. These are exciting times for our Maths team having achieved positive Progress 8 in 2016/2017 as well as 60% of grades at 5+ and 75% of grades at 4+. We are on a mission for excellence and are looking for the right person to join our great team.

The Maths Team are committed to raising the standards in teaching in the classroom and examination results. All of the Maths team are specialist Maths teachers and the team comprises of a Team Leader, 2 Key Stage leaders and 6 further Maths teachers. With the team regularly being commended for high quality lessons and student feedback, you would be joining a high achieving and well established team of excellent teachers.

The department has its own self-contained block, containing 9 dedicated Maths classrooms, all with an interactive (Smart) whiteboard. Each member of the team has their own teaching room, a laptop and access to a full range of ICT resources. In addition the team has its own work area and shared resources and materials.

Maths is taught in sets for Years 7 to 11. All classes in KS3 and KS4 currently receive 4 hours of Maths per week, helping us to have the maximum impact we can with our students.

At KS3 we follow a scheme of work designed to prepare students for the demands of the new GCSE specification.

At KS4 we follow the Edexcel 9-1 GCSE course, starting in Year 9. In Years 9 and 10, students also take GCSE Statistics in addition to their Maths course.

At KS5 we follow the Edexcel A-Level course. A-Level Maths is a popular choice for our students with two groups in both Year 12 and 13 alongside a Further Maths group in each year group. All A-Level classes have 5 periods of taught lessons per week, which are shared between two members of staff.

We are eager to meet the needs of our young people and are clear about how we will continue to raise standards of achievement further. If you are driven, ambitious and ready to make an impact in a thriving team then we welcome your application.

I am very much looking forward to receiving your application.

David Atkinson
Learning Team Leader for Maths