



Hele's School



# Teacher of Maths (Maternity Cover)

Applicant Information



Dear Applicant,

We are delighted that you have expressed an interest in the post of Teacher of Maths (Maternity Cover) at Hele's School.

Governors are looking for an exceptional teacher to join our forward-looking Teaching Team and help shape our exciting school improvement journey to rapidly realise our vision of Hele's being recognised as a great place to learn, a great place to work, and a great place to collaborate with.

Hele's has a proud and long history as a caring school with a strong reputation for excellence and providing opportunity. It enjoys the support of an active parent body, who share our determination to provide the highest quality of education and pastoral care for their children. Students' attitudes to learning are good; they are well behaved and attendance and punctuality are excellent. In short, the young people entrusted to our care want to learn and are delightful to teach. We remain fully subscribed at a time of demographic dip in the city.

Our pastoral system is organised around five Houses and provides a means of energising challenge and motivation. We have also been able to create a 'family' based tutorial experience with small tutor groups; something which we hold dear at Hele's. Year 7 remain as a separate transition year, and Post-16 has a mix of Year 12 and Year 13 students in each Tutor group. We use every opportunity to use the expertise and interest of our Post-16 learners to act as leaders and mentors to younger students in all manner of ways.

Hele's has a traditional ethos and contemporary teaching. The curriculum is rigorous, GCSE-based and has resisted recent temptation to water down the diet with the changing goalposts around performance measures. Consequently, its results under the new performance table rules are strong in a number of measures. Indeed this summer we achieved our best GCSE results for many a year and outcomes put us one of the top comprehensive schools in Plymouth.

A brand new Sixth Form building opened its doors to our first learners across Plymouth in September this year, providing high quality facilities and resources to match the high calibre of teaching.

In the recent past Hele's benefited from three specialisms; Languages, Maths & Computing and Applied Learning. This strength continues, despite the change to national policy and the subsequent removal of funding. The School became a Converter Academy in April 2011, and is currently exploring conversion to Multi-Academy Trust status. Despite falling budgets the school is financially stable and well resourced.

Hele's is fully staffed with an excellent professional body of teachers and a hardworking and effective team of associate staff. Middle Leaders form an effective Joint Leadership Group, which is increasingly becoming the driving force behind school improvement.

Plympton sits at the north eastern edge of the city, bordering the South Hams area of outstanding natural beauty. We work with three other secondary schools within the area of Plympton and Plymstock as an informal supportive consortium, and the City's schools are known for the strength of their collegiality. Hele's plays its part fully in the city and beyond; the Principal has a passion and commitment for Hele's to be outward-facing, and the School regularly contributes to national, regional and city-wide initiatives on a range of fronts, maintaining a strong relationship with the Local Authority, Plymouth Teaching School and South West Teaching Schools Alliance, and with other schools and organisations across the country.

The Senior Leadership Team will comprise a Principal, two Deputy Principals and five Assistant Principals, as well as the Business Manager. Later in the autumn term there may be an opportunity for two SLT interns, drawn by application from the middle leadership of the school, to serve a secondment to the team and lead on an area of whole school improvement. The SLT is collegiate, supportive yet challenging, and there is an expectation that the leadership and learning behaviours expected of others are modelled from all members of the team at all times; all members of the team 'walk the talk'.

Governors are supportive and motivated, and remain keen to support the Principal so that she has every opportunity to bring new thinking, and to inspire and lead the staff to outstanding teaching and results. Two external reviews since over the past 12 months (Ofsted Section 8 visit in October 2015; Challenge

Partners Quality Assurance Review in March 2016), as well as our own self-evaluation, report how the School is very much on the trajectory to 'Good' in Ofsted terms after receiving a 'Requires Improvement' judgment in April 2015. A definite change in vision, culture and pace of change has been identified since the new Principal took over in September 2015, and we are keen to appoint an exceptional teacher to the Applied Learning Department who can 'hit the ground running' and bring an extra dimension to the team to support us in this rapid improvement journey.

