



THE ABBEY SCHOOL

A Business and Enterprise Academy



Business &
Enterprise

Information for Candidates

Mathematics Teacher MPS/UPS

Required April 2018



"Be the best you can be"

THE ABBEY SCHOOL

A Business and Enterprise Academy



Headteacher: Mrs Catrin Woodend
Intake: 11-19 Community High School
Number on roll: 1090

Contents

The following documents are enclosed to assist you with your application for the post:-

- A letter from the Headteacher
- General Information
- Post 16 Information
- Department Information
- The Job Description
- A summary of the latest OfSTED report
- Details of the application process
- An application form
- School Prospectus

Applications should be sent to :

Mrs V Bolton
HR Manager
The Abbey School
London Road
Faversham
Kent
ME13 8RZ

Telephone: 01795 542469 / 532633

E-mail: vbolton@abbeyschoolfaversham.co.uk



23 January 2018

Dear Applicant

Teacher of Mathematics

Thank you for your enquiry regarding the post of teacher of Mathematics. To assist you in your application, I am pleased to enclose an information pack.

We are seeking to appoint an enthusiastic, resourceful and committed Mathematics teacher to support improving student achievement across this already successful department.

Applications are welcome from highly motivated individuals with a track record of outstanding classroom practice, able to teach throughout the age and ability range including the opportunity to teach A level/BTEC/IBCP (International Baccalaureate Careers Programme)

The Mathematics curriculum area benefits from a friendly and supportive team with a keen focus on securing progress for every student.

I hope after reading this information you would like to add your experience, talent, energy and skills to the excellent team that now exists and invite you to apply as follows:

1. Complete the Application Form.
2. Write a letter of application (maximum two sides of A4) which includes the following:
 - The experience you believe you can bring to successfully undertake the role.
 - The talents, skills and qualities you possess which you will bring to the Abbey School.
 - How you would work towards improving student achievement in the Mathematics Department.

The school has received two Good OFSTED judgements in 2013 and 2017 and is working hard to improve this still further, it is an exciting time for the school and I believe this position presents an excellent opportunity for an ambitious teacher.

Please note the deadline for receiving applications is 2 February 2018. Applications can also be emailed to Vanessa Bolton, the HR Manager, whose email address is vbolton@abbeyschoolfaversham.co.uk. You will be contacted if you have been successfully shortlisted for interview.

I look forward to hearing from you.

Yours sincerely

CM Woodend

Mrs C Woodend
Headteacher



About us

The Abbey School is a co-educational 11-19 academy 1,090 students (180 in the sixth form) situated in the small historic town of Faversham. We became a stand alone academy in August 2011. We are unique in that we have an Autism Centre which offers outstanding provision for 32 autistic students who are fully integrated into mainstream lessons and all aspects of school life. We are a highly inclusive non-selective school with rising rolls drawing from 32 feeder primary schools. We employ over 200 staff and are the second largest employer in the town. Staff turnover is low and staff morale is very high. The school's recruitment and retention of staff is excellent, we offer outstanding Continued Professional Development. All departments are staffed with highly qualified, committed professionals with a degree in their field of expertise.

We are a "Good" school in all areas and aspire to be outstanding. We hold International Baccalaureate World Status since 2017. We have also been re-accredited with the Gold International School Award for 2017 - 2020.

We are proud of our four OfSTED judgements (details of which can be found by following the links):

2009 Good with Outstanding features

2011 Outstanding thematic inspection PSHE

2013 Good in all areas <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137154>

2017 Good in all areas <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137154>

Teaching School

We work in close collaboration with many schools we are passionate about ensuring that students and staff have an opportunity to develop and grow. We work alongside Fulston Manor School in Sittingbourne to share good teaching and learning practice and run CPD training sessions. We work closely with Queen Elizabeth Grammar School and offer joint Sixth Form provision.

International Dimension

We hold World International Baccalaureate status and offer the International Baccalaureate Careers Programme as part of our Key Stage 5 curriculum offer. We are a Gold International School and an Erasmus Centre, staff have the opportunity to study courses in a number of European countries. We offer opportunities for students to visit our partner schools in Europe and Tahiti.

Staff Development Opportunities

As an accredited "Investors in People" and "Investors in Careers" school, we are passionate about staff development and believe that every employee should have an individual development plan. Plans are tailored to help and support staff in new positions, existing posts and those preparing for promotion. A whole range of developmental training is available which supports staff to develop their skills and professionalism. This includes:

- A well established, tailored induction programme
- Appraisal development programme
- CPD afternoon programme every Thursday 2.30- 5pm
- Training days
- Evening CPD follows a Reflective Practice Programme
- Mentoring and Coaching programme
- Outstanding Teaching Programme (OTP)
- Middle Leadership training
- PIXL school since 2010

On interview you will receive a copy of our CPD prospectus.

