
Ermysted's Grammar School
Founded circa 1492
SUIVEZ LA RAISON
Teacher of Mathematics
September 2018

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March 2018

Dear Candidate,

**Teacher of Mathematics** (commencing 1 Sept 2018)
Thank you for your interest in the above position. I hope you will find the enclosed information helpful and that you will be encouraged to apply.

Ermysted's Grammar School is an outstanding, heavily oversubscribed voluntary aided grammar school for boys. The school has a long and proud tradition of academic success and each year our senior pupils leave for the most-competitive courses. Many of our most-recent leavers are now studying at Russell Group universities or medical schools, including the universities of Oxford and Cambridge. Regardless of their destination, however, we are proud of the achievements of all of our pupils and of the role the school has played in shaping their character and wider abilities.

We are seeking to appoint an innovative and enthusiastic practitioner who has the passion and ability to promote high standards of teaching and learning across the subject. This pack includes the job description and person specification, as well as information about the school and the faculty. Further information can be found on our school website. For NQTs we offer a full programme of induction and support.

The closing date for receipt of applications is **12:00 pm** (noon) on **Monday, 26 March 2018** with interviews for short-listed candidates to be held on **Wednesday, 28 March 2018**. Instructions on how to apply can be found at the end of this document.

I hope that this document gives you a flavour of the role and what the school has to offer, but please feel free to contact me if you wish to discuss the opportunity further. Thank you for your interest and good luck if you choose to apply.

MJE.

**Michael Evans**
Headmaster





## The School

Ermysted's Grammar School is a voluntary aided, selective boys' school for pupils aged between 11 and 18. The school prides itself on getting the very best out of its pupils and Ermysted's is regularly ranked among the best schools nationally; however, an Ermysted's education goes far beyond the classroom and the School seeks to develop a much wider range of skills and attributes in its pupils.

### Location

The market town of Skipton serves a large surrounding area, including the Yorkshire Dales National Park immediately to its north. A wide range of reasonably priced housing is available locally and the town is well served by its regular market and wide range of independent shops. Skipton, with its cobbled streets and 900-year-old castle, is a historic and enjoyable place to live. Harrogate, Leeds and Manchester, are easily accessible and other popular attractions such as the Lake District and the North York Moors are relatively close by. No wonder then that Skipton was recently identified by the ONS as the happiest place to live in the UK.

### History

The School can trace its origins to the fifteenth century. Originally founded as a chantry school some time before 1492, it was re-founded in 1548 after the reformation by William Ermysted. The school moved to its present location in 1876 and now occupies a green and wooded site about half a mile from the town centre. The original stone buildings have been added to over the years to provide modern facilities with comfortable and effective accommodation for teaching and learning.

Ermysted's enjoys an excellent reputation locally and competition for places is strong. Selection procedures require applicants to take verbal and non-verbal reasoning tests, from which 28% of the local population is identified and offered places at the school. Ermysted's prides itself on providing a disciplined, caring environment in which each pupil can develop his talents to the maximum. Competitive and non-competitive sport, music, debating and drama are just a few of the many fields in which pupils are encouraged to participate.

### Ethos and values

Ermysted's Grammar School seeks to provide an inspiring and enjoyable educational environment in which every pupil has the confidence, motivation and opportunity to fulfil their potential. We have the highest expectations of each pupil's learning, respect for self and others, sense of community, appearance, behaviour and discipline.

Our aims are for every individual to:

- achieve their full academic potential by participating in a rich, stimulating and challenging curriculum;
- be able to contribute to society as active, compassionate and responsible citizens; and
- flourish culturally, intellectually, morally, physically and emotionally through participation in a wide range of opportunities.



## Academic record

Attainment *and* achievement is very high and consistently so; the most-recent value-added data places the school in the top 10% nationally (please see the school website for details).