If you think you have the energy, intellect, drive and commitment to take on this exceptional opportunity and join a staff and governor team intent on taking what we believe to be a school oozing good features to even greater heights, then we would be very interested to hear from you.

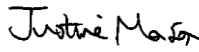
You may wish to visit the School to feel, hear and see for yourself what makes Hele's such a special and exciting place to be. Please contact Mrs Verity Blakey (PA to the Principal) by e-mail [blakey@heles.plymouth.sch.uk](mailto:blakey@heles.plymouth.sch.uk) or telephone 01752 334190 (direct line) should you wish to visit us during the working day; a warm welcome awaits you!

The closing date for this application is 9.00am, Monday 5<sup>th</sup> December.

Yours faithfully,



Carl Atkinson  
**Chair of Governors**



Justine Mason  
**Principal**



## History of Hele's School



Elize Hele was born in Brixton in about 1560 and lived most of his life at Fardell, Cornwood. He is buried in St Andrew's Chapel in Exeter Cathedral. Having no heirs, Elize left his wealth to be used for "pious uses". A number of schools in the south west were founded out of his estate by his trustees, including the grammar school at Plympton, which was, until its temporary closure at the end of last century, known as Hele's School, Plympton.

The old grammar school building, which still stands in Plympton St. Maurice, was completed in 1671. Next to it stood the Schoolmaster's house in which Sir Joshua Reynolds was born. It is a surprising fact that the old grammar school produced four distinguished artists: Sir Joshua Reynolds, the first President of the Royal Academy; James Northcote; Benjamin Haydon and Sir Charles Eastlake (President of the Royal Academy and the first Director of the National Gallery).

The school faced many difficulties in the latter part of the nineteenth century and was eventually forced to close in 1903. It was reconstituted by Devon County Council as a co-educational grammar school in 1921. The school grew and prospered and moved to its present site in 1937. New extensions were opened in 1970 and in 1983 an Art Block was built. Refurbishment took place in preparation for reorganisation into an 11 – 18 comprehensive school when it reverted to its old name.



## The Pursuit of Excellence

Hele's reputation comes from its traditional ethos and high standards.

Our community is focused on continuous improvement, seeking best practice and being restless for new and innovative means of bringing out the best in even our most reluctant learner.

Hele's offers opportunities for students to develop their potential, not only in traditional academic ways, but by discovering their ability in creative, technological, recreational and vocational areas too. Students are also encouraged to take initiative and show leadership.

The school makes use of the closeness of Devon's countryside and moors with a thriving Cadet Corps and Duke of Edinburgh Scheme. Our Combined Cadet Force (CCF) is one of our unique selling points, providing a visible presence both in the school and the wider community and opening up countless opportunities for our students around leadership, teamwork and personal presentation, outdoor pursuits, to name just a few.

Strongly collaborative, we link with the three other secondary schools in Plym to share Post 16 offers to students, and have well established links with our three main feeder primaries.

A summary of the school's data is available on the website in the form of a 'dashboard'. Applicants are encouraged to use the DFE website to access more technical data about performance tables.

A key to understanding the context of our results is the KS4 curriculum diet which has always been very much in line with that expected of schools under the new 2014 'accepted qualifications' rules – 'Progress 8' is calculated to be positive and both capped and total average point scores are above the national average.

Post 16 results show outcomes generally around national expectation for the prior ability intake but the appointment of a Director of Post 16 and the opening of a brand new Post 16 Centre in September 2016 shows the ambition to raise standards to beyond national expectations. 20% of our students move on the Russell Group universities.

The quality of teaching is high, and the culture of sharing best practice becoming well embedded. Teaching is organised in short 7 or 8 week 'cycles' each followed by an assessment point producing rich objective data. Senior staff work as 'departmental improvement partners' to middle leaders, offering support and challenge, holding them to account for the challenging outcomes we expect.

Hele's staff have worked collaboratively to shape and cascade our best practice, drawing from nationally outstanding schools and research to meet the specific needs of the school.

Staff have developed a set of 'Hele's Learning Habits' uniquely shaped to the needs of our students, encouraging independence and deeper thinking.

