



North Halifax Grammar School Academy Trust
Specialist Science Academy

Job Description

Required from September 2018

SECOND IN MATHEMATICS
(MPR/UPR plusTLR 2b at £4,439)

At North Halifax Grammar School we like to do things a little bit differently – dare we say it? – a little bit better. The fantastic attitude of our students and staff which has led us to be designated an ‘Outstanding Provider’ by OFSTED no fewer than 4 times means that our students’ progress and attainment are excellent. We are never complacent, but not having constantly to look over our shoulder to see who might be coming gives us the freedom to be a little more creative, more experimental – more fun!

We are extremely proud of the achievements and commitments of all of our students and employees and this is supported through the positive feedback we receive:

*“I am very grateful to the staff at NHGS for making my son’s time at the school so enjoyable. The quality of teaching is truly second to none”. **Parents Survey 2015.***

*“We are always impressed with their attitudes – often we have to send work experience students home, but never from NHGS”. **Friendly Animal Clinic 2015.***

*“A very large number of parents and carers returned the parental questionnaires and their views were overwhelmingly positive about all aspects of the school. In many cases, parents of students at NHGS were much more positive than in most other schools”. **Most recent OFSTED Inspection Report.***

*“Taking the opportunity to be part of the team at NHGS is something I will never regret. From day one I have felt valued and supported in all aspects of my work. I feel very positive and enthusiastic about my future at NHGS”. **Newly appointed member of staff.***

Details of the Post as Advertised: Second in Mathematics

An enthusiastic and committed graduate is required as Second in Mathematics from 1st September 2018. Please see appendix A for the additional expectations required of the Second in Mathematics.

The position involves teaching Mathematics up to and including Key Stage 5 and includes the opportunity to teach Further Mathematics. The successful candidate will be working with the Head of Mathematics in leading this outstanding department and the post is an ideal opportunity for somebody to work with committed and enthusiastic students. There is a strong take up for the subject at KS5 where we offer Edexcel A Level Mathematics and Further Mathematics. The results are excellent.

Mathematics is taught in a suite of 6 dedicated mathematics classrooms. All classrooms are equipped with interactive whiteboards with access to a wide range of mathematics software. One mathematics room has a suite of computers.

Year 7 and 8 students are currently taught in mixed ability forms. In years 9 – 11 students are taught GCSE Mathematics in banded classes; all students follow the higher tier Edexcel course. In Year 11 high attaining students are taught the additional content for AQA Level 2 Certificate in Further Mathematics. In the 6th Form there are typically 4 Mathematics groups and a Further Mathematics group in each year. STEP provision is available to students aiming to study Mathematics at universities which require it.

The UKMT Junior, Intermediate and Senior Mathematics challenges are taken by students from years 8, 10 and 12 respectively. Teams are sent to UKMT team challenges often with considerable success. Enrichment activities include visits to local universities and sessions in school with an Enigma code-breaking machine from the second World War.

The post holder will have pastoral duties as a form tutor. Applicants should please state any other teaching subjects they are able to offer, though the post holder is likely to have a purely mathematics timetable.

A personnel specification for the role is enclosed.

Additional information about North Halifax Grammar School

North Halifax Grammar School Academy Trust is a successful, high-performing selective Academy. The school was formed in 1985 with the amalgamation of the Highlands School and the Princess Mary School. In its 26 year history it has established a well-deserved reputation for high academic standards and concern for the development of the individual.

The Academy is an 11-18 co-educational grammar. It operates joint admissions arrangements with the Crossley Heath School. A minimum of 180 students are admitted each year based on their performance in admissions tests in verbal reasoning, Mathematics and English. Currently there are 1109 students on roll with 339 in the Sixth Form.

The school became an Academy on 1st June 2011 and the Governing Body is the owner of the buildings and site, employer of the staff and the admissions authority for the Academy.

The Academy was previously designated as a Specialist Science School and as a High Performing Specialist School in Languages. The most recent inspection was in January 2011 and the Academy was judged to be 'Outstanding' overall.

The Academy's motto is "Living to Learn, Learning to Live". All activities in the Academy promote and facilitate opportunities for students to learn how to learn and lead full and successful lives.

NHGS operates a Smoke Free Policy for all its employees. This applies to all buildings which are wholly owned by the Governors of the Academy.

North Halifax Grammar School Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. All staff have a responsibility to ensure the safeguarding of children and are expected

to share the school's commitment to providing a secure and supportive environment in which children can develop and grow into mature and responsible people.

The Curriculum

The working day consists of five lessons. The curriculum is broad, balanced and offers the same opportunities to all students.

