

**Teacher of Computing & Maths 11-19**

**Permanent**

**Full Time**

**Newly Qualified Teachers, Main pay Scale or Upper Pay Spine**

**Starting September 2018**

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Vision, Values and Ethos

The shared vision and values of the Trust underpins all that we do, including the governance arrangements for the Trust.

**Our Vision**

*Valuing Everyone, Achieving Excellence*

**Our Motto**

*Work Hard, Be Kind*

**Our goals**

The goals of our trust:

* **Outstanding levels of progress and achievement for all**
* **Outstanding levels of wellbeing for all**
* **Outstanding preparation for adult and working life**
* **Outstanding family and community engagement**
* **Outstanding levels of professional learning for all**

***Informed by “Schools of Tomorrow”***

Testimonials

**Extract taken from email correspondence, following a tour of the school by a prospective parent**

**(April 2016):**

*‘I would just like to say thank you for the time spent with me today on my tour of the campus, and state how impressed I was with the school. There seems to be a very calm, relaxed and organised approach to how the school operates, and I believe that obviously shows in the way your students behave’.*

**Written comments from parents following Year 9 Progress Evening (2017):**

*‘My child always talks positively about school to other children the same age, which I think is a good indicator that he is enjoying school’*

*‘Welcoming, approachable, friendly and knowledgeable staff’.*

**Written comments from parents following Year 11 Progress Evening (2017):**

*‘The teachers have pride in their teaching and in the pupils’ progress. They really care and are prepared to go the extra mile to support the students’.*

*‘My son seems to have progressed so well in most subjects. I feel this is due to good relationships he has been able to form with teachers and the standard of the lessons’.*

**Written comment from parent at the end of KS5 (2016):**

*‘This is my final parents evening after my youngest daughter is coming to the end of her years at GCE. Thank you for very happy years for my three daughters and for their excellent education!’*

**Thank you from parent of ex-student taking up a place at Cambridge University (2013):**

*‘To all the staff at Brookvale Groby Learning Campus.*

*My son has just started at Cambridge University studying Engineering.  It was his ambition to go there and this summer, he achieved the grades he needed.  We want to acknowledge the great teaching and support he received during his time with you.  He progressed well academically, but also grew so much in maturity and confidence. With thanks to you all for your hard work and dedication.’*

**Extract of letter from staff member:**

‘*I have thoroughly enjoyed my time on campus.  It has been a real pleasure working with staff who are always friendly, extremely supportive and willing to share ideas and knowledge.  I have really appreciated having a senior leadership team which is so warm towards its staff and open to their comments and new ideas.*

*The children I have taught have made me smile, laugh and cry!  I will miss my relationship with them and that buzz you get from seeing them progress.  It does, however, give me great satisfaction to think that I have put into place schemes of work for pupils and created learning opportunities for them which should continue even after I have left.*

*I am sad to leave a post which I still love.  Once more, thank you for all of your support and kindness.’*

**Comments from staff member leaving for promotion (June 2017):**

*It has been an honour to work at Groby and alongside such an amazing staff body. I have been supported at every turn and feel proud to have been a part of the change for the better that has taken place over the years. I wish the campus, staff and students continued success and recognition for their dedication.*

Faculty Information

**The Language, Business and ICT (LBI) faculty is a faculty that has continued to grow since its inception in 2012. The faculty offers a number of courses and we are proud to offer three languages across the 11-19 age range, as well as BTEC Business at Level 2 and 3, GCSE and A-level Business, and ICT and Computer Science both at GCSE and A-level.**

**Staffing**

There are 13 members of staff in the faculty and we employ a French Foreign Language Assistant to support students with their spoken fluency and confidence. We are an experienced team and we have a culture of mutual support and of sharing teaching and learning practice across all subjects within the faculty. We put our students first and we constantly strive to engage, make our lessons challenging and relate them to the real world. Celebrating student progress and success is central to our culture.

# Accommodation

We have a 9 classrooms across the campus, 3 of which are dedicated computer rooms and 2 staff offices. All rooms have ceiling mounted data projectors and nearly all classrooms have interactive whiteboards. We have worked hard on displays over the last few years to improve the learning environment.

# Courses

**MFL:** We have been working hard to develop a 5-year curriculum in languages which will mean that all students will be able to make progress and work towards their GCSE in Year 11. We follow the AQA courses for both GCSE and A-level in French, German and Spanish.

**Business**: GCSE students are able to opt for either BTEC Level 2 or GCSE Business, both courses provided by Edexcel. At Post 16, students follow the Eduqas A-level course and we also offer the BTEC Business Level 3 qualification.