We embraced the 'growth mindset' thinking as a way of positively countering the fixed aspiration of some of our students.

We are working with the local Plymouth Teaching School and the South West Teaching Schools Alliance, and have our first cohorts of PLEs and SLEs to lead and disseminate good practice. We host school direct places, as well as PGCE students. As a consequence, teaching standards are rising, with strong evidence that the vast majority of teaching is now good or better.

---



Hele's School has a Microsoft Windows network comprising a SAN and 3 host servers, 18 virtual servers, approximately 600 PCs and 200 laptops. We have 12 computer suites, five of them having 32 PCs, four laptop trolleys and a number of small clusters of computers within departments, 30 interactive whiteboards as well as a PC and projector in each classroom. The network is administered by a Network Manager, a Deputy Network Manager and a Technician to ensure maximum availability.

Governors' personnel committee strongly supports staff development, and also has taken time to put policies in place to promote equality, good staff relations and wellbeing.

Governors are not content to stand still, and are restless to return to Ofsted's 'outstanding' status under the new, more challenging framework. An external review of governance was undertaken in 2015, and an external Challenge Partners Quality Assurance Review in 2016 to support us with this ambition.

## Support

Prior attainment and profile of Hele's students could be said to be on the positive side of advantage for some, but not all, year groups.

Migration from across the city to fill surplus spaces during the demographic dip is changing this profile, and national changes in the complexity of needs of children coming into mainstream have led us to develop deeper support systems.

An excellent student support team includes associate staff Pastoral Support Managers for each House, communication and interaction and ASD specialists, and a team of TAs led by a newly appointed SENCo.

A Leadership Development Officer provides support for disadvantaged students and motivation for those whose aspiration needs encouragement, and a CIAG manager fosters business links and co-ordinates work experience and industry placements.

The House structure promotes student leadership, with House Leaders, and peer mentors joining the 'Family Tutoring' team. Post 16 students are employed as mealtime assistants.

All these act to foster and develop a sense of community responsibility, and relationships between staff and students are warm and welcoming.

As a consequence students say they feel safe, and bullying is rare, and effectively dealt with where it does arise.

Progress of disadvantaged students and other vulnerable groups show gaps no bigger than national, and closing.

Applied learning status gave us an expertise around CIAG that persists, and we are very successful in preparing for and managing transition points in Year 9, 11 and 13. Virtually no students become NEET after leaving Hele's, 20% access Russell Group Universities, and many progress to L2 and L3 courses within the city's specialist provision.

---





Hele's has a growing reputation for STEM and engineering in particular, with our students picked out for top apprenticeships. Governors see this as a growth area for the school because it fills the needs of the city's employers.

## Assessment

The assessment systems at Hele's School are designed to support teaching and learning and maximise student progress. We use SIMs to collect, analyse and report assessment data, developing efficient systems for monitoring achievement in all key stages. The assessment mark sheets are available to staff throughout the year and contain a rich variety of information about each student. Data is captured at 4 assessment points during the year for summative reporting to parents. We have developed bespoke tracking and monitoring systems for many departments and make good use of the additional functionality in SIMs to provide immediate views of progress for each student. We use the 'MIDYIS' and 'YELLIS' adaptive baseline tests to aid our understanding of the potential of each student.

### Key Stage 3

We have worked hard, and continue to refine, a new assessment system first implemented in September 2015. This provides a link between the 'Mastery' system used in many primary schools and the 'Big Ideas' necessary for success in the new GCSE qualifications. Departments have freedom to select the appropriate method of assessment for their subject, but assess against the skills and knowledge that GCSE students in each category typically display at each stage.