Resources

The school has received significant funding in recent years to improve infrastructure and provide excellent facilities for our students and staff - buildings are spacious and well designed. The school campus is situated in a rural setting and we are fortunate to have spacious grounds and playing fields.

We have a purpose built Vocational Centre (2006) a Community Sports and Fitness Centre (2006) and a 3rd Generation all weather artificial pitch (2012). Staff also have access to a day nursery on site, a number of staff utilise this facility. We have recently been awarded £2.8 million for a new building to house Digital Technology, STEM and the EBacc.



Our Mission Statement

Our aim is to be a school where all students reach their full academic and vocational potential, are lifelong learners and develop into considerate, caring young adults who are in a position to pursue their aspirations and dreams as responsible members of an international community.

Our Motto:

“Be the best you can be”

Our Values and Ethos

At The Abbey School, **RESPECT** is the cornerstone of everything we do.

Responsibility

We expect everyone to take responsibility for their learning and develop ‘thinking skills’ to become lifelong learners

Equality

We embrace equal opportunities for all and show respect and tolerance to others

Success

We aspire to achieve our full potential in everything we do

Partnerships

We provide the opportunities for local, national and international partnerships and this enriches our experiences

Empowerment

We empower all to develop a ‘can do’ attitude and have confidence in their ability

Care

We care about each other and for our environment

Teamwork

We work together to be the best we can be



Sixth Form Information

The Abbey sixth form is a vibrant and fast growing environment, with over 200 students expected in 2017-18 and an aspiration to be the largest sixth form in Faversham by 2021. The sixth form is growing strongly on the back of increased expectations and there has been rapid improvement in outcomes so that the average student leaves now with the equivalent of three C grades to their name. Leadership of the Sixth form is very strong.

The 6th Form is going through substantial curriculum changes at the moment, as we have achieved our ambition in gaining International Baccalaureate's World School Status as a result of delivering the exciting International Baccalaureate Careers-related Programme (IBCP).

The sixth form has several distinct curriculum areas that offer members of staff a wide variety of avenues to develop and enhance skills for post-16 provision which include:

- The IBCP which incorporates two Vocational qualifications alongside two of the nine IB Diploma offerings in English Language and Literature, Film, Global Politics, History, IT in a Global Society, Maths Studies, Psychology, Social and Cultural Anthropology, Theatre or Worlds of Religion
- Academic qualifications in a range of A-level subjects including Art & Design, Biology, Business, English Literature, French, Geography, History and Maths
- Vocational qualifications including Business, Criminology, Digital Media Production, Financial Studies, Health & Social Care, ICT, Performing Arts, Production Arts and Sport
- The sixth form also offers English and Mathematics GCSE re-takes for students needing these qualifications as part of their wider 16-19 Study Programme.

The sixth form is made up of a roughly 75:25 split of internal:external students. For the past seven years, the majority of external students have come to the 6th Form to join the school's exceptionally successful football Academy, which is linked with Dover Athletic. The strength of the academic offering that goes with the football means this is the leading Academy in the county for students who are determined to pursue dual dreams of becoming a professional footballer whilst obtaining three Level 3 qualifications. Equally, the school is also seeing a rise in applications from non-Academy students, who are seeing the growing numbers, excellent results and positive destinations as a clear reason to move to The Abbey sixth form.

The sixth form is particularly proud of the work it undertakes to support students in applying to Higher Education, further education or higher apprenticeships when they leave at the end of their two years. The last three years has seen well over 50% of Year 13 students going on to higher education, and as the quality of results continues to rise, so do the number of applications to more prestigious universities.

Students have a wide range of opportunities to develop their non-academic strengths with a thriving leadership group in Year 13 led by a Head Boy and Head Girl who are appointed after a rigorous application process. In addition, the students work hard towards their prom and a range of different charity events across the school.

We also offer students a PSHE programme that is based around the Mindset work of Martin Griffin and Steven Oakes and will also take resources from Pixl's Edge programme from 2017-18.

The school's OFSTED report in 2013 and 2017 highlighted the sixth form as having 'Good leadership and teaching result in good achievement'. The increase in results, students progressing to suitable, robust destinations and taking a broader, more academic curriculum, means the sixth form is thriving and pushing towards an outstanding rating.





Department Information

Eight highly qualified members of staff teach mathematics at the Abbey School, with a dedicated Teaching Assistant also working in the department. Mathematics is a leading edge department in the school and Ofsted (May 2013) recognised that “Students feel strongly that they are taught well in mathematics”. Also that the “progress is lessons is now clearly good”. Ofsted confirmed that the quality of teaching remained good when they visited in February 2017 for a short inspection.

The department has led the way in developing cooperative learning