**ICT**: Students in Year 11 currently study the OCR Cambridge Nationals qualification at Level 2, and going forward students will take the CiDA Edexcel qualification. At Post-16, students study the OCR Applied ICT course. This course provides students with the essential skills that they need in later life, both at university and in employment.

**Computing**: At GCSE students follow the OCR course and at A-Level, Post-16 students are working towards the AQA qualification. The specification puts computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.

The Application Process

Complete application should be returned to [tmalsbury@brookvalegroby.com](mailto:tmalsbury@brookvalegroby.com)

Or by post to

**F.A.O. Tracey Malsbury**

**Brookvale Groby Learning Campus**

**Ratby Road**

**Groby**

**Leicester**

**LE6 0FP**

A letter will be sent to shortlisted candidates with details of the interview process.

**Queries**

If you have any queries on any aspect of the application or need additional information please contact Tracey Malsbury, PA to the Headteacher on the above email address.

Thank you.

The Role

**Teacher of Computing and Maths**

**Full time from September 2018**

Required from September 2018, we are seeking to appoint an enthusiastic, committed, inspiring and well qualified teacher of Computing and Maths across the 11-19 age range.

The Brookvale Groby Learning Campus is a highly successful collaboration of two schools sharing the same site. Brookvale High School is an ‘outstanding’ 11-14 high school and Groby Community College is 14-19 upper school graded as ‘good with outstanding features’ in its last Ofsted. Together, the campus meets the educational needs of 1600 students with nearly 400 at Post 16.

The Brookvale Groby Learning Campus is undergoing an exciting period of change following becoming a Multi Academy Trust in April 2017. The schools have a strong ethos of valuing everyone and achieving excellence for all including the professional development of our staff.

Both newly qualified and experienced teachers are encouraged to apply.

Visits to the campus are very welcome.

Job Descriptions and further information are available on our website –

[www.brookvalegroby.com](http://www.brookvalegroby.com)

For further information or to arrange an informal discussion/tour of the campus please contact Tracey Malsbury on 0116 2879921 or tmalsbury@brookvalegroby.com

**Closing date: 9.00am, Thursday 15 March 2018**

**Interviews: Will be held within 2 weeks of the closing date**

*The Brookvale Groby Learning Campus is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Applicants must be willing to undergo appropriate child protection screening, including checks with past employers and the Disclosure and Barring Service.*

Dear Applicant

**TEACHER OF COMPUTING AND MATHS**

Thank you for your interest in the Teacher of Computing and Maths vacancy with the Brookvale Groby Learning Campus.

We hope the documents provided help you to gain a feel for the school and if you would like to visit us as well, we would be delighted to show you round. Please contact Tracey Malsbury on 0116 2817010 or [tmalsbury@brookvalegroby.com](mailto:tmalsbury@brookvalegroby.com) to make an appointment.

All the documents to support this application process are available on the website, www.brookvalegroby.com

To apply please complete the following:

* Application Form
* A letter of application, no more than two sides of A4, word processed using font size no smaller than 11

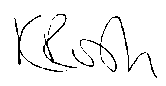
Your letter needs to be addressed to ourselves, and if you would like to e-mail your application then please send this to Tracey Malsbury on the email address above.

The closing time and date for this post is 9.00am, Thursday 15 March 2018. The interviews will be held within 2 weeks from that date. If you have not heard from us by then, please assume that your application has not been successful on this occasion. If this is the case, we would like to thank you for your interest and the time spent in applying.

This post will be subject to an enhanced level Disclosure & Barring Service check. All Brookvale Groby employees are expected to promote and safeguard the welfare of students at the school. Our Safeguarding Policy is made known to all and is designed to guide staff, students and parents/carers with regard to Safeguarding issues.

In line with best practice guidance re safeguarding we do not require an additional CV and any included with application forms sent to the school will not be taken forward to the short listing panel.