KS2	Year 7	Future GCSE Grades	Example Big Ideas in year 7
	4+ 4 4-	8-9	<ul style="list-style-type: none"> <li>Application of Particle theory to unusual situations;</li> <li>Balanced Symbol Equations.</li> </ul>
Level 5.8 & 6.2 (ss > 130?)	3+ 3 3-	6-7	<ul style="list-style-type: none"> <li>Applications of Particle theory;</li> <li>Formulae of compounds.</li> </ul>
Level 5 (ss > 115?)	2+ 2 2-	4-5	<ul style="list-style-type: none"> <li>Matter is made up of Particles;</li> <li>Word Equations</li> </ul>
Level 4 (ss approx 100?)	1+ 1 1-	2-3	Recognise Chemical and Physical Changes
Levels 3 & 2 (ss < 90?)	0		

### Key Stage 4

Attainment data is assessed as GCSE fine grades, allowing accurate identification of pivotal students. We monitor progress against a number of criteria:-

- Aspirational targets of 4 and 5 levels of progress;
- Challenging FFT(D) estimates;
- English Baccalaureate;
- Attainment and Progress 8.
- Bascis

### Key Stage 5

Post-16 attainment is also assessed as fine grades and progress judged against FFT(20) and the 'Level 3 Value Added' graphs we will be using ALPs from October 2016 to add greater challenge to target setting. We have a particular focus on the proportion of students achieving the highest grades necessary for entry to selective Universities.



Hele's School

## Outward facing

Community partnerships matter at Hele's.

Living in the southwest in an area of natural beauty, close to the coast is of course a great bonus, but at the same time we benefit enormously from the close proximity of sixteen secondary schools, a large FE college, one of the few art colleges in the country, two universities and a growing host of new schools, including a UTC, Free School and plans for two Studio Schools. This provides a tremendous educational resource, but also some challenges. Subject leaders' groups are active and vibrant, and the local deputy heads' groups contribute enormously to shaping educational thinking across our schools.

Across the school, Hele's has forged industry links at many levels, and these have enriched the curriculum, as well as benefited individual students. In recent years Hele's has been working with Barclays Bank, Brittany Ferries, Clarks, Devon and Cornwall Police, Kawasaki, Langage Energy Centre, Langage Farm, Lang and Potter, Plymco, Plymouth City Council Trading Standards Department, Plympton Fire Brigade, Sainsbury's, South West Water, Tesco and Wrigleys, as well as formal links with Princess Yachts and Babcock Marine.

Another constructive collaboration is the one that exists between Hele's and our main partner primary schools; Boringdon, Old Priory and Woodford. As well as ensuring that students are properly supported at the important transfer from Primary to Secondary School, our good working relationship means we look together at our approaches to delivering the National Curriculum for Years 6 and 7, so that the transition is smooth and effective.

Of course, an essential ingredient of a successful school is a good working relationship with parents. At Hele's, we regard education as a partnership with parents, and we share the same sorts of aspirations for our students that caring parents would have. We also welcome the help and involvement that parents can give. All parents are automatically Friends of Hele's School, along with members of staff and school governors.

Finally, Governors have recently considered the value of exploring Multi Academy Trust status with the DFE, who are supportive of an application.

---





## Maths Department Information

The department has 11 teachers (9 full time and 2 part-time) who take classes across the age and ability range. There are ten classrooms used for mathematics teaching, all of which are equipped with projectors and three classrooms benefit from having interactive whiteboards. Additionally the department has a computer room for its sole use. The department benefits from being well supported and resourced.

In Year 7 students are initially set on KS2 information. Setting, in two half year populations, is further refined based on internal tests and external data throughout the year. This setting is also applied to years 8 and 9. All students currently follow the new National Curriculum. Students receive 3 hour lessons per week in years 7 and 8, and four in year 9.

In Year 10 and 11 there are currently 9 and 10 sets respectively, with 5/6 following the higher course and 4 following the foundation course, and students receive 4 hours of lesson time per week in year 10 and 11. All students study for GCSE Mathematics, following AQA Linear syllabus 8300.

Students are assessed regularly throughout the year, using both written and digital assessments. Assessment for learning is used extensively throughout the department.

In Years 12 and 13, Advanced Level students follow the MEI modular course. They take the Core 1, Statistics 1 and Core 2 modules at the end of Year 12. The three remaining modules, Core 3, Core 4 and Decision 1, are taken at the end of Year 13. Maths is a popular Advanced level subject approximately 60 students currently studying at this level in Year 12, and numbers look to remain strong next year when the new A Level syllabus commences. Opportunities are provided for students to study Further Maths, with the current offer being modules of Statistics 2, Further Pure 1, and Mechanics 1 at AS Level and Numerical Methods, Further Pure 2 and Mechanics 2 at A Level.

Students enter the competitions of the Mathematical Association each year, enjoying success in all three competitions and are involved with the Plymouth Master Classes for students in Years 8 and 9. We regularly enter teams into the Team Maths Challenge. We also involve students with other mathematical enrichment opportunities, including the NSPCC number day, Pi Day, Exeter Mathematics school events and Go4Set team projects.

The maths department give students great opportunities to both enrich their learning and master new skills and our core purpose is to inspire and engage young people wherever their aspirations lie. We have very high expectations of both students and staff; the successful applicant will join a strong and committed team, with proven success at both GCSE and A Level.



## HELE'S SCHOOL - JOB PURPOSE

---

**JOB TITLE:** TEACHER OF MATHS  
**GRADING:** MAIN SCALE (MPS/UPS)  
**NAME:**  
**RESPONSIBLE TO:** Head of Department

---

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job purpose is not a comprehensive definition of the post. Discussions may take place to clarify individual responsibilities within the general framework and character for the post as identified below.

In drawing up this job description Governors and the Principal jointly acknowledge their responsibility, in ways defined for Principals in their Conditions of Employment, to enable the holder of each post to carry out the assigned duties and responsibilities. Staff will be consulted as appropriate during any review of such policies.

---

### Teacher of Maths – MPS/UPS

#### Job Purpose

To support, develop and ensure that high standards of teaching and learning and the wellbeing of students are met for Maths.

- 1. Support students towards achieving the National expectation for Progress by the end of KS3, KS4 & set high expectations.**
    - a. A careful and astute approach to the analysis of assessment data at key points during the monitoring cycle, ensuring that any barrier to learning is swiftly identified.
    - b. Take appropriate action to facilitate learning, and evaluate the impact of any (significant early) intervention undertaken.
    - c. Record all actions and outcomes relating to student performance and wellbeing on the appropriate school systems, and prepare reports for subject leaders as necessary.
  - 2. Support students so that the quality of learning over time in lesson is at least 'Good' or better.**
    - a. Display high expectations which inspire, motivate and challenge students).
    - b. Facilitate and monitor the progress of specific target groups of students to ensure they make progress in line with national expectations, specifically using the SEN Code of Practice and acknowledging that all teachers are teachers of SEN students.
    - c. Ensure consistently high standards of teaching and learning as detailed in the 'Teaching and Learning Cycle' framework, using agreed 'Standard Operating Procedures'.
-

- d. Attend regular team meetings to discuss teaching and learning, and to share good practice.
  - e. Maintain a culture of self-evaluation, seeking and engaging in continuing professional development as a reflective practitioner.
  - f. Provide regular feedback for students in a way which recognises good practice and supports their progress over time and moves learning on, resulting in a tangible impact in student learning.
  - g. Keep abreast of contemporary ideas of teaching the subject by attending courses and meetings.
- 3. To create and maintain a teaching and learning experience that is appropriate for all abilities to make progress that is at least 'Good'.**
- a. Resource effectively and differentiate an appropriate scheme(s) of learning for each class.
  - b. Use assessment for learning strategies to provide formative feedback to students and their parents/carers on how to improve learning in line with school policy.
  - c. Attend parents' evenings as necessary.
  - d. Ensuring health and safety is managed to ensure the wellbeing of students and staff.
  - e. Integrate literacy, numeracy, oracy and communication skills into teaching and learning so that they are explicitly taught.
  - f. Communicate class/set lists and amendments in a timely manner to Head of Department/Key Stage Coordinator.
- 4. To extend and enrich the curriculum experience so that many students make better than expected progress.**
- a. Promote the subject to engender excitement and interest in students wanting to follow it for further study within or beyond the school.
  - b. Taking responsibility for teaching rooms; originating displays of work, posters etc. connected with the subject.
  - c. Support opportunities for learning beyond the classroom to deepen learning for all abilities.
  - d. Ensure regular home learning tasks are set and used to deepen and consolidate learning in line with school policy.
  - e. Ensuring that all the necessary administration connected with offsite/outdoor learning are completed two weeks before any visit takes place. This includes informing parents of the arrangements by letter, obtaining parental consent where appropriate, making sure that students are adequately supervised and correctly dressed and, in some cases, taking out insurance.
- 5. To promote and secure 'Good' behaviour and standards consistent with policy guidelines.**
- a. Promoting good behaviour in the classroom, both for learning and more generally, consistently applying 'Standard Operating Procedures' for management of behaviour.
  - b. Promoting pride in standards of presentation in classwork and home learning tasks; encouraging displays of work, posters etc. connected with the subject, and take actions to ensure the classroom is well looked after.
  - c. Develop experience in the classroom through good teaching that is stimulating and engaging for all students.
-

- d. Dealing with enquiries and complaints from parents which relate to the work of students in your charge in line with school policy, referring on to Head of Department as necessary.
  - 6. **Fulfil safeguarding and pastoral obligations in the role designated.**
    - a. Follow guidelines given in the pastoral/tutor job purpose document.
    - b. Promote well-being and safeguard students, in line with professional duty of care.
    - c. Promote the holistic development of students.
  - 7. **Fulfil wider professional responsibilities (especially those on UPS, or seeking to move to UPS).**
    - a. make a positive contribution to the wider life of the school.
    - b. develop effective professional relationships with colleagues, knowing when and how to draw on advice and specialist support.
    - c. Deploy support staff effectively.
    - d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
    - e. Communicate effectively with parents and carers with regard to students' achievement and well-being.
-

## Teacher of Maths – Person Specification

		Essential	Desirable	How Identified		
				A	R	I
<b>Qualification</b>	Qualified Teacher Status	*		*		
	Good Honours degree	*		*		
<b>Experience</b>	Evidence of good/outstanding teaching and achieving excellent outcomes	*		*	*	*
	Evidence of successful A-Level teaching and achieving excellent outcomes		*	*	*	*
	Experience of working with data and analysing performance		*	*	*	*
	Experience of working effectively with parents/carers and other stakeholders		*	*	*	*
	Evidence of a commitment to self-improvement as a professional	*		*	*	*
	Experience of working in more than one school/academy		*	*		
<b>Professional knowledge, skills and abilities</b>	Knowledge and understanding of what constitutes high quality educational provision	*		*	*	*
	An understanding of current educational issues		*	*	*	*
	An understanding of strategies to improve student achievement	*		*	*	*
	An understanding of how to use data effectively to track and monitor progress and show impact of teaching	*		*	*	*
	The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach where necessary to achieve the desired outcome	*		*	*	*
<b>Personal attributes</b>	High expectation of self and others	*		*	*	*
	Loyalty and personal commitment	*		*	*	*
	Initiative, enthusiasm and creativity	*		*	*	*
	Stamina, resilience and tenacity	*		*	*	*
	Ability to work under pressure and to deadlines	*		*	*	*
	Excellent organisational skills	*		*	*	*
	Ability to establish and maintain good relationships with others	*		*	*	*
	Ability to inspire the trust, confidence and respect of students, staff and the wider community	*		*	*	*
	Sense of humour and a sense of perspective	*			*	*
	A calm, supportive and approachable manner	*			*	*
	Excellent punctuality and attendance	*			*	

- A = Application
- R = Reference
- I = Interview

**We would welcome the application letter of not more than two A4 sides that specifically addresses:**

- Your skills, qualities and experience that makes you an outstanding candidate for the post
- Your vision for innovative and inspirational learning and progress in Maths at Hele's School, which demonstrates a thirst for knowledge and love of learning
- Strategies you have used to improve progress and learning in your current post, with specific examples of how you have challenged, supported and inspired colleagues and /or students, alongside an evaluation of impact.

**The closing date for applications is: 9.00am, Monday 5<sup>th</sup> December 2016**

**Interviews will be held: Thursday 15<sup>th</sup> December 2016**