Nearly all our Year 11 pupils continue into further education, with the clear majority remaining at Ermysted's to study for A-Levels. In addition, each year several pupils join the Sixth Form from other local schools.

The School enjoys a strong reputation for supporting all pupils through their academic journey and seeks to bring out the very best in them all. Most of our pupils go on to gain places at the best universities, including Oxford and Cambridge (please see the school website for details).

## School routine

The school week is based upon 40 teaching periods spread over five days, though this will change to 50 one-hour lessons over two weeks from September 2019.

The school day for pupils starts at 8.45 am and finishes at 3.45 pm. There is a formal half-school assembly on Tuesday, Wednesday and Thursday with year assemblies on the remaining days.

## The Curriculum

Ermysted's offers its pupils an exciting and engaging curriculum across a broad range of subjects at GCSE and A-Level.

In Years 7 and 8, the curriculum provides opportunities beyond the requirements of the National Curriculum: all pupils study separate sciences and all begin French, German and Latin on entry.

In 2018-19, Year 10 pupils will begin courses in nine GCSE subjects. Mathematics, English language, English literature and the three separate sciences provide the compulsory GCSE subjects, and three optional subjects are chosen from Art and Design, Food and Nutrition, French, Geography, German, History, Latin, Music, Physical Education, Religious Studies, Computing and Design Technology.

In 2019-20, the school is moving to a three-year KS4, at which point pupils will be required to take a Language and a Humanities option and the standard offer will be increased to ten GCSEs.

In addition to these subjects, several non-examined courses are offered to KS4 pupils: currently this includes RS, computing, careers, PSHCE, the development of democracy, mindfulness, and a course in ethics.

Most Sixth Form pupils choose to study three A-Level subjects (from a choice of twenty-two) with some opting to take four. The Sixth Form curriculum is supplemented by a lecture programme and other enrichment opportunities including volunteering, sports and the Extended Project Qualification.

## Pastoral

The School places considerable emphasis on the care of its pupils. There is a well-established and effective pastoral care structure with most staff expected to be form tutors. General academic progress and all matters of pastoral care are, in



the first instance, the concern of the form tutor who consults with the Head of Year, Head of Key Stage, Assistant Headteacher, or Headmaster as necessary.

In Years 7 to 9, forms are arranged randomly with no reference to academic ability, as is the case elsewhere in the school except for mathematics in Years 8 to 11, where pupils are set according to ability. Sixth Form pupils are placed in vertical tutor groups under the pastoral guidance of a tutor, who oversees their progression through the two years of Sixth Form study.

## The Co-curriculum

Physical Education and team games occupy a high profile within the school and Ermysted's has a proud tradition of success in many sports. The main school sports are Rugby, Cross Country and Cricket, though as pupils move up through the year groups, the sporting opportunities broaden.

A good range of sporting and cultural activities is available to our pupils beyond the school day and many members of staff volunteer their time and expertise to foster the co-curricular life of the school. Assistance and expertise in these areas from new members of staff is always most welcome.

## The Staff

The school has a very friendly, collegial and sociable staff, with colleagues from a variety of backgrounds, some joining the school straight from university, others after time in industry or after having taught at other establishments. What staff members have in common is enthusiasm for teaching and learning, and a genuine commitment to the School's values and ethos.

## The Foundation

The initial Foundation for the School has been maintained through the centuries and is now managed as a registered charity by the Foundation Trustees. The Foundation own the grounds and school buildings, and support the school's activities financially through donations from pupils' families.

## The Old Boys' Society

The Ermysted's Old Boys' Society is an extremely active group, bringing together alumni from the school's long history. The Old Boys take a keen interest in the progress of the school and contribute financially through fundraising to support the school's development; for example, helping with the cost of new buildings, refurbishment and the purchase of equipment. A calendar of events can be found on www.ermystedsoldboys.co.uk

## The Parents' Association

The relationship between the school and its parent body is excellent. The Parents' Association exists to support the school in its many different functions and it organises a full and varied programme of activities throughout the year. The fundraising so successfully undertaken by the Parents' Association allows it to purchase additional equipment for the school amounting to several thousands of pounds annually.