Yours sincerely

Katie Rush Robert Coles

Headteacher, Brookvale High School Headteacher, Groby Community College

Co-Director of BGLC Co-Director of BGLC

Job Profile

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| --- | --- |
| Post title | Teacher of Computing and Maths 11-19 |
| **Job purpose** | * To provide the highest quality teaching and learning in order to raise standards of attainment and progress to meet campus targets. * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. * To facilitate learning experiences which provides pupils with the opportunity to achieve their individual potential. * To enable each student to develop personally in line with the campus aims of ***Valuing Everyone, Achieving Excellence***. |
| **To whom the postholder reports** | The postholder is accountable to:   * Brookvale Headteacher for KS3 * GCC Headteacher for KS4 & 5   Responsible to:   * Curriculum Leader for all subject teacher matters |
| **Duties and responsibilities specific to the post** | **Responsibilities: Teacher**   * To undertake teaching commitments in accordance with curriculum and timetable requirements across the campus. * To teach other subjects as and when required by the needs of the timetable and as directed by the Headteachers. This will be negotiated in accordance with the skills of the teacher. * Prepare students effectively for qualifications and external examinations. * To fulfil the roles and responsibilities of tutor to a vertical group of students and support students on an individual basis through academic or personal difficulties. To act as a mentor to specific members of the tutor group in order to raise achievement. * To take responsibility for personal CPD and to participate in campus and external CPD activities by negotiation. * To undertake all of the requirements laid down by the campus Performance Management Policy. * To participate in faculty/department and campus meetings. * To participate in parental consultation/student progress afternoons and evenings as well as the annual target setting evening with Year 10 and 11. * To participate in the duty rota as instructed. * To fulfil the “Professional Standards 2012” as laid down by the DfE:  1. **Set high expectations which inspire, motivate and challenge students** – safe and stimulating environment. Set goals and challenge students of all abilities and backgrounds. Demonstrate positive attitudes, values and behaviours. 2. **Promote progress and outcomes by students** - accountable for attainment, progress and outcomes. 3. **Demonstrate good subject and curriculum knowledge** – including literacy and numeracy. 4. **Plan and teach well structured and engaging lessons** – including setting regular homework as per the campus policy. Selecting and using a range of different learning resources and equipment, including ICT and where possible the use of interactive whiteboards. 5. **Adapt teaching to respond to the strengths and needs of all students** – including differentiation / needs of SEND students. 6. **Make accurate and productive use of assessment** – using data/marking accurately/ giving feedback to students on how to improve/maintaining records of students' progress and development 7. **Manage behaviour effectively** – establish rules/routines. Promote positive behaviour. Have high expectations. 8. **Fulfill wider professional responsibilities** – make a positive contribution to the ethos of the campus. Take responsibility for own professional learning. |
| **UPS/Expert Professional Responsibilities (if applicable)** | * Ensure own standards of teaching and learning are at least good or outstanding in order to be a leading professional in the campus. * Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. * Other responsibilities to be determined by the Headteacher and Line Manager or as part of TLR responsibilities. |
| **Generic duties and responsibilities** | To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:   * School policies and guidelines on the curriculum and school organisation * LA policies adopted by the campus * The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment * Common core of skills and knowledge for the children’s workforce. * All teachers have a responsibility for safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.   **The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.** |

Personnel Specification

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| --- | --- | --- |
| **ESSENTIAL** | **DESIRABLE** | CRITERIA Assessed By |
| **Qualifications** Degree in relevant subject.  Post Graduate Certificate of Education. |  | Application Form/CV  Application Form/CV |
| **Training & Experience** Recent successful teaching experience at KS3 and KS4. For NQTs this includes teaching practice. Proven commitment to own professional development. | Teaching experience at KS5. | Application Form/Letter/  Reference  Application Form/Letter/  Reference |
| **Knowledge** Knowledge of Computing & Mathematics applicable to KS3, GCSE and A-level specifications.  Understanding the role of assessment within the subject area. | Knowledge of teaching pedagogies. | Interview/Reference  Letter/Interview |
| **Skills**  Ability to work with students and staff in a supportive and challenging way.  Ability to use ICT both in the curriculum and as an administrative aid.  Ability to motivate and enthuse students, including disaffected and reluctant learners.  Ability and enthusiasm to work with students in mixed ability groups.  Effective inter-personal skills.  Good written and oral communication skills.  Effective organisational and administrative skills.  Ability to contribute to the strategic management of relevant teams through discussion and debate. |  | Reference/Letter *(Observation of teaching at interview).*  Letter/Interview *(Observation of teaching at interview.)*  Letter/Interview *(Observation of teaching at interview).*  Letter/Interview *(Observation of teaching at interview).*  Interview/Reference  Letter/Interview  Reference  Interview/Reference |

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| --- | --- | --- |
| **Attitudes and attributes**  Open-mindedness and commitment to co-operate with both students and staff.  Willing to work in an inclusive way to support all students to achieve their potential.  Able to create a positive working environment through display of students' work and celebration of students' achievements.  Able and willing to work with leaders and all colleagues in relevant teams in a co-operative, supportive and enthusiastic way.  Flexible, resilient and reliable.  Resourceful and innovative thinker.  Must contribute to the shared resource system.  In possession of a good attendance and punctuality record.  Willingness to dress as a professional in line with the ethos of the campus. |  | Reference/Interview  Letter/Interview  Reference  Letter  Reference/Letter  Reference  Interview/Reference |