Currently students are placed in a tutor group on entry to the school and these act as teaching groups for most subjects in Years 7-8 (the Lower School). There is some ability banding in Mathematics above Year 8.

In Year 7 students follow a common curriculum of Art, Drawing, English, French, Geography, History, Information and Communications Technology, Mathematics, Music, PE, Personal, Social Citizenship, Health and Enterprise Education, RS, Science and Technology.

In Year 8, all students are introduced to Spanish, and continue both French and Spanish in Year 9. All students continue the study of at least one MFL to GCSE in Years 10 and 11. The other subjects studied in Year 7 continue in Year 8.

In the Upper School (Years 9 to 11) students are placed in to new tutor groups. The average teaching group size is lower (c 26) in the Upper School. In Years 10 and 11, students follow a core curriculum of GCSE courses in, English Language and Literature, a Modern Foreign Language (French or Spanish), Mathematics and Science, RS and non-examination courses in P.E., PSCH EE and Careers education.

Students take two GCSE options chosen from Art, Computing, Geography, a second Modern Foreign Language, History, Technology (Food, Graphics and Resistant Materials), PE and Music.

In Science, all groups take Biology, Chemistry and Physics as separate sciences.

All students have a week's work experience in Year 11.

In the Sixth Form, all students will take at least three A Level subjects. The subjects currently offered are:

Art	English Language	Media Studies
Biology	English Literature	Music
Business Studies	French	Photography
Chemistry	Further Mathematics	Physical Education
Computer Science	Geography	Physics
Design and Technology	Government and Politics	Psychology
Economics	History	Religious Studies
Electronics	Mathematics	Sociology
		Spanish

In Years 12 and 13 all students follow a non-examination course in PSCH EE.

The vast majority of students leaving the Sixth Form continue their education at University and the remainder enter employment with further training.

Students are well-motivated and respond well to effective teaching. A wide range of extra-curricular activities and experiences enables students to develop talents and abilities in PE, drama, music and

games. Training, conferences and events are also organised, throughout the school, to promote students personal and social development.

Student Support

The Academy is divided into three sections – the Lower School (Years 7-8); Upper School (Years 9-11) and Sixth Form (Years 12-13). Heads of Section lead teams of Year Group Leaders and tutors who are responsible for the monitoring, progress and day-to-day support of students. Staff work closely with parents in encouraging students to reach their potential. The Academy has developed close links with primary schools, the police, the local community and employers.

General Information

NHGS has an active Parents' Association, and an experienced, supportive, Governing Body.

How to Apply

Completed application forms, plus a short letter in support of the application if desired, should be sent to Mrs K Morris, Personnel Officer, North Halifax Grammar School Academy Trust, Moorbottom Road, Illingworth, Halifax, HX2 9SU.

Internet: www.nhgs.co.uk

Tel (01422) 244625

Fax (01422) 245237

Email: recruitment@nhgs.co.uk.

**Closing date for applications:
28th February 2018 at 12noon.**

Thank you for your interest in this post.

Appendix A

Department Responsibility Holder Job Description

Responsible for	Leadership and management as 2 nd in Mathematics department
Responsible to	Line Manager
T&L Responsibility Point	TLR2b (£4,439)
Tenure	Permanent
Reporting to	Head of Department Principal Leadership Group The Academy Trust

This job description is not a comprehensive definition of the post. The list below is neither exhaustive nor prescriptive and duties may vary within this framework to ensure that the post holder's strengths and experience are used most effectively and to ensure that the academy is able to respond to changes in local and/or national priorities as necessary.

As a member of North Halifax Grammar School (NHGS) middle leadership team, Department Responsibility Holders will be expected to fulfil the professional duties of a Teacher, as set out in the School Teachers' Pay and Conditions Document, and to meet in full the Teacher Standards. In particular, middle leaders of the academy will be expected to model, to all members of the school's community, the values and behaviours described in the NHGS Ethos Statement, and to challenge any students or any members of staff they line manage whose attitudes and behaviours do not live up to the expected standard.

Department TLR Holders (DRHs) at NHGS will therefore display the following characteristics:

A relentless pursuit of Excellence, across all areas of their work, to produce delight in students, parents, staff and all other academy stakeholders.	
Enthusiasm	DRHs will be enthusiastic in their approach and will model positive attitudes to the staff and students they lead.
Enquiry	DRHs will seek out and share the very best professional practice related to their subject(s).
Engagement	DRHs will engage students and staff in learning partnerships and respond to feedback appropriately.
Creativity	DRHs will find creative solutions to problems and innovative ways for staff and students to work smarter rather than harder.
Co-operation	DRHs will lead, challenge and support those they line manage and share workload with colleagues appropriately.
Confidence	DHRs will model and build confidence within their teams and in the students taking the subject.