## Further information

Further information can be found on www.ermysteds.co.uk

## The Faculty

The Mathematics and Computing Faculty is one of the most successful faculties within the school. We are a faculty of experienced and hard-working teachers who work together, ensuring that both GCSE and A Level Mathematics results are outstanding. Mathematics is a popular subject at this school. Students enjoy this subject and they are very successful.

In KS3, students study a programme of mathematic that builds upon their primary school teaching and is based upon the National Curriculum, to ensure that students are fluent in the fundamentals of mathematics, can reason mathematically and solve problems.

In KS4, students study the AQA GCSE Mathematics course. In addition, a large number of students in sets one and two take the AQA Level 2 Certificate in Further Mathematics.

Post-16, Mathematics is the most popular A level in the school and we also teach Further Mathematics A level. The exam board for both these subjects is Edexcel.

At all key stages students compete in the individual UKMT Maths Challenges, where they always win a large number of gold, silver and bronze medals. Students regularly go on to take part in further challenges following success in the individual challenge, including the Mathematical Kangaroos and the Mathematics Olympiads. The UKMT Team Challenge is another related competition in which we have had much success over the past few years at junior and senior levels, including visits to the National Final in London.

Finally, many of our most able mathematicians work with the younger students in school. Many students regularly mentor their peers in the sixth form as well as pupils in lower years, creating a supportive atmosphere. We also have students who work as mentors in conjunction with the UKMT mentoring programme, and run clubs such as the National Cipher Challenge.

If you have any questions, please feel free to contact the Head of Faculty, Mr Justice, via email on djustice@ermysteds.n-yorks.sch.uk .



## A-Levels 2017

| | Art and Design | Biology | Chemistry | Classical Civilisation | Computing | Design & Technology | Economics | English Language | English Literature | French | Further Mathematics | General Studies | Geography | German | Government & Politics | History | Latin / Greek | Mathematics | Music | PE | Physics | Psychology | Religious Studies | Total | Excluding GS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2017 (113 students)** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **A*** | | 5 | 15 | | | | 3 | | 2 | | 8 | 1 | | | | | 1 | 16 | | | 8 | | 1 | 60 | 59 |
| **A** | | 11 | 12 | | 2 | 3 | 9 | 2 | 7 | 3 | | 1 | 5 | 3 | 2 | 7 | 1 | 24 | 1 | | 6 | 1 | 4 | 104 | 103 |
| **B** | | 9 | 12 | 2 | 1 | | 14 | | 7 | 1 | | 4 | 8 | 1 | | 4 | | 12 | | 2 | 3 | 10 | 3 | 93 | 89 |
| **C** | | 6 | 4 | 3 | 2 | | 6 | 2 | 3 | | | 3 | 2 | 1 | 1 | 4 | 1 | 10 | | 2 | 6 | 4 | 2 | 62 | 59 |
| **D** | 1 | 5 | 6 | | | 1 | | 1 | 1 | | 1 | 3 | 1 | | 1 | | | 2 | | | 4 | 1 | 1 | 29 | 26 |
| **E** | | 1 | 2 | | | | | | | | | | | | | | | 2 | | 1 | 1 | | | 7 | 7 |
| **U** | | | 1 | | 2 | | 1 | | | | | 3 | | | | | | | | | 1 | | | 8 | 5 |
| | **1** | **37** | **52** | **5** | **7** | **4** | **33** | **5** | **20** | **4** | **9** | **15** | **16** | **5** | **4** | **15** | **3** | **66** | **1** | **5** | **29** | **16** | **11** | **363** | **348** |

## GCSE 2017

| | Art | Astronomy | Additional Science | Biology | Chemistry | Computing | Food & Nutrition | French | Geography | German | History | Latin | Mathematics (Further) | Music | Physical Education | Physics | Product Design | RS | Systems |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2017 (114 students)** | | | | | | | | | | | | | | | | | | | |
| **A*** | | 6 | | 27 | 45 | 8 | 2 | 9 | 20 | 22 | 13 | 5 | 14 | | 3 | 47 | 1 | 8 | 8 |
| **A** | 1 | 5 | 1 | 45 | 36 | 6 | 4 | 18 | 13 | 12 | 26 | 1 | 6 | 2 | 6 | 35 | 5 | 15 | 11 |
| **B** | 1 | 3 | 6 | 30 | 25 | 11 | 4 | 12 | 5 | 1 | 9 | | 2 | 2 | 11 | 21 | 2 | 12 | 8 |
| **C** | | | 5 | 6 | 2 | 3 | 1 | 4 | 2 | 2 | 7 | | 1 | | 9 | 4 | 1 | 2 | 7 |
| **D** | | | | | | | | | | | 1 | | | | 2 | 1 | 2 | | |
| **E-U** | | | | | | | | | | | | 1 | | | | | | | 1 |
| | **2** | **14** | **12** | **108** | **108** | **28** | **11** | **43** | **40** | **37** | **56** | **7** | **23** | **4** | **31** | **108** | **11** | **37** | **35** |
| **Avg. pts** | **6.3** | **7.3** | **5.0** | **6.8** | **7.2** | **6.5** | **6.5** | **6.6** | **7.4** | **7.7** | **6.7** | **7.3** | **7.7** | **6.3** | **5.5** | **7.2** | **5.9** | **6.7** | **6.2** |

| | English Language | English Literature | Mathematics |
|---|---|---|---|
| **9** | 12 | 16 | 33 |
| **8** | 23 | 16 | 33 |
| **7** | 37 | 30 | 28 |
| **6** | 24 | 31 | 16 |
| **5** | 14 | 17 | 4 |
| **4** | 4 | 3 | |
| **3-1** | | 1 | |
| | **114** | **114** | **114** |
| **Avg. pts** | **6.9** | **6.7** | **7.7** |

| | | |
|---|---|---|
| | 61 | 61 |
| 238 | 72 | 310 |
| 248 | 95 | 343 |
| 165 | 71 | 236 |
| 56 | 35 | 91 |
| 6 | 7 | 13 |
| 2 | 1 | 3 |
| **715** | **342** | **1057** |
| **6.9** | Using 2017 points | |

# The Role

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade.

| | |
|---|---|
| Position | **Classroom Teacher** |
| Salary | **Main or Upper Pay Scale** |
| Tenure | **Established** |
| Time | **Full-time** |
| Responsible to | **Member of the Faculty Leadership Team** |
| Responsible for | **Deployment of support staff (where relevant)** |

The postholder will teach pupils within the school and carry out such other associated duties as are reasonably assigned by the Headmaster. It is expected that the postholder will be a form tutor in addition to their teaching role. The postholder is responsible to the Headmaster in all matters; the Head of Faculty in respect of curricular matters; and the relevant Head of Year or Key Stage in pastoral matters.

The postholder will:

## Principle Responsibilities

- Have proper and professional regard for the ethos, policies and practices of the school and maintain high standards of personal and professional conduct
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment

## Wider Responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being
- Ensure the school's safeguarding procedures are adhered to
- Ensure health and safety policies and child protection practices are followed

Please note that these responsibilities will be reviewed from time to time and may be amended as is reasonable by the Headmaster. This job description is not necessarily a comprehensive definition of the post.

## The Person

The following are essential or desirable characteristics associated with the post of a classroom teacher at Ermysted's Grammar School. Evidence will be drawn from the application form and lesson observation or assessed at interview.

| | Essential | Desirable |
|---|---|---|
| **Qualifications** | | |
| Good honours degree in the specified subject or in a closely-related area | ✓ | |
| UK Qualified Teacher Status | ✓ | |
| Evidence of further relevant qualifications or training | | ✓ |
| Evidence of recent professional development | | ✓ |
| **Experience** | | |
| Evidence of successful teaching at KS3 and KS4 in the specified subject | ✓ | |
| Evidence of successful teaching at KS5 in the specified subject | | ✓ |
| Experience of teaching in a selective school | | ✓ |
| Experience of pastoral work in a school setting | | ✓ |
| Experience in more than one school | | ✓ |
| **Knowledge** | | |
| Up to date knowledge of the curriculum and current trends or developments | ✓ | |
| Familiarity with the requirements of public examinations in the subject | | ✓ |
| **Skills** | | |
| A confident and competent classroom practitioner | ✓ | |
| A proven record of securing good progress for pupils | | ✓ |
| Ability to differentiate teaching to meet the needs of all pupils | ✓ | |
| Good communication, organisational and interpersonal skills | ✓ | |
| Ability to converse fluently in English | ✓ | |
| A willingness to share good practice and promote the development of the subject | ✓ | |
| Ability to use and promote the effective use of ICT | ✓ | |
| An ability to build positive working relationships with colleagues | ✓ | |
| An ability to work effectively as part of a team and to work independently | ✓ | |
| **Other** | | |
| Enthusiasm for learning and a passion for teaching | ✓ | |
| High expectations of pupils and their behaviour | ✓ | |
| Ability to work hard, prioritise deadlines and maintain good humour | ✓ | |
| A willingness to engage fully with continuing professional development | ✓ | |
| A recognition of the importance of personal responsibility for Health and Safety | ✓ | |
| A demonstrable commitment to equal opportunities | ✓ | |
| Commitment to safeguarding and promoting the welfare of pupils | ✓ | |
| A commitment to the School ethos and selective education in general | ✓ | |
| Ability and willingness to contribute to the wider life of the School | ✓ | |

To deliver services effectively, a degree of flexibility is needed, and the post holder may be required to perform work commensurate with the level of responsibility of the role not specifically referred to above.

Ermysted's Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be expected to undergo enhanced DBS clearance.

## How to apply

Please read these notes before completing the application form.

1. Only applications submitted on the School's application form (click here) will be considered.

2. We would prefer you to fill in your application electronically and submit by email. (You will be asked to sign a hard-copy if appointed.)

3. Complete the application form **as fully as possible**. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel; therefore, clarity is essential.

4. Please give the full name and title of both of your referees and ensure that the full address, telephone numbers and email addresses are included. Your referees will be contacted directly by the school if you are short-listed. It is our practice to take up references before interview, whenever possible.

5. Please submit your completed application form by **12:00 pm** (noon) on the closing date to ktamsons@ermysteds.n-yorks.sch.uk.

6. If short-listed, you will receive either a phone call and/or email inviting you to attend for interview. It is important that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you. If you require any assistance in attending for interview, please let us know in good time so that we may make appropriate arrangements.

   It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.

7. We are fully committed to equality of opportunity and aim for our staff to reflect the school community. It will help us to monitor the success of our recruitment strategies if you complete the equal opportunities monitoring page of the application form. The information you provide will be treated as confidential and will not be made available to the short-listing panel.

## Pre-employment checks

Please note that any offer of employment will be conditional on the pre-employment checks being completed successfully.

The successful applicant will be required to:

- Provide details of two referees who know you in a professional capacity, one of whom must be your current Headteacher or employer. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK.
- Undertake an enhanced DBS check and receive appropriate clearance. Please note that an enhanced check will include details of all convictions on record, whether spent or unspent under the Rehabilitation of Offenders Act 1974 (ROA).
- Complete a medical questionnaire and, if deemed necessary, undergo an assessment of their fitness to complete the duties as described in the job description.



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Ermysted's Grammar School