Mindfulness	DRHs will be aware of likely consequences of their actions and will plan to maximise positive impacts.
Motivation	DRHs will play a leading role in motivating students and staff to give of their best and constantly seek improvement.

- Department Responsibility Holders will be responsible for the leadership and management of specific areas of their department, to be agreed on appointment and reviewed annually with their line manager. Such responsibilities could include a subject or subjects, a key stage, or any other responsibilities reasonably delegated from the Head of Department. In the event of the absence of the Head of Department, they will deputise for the Head of Department as reasonably required by the Principal.

In addition, Department Responsibility Holders will assist their Head of Department in:

- improving progress and outcomes and delivering excellent provision for all students taking their subject(s);
- creating and maintaining a culture of excellence within their department, especially in relation to teaching and learning;
- the preparation of reports for the Principal, the Leadership Group and the Governors, detailing the impact of the department's work, as may reasonably be required;
- the evaluation of standards within their department by recording, monitoring and analysing a range of data and evidence;
- holding other staff to account for their performance through appraisal (of both teaching and support staff as shown on the annual appraisal allocations documents) and through quality assurance activities;
- leading, developing and supporting teams and individual staff that they line manage;
- maintaining a high profile in their department and creating a culture of high expectation, high achievement and thirst for learning;
- looking beyond the academy walls to keep up to date with changes to subject content, subject knowledge and best pedagogy and practice in their subject(s); and
- keeping track of and monitoring the impact of subject interventions.

Department Responsibility Holders will also:

- attend/lead/contribute to such meetings as are necessary for the discharge of their responsibilities;
- delegate such tasks and responsibilities as are reasonable to Main or Upper Pay Range teachers that they line manage, commensurate with the levels of expertise, experience and remuneration of those staff, or their status as sole teacher of a subject.

NORTH HALIFAX GRAMMAR SCHOOL

Second in Mathematics



ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
QUALIFICATIONS	<ul style="list-style-type: none"> ▪ Qualified Teacher Status. ▪ A degree in a subject relevant to or associated with the position offered. 	<ul style="list-style-type: none"> ▪ A degree in Mathematics 	Application Form
EXPERIENCE	<ul style="list-style-type: none"> ▪ Evidence of successful teaching in a permanent position or in teaching practice. ▪ Using strategies for raising achievement and achieving excellence. ▪ Using new technologies to support learning and teaching. 	<ul style="list-style-type: none"> ▪ Evidence of additional responsibilities within the relevant subject. ▪ Evidence of extra-curricular contribution. 	Application Form Reference Interview
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> ▪ Ability to teach Mathematics to able students at KS3, KS4 and KS5 ▪ Knowledge of statutory frameworks and requirements for teaching the subject. ▪ Awareness of links with other subjects at all levels. ▪ Understanding of assessment and recording. 		Application Form Reference Interview
CIRCUMSTANCES - PERSONAL	<ul style="list-style-type: none"> ▪ Should allow attendance at evening meetings. ▪ Be committed to safeguarding and promoting the welfare of children and willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. 	<ul style="list-style-type: none"> ▪ Willingness to participate in educational trips and visits. 	Application Form Reference Interview

TRAINING	<ul style="list-style-type: none"> ▪ A commitment to continuous professional development. 	<ul style="list-style-type: none"> ▪ Evidence of relevant in service training (not applicable for newly-qualifying teachers). 	Application Form Interview
PRACTICAL AND INTELLECTUAL SKILLS	<ul style="list-style-type: none"> ▪ Good communications skills. ▪ Good control of students. ▪ Good organisational skills. ▪ Ability to meet deadlines. ▪ Ability to establish good working relationships with colleagues and students. ▪ Experience of and interest in Information Technology. 		Application Form Reference Interview
DISPOSITION ADJUSTMENT ATTITUDE	<ul style="list-style-type: none"> ▪ Enthusiasm for the subject(s). ▪ Care of students. ▪ Ability to cope with and awareness of the wide range of student expectation and ability. ▪ Ability to take initiative and be flexible and resilient. ▪ Enthusiasm for teaching. ▪ Commitment to the safeguarding of children, young people and vulnerable adults. ▪ Commitment to and understanding of equality and diversity issues. ▪ Demonstrate consistently high standards of personal and professional conduct. 	<ul style="list-style-type: none"> ▪ Willingness to contribute to students development through additional activities. 	Application form Reference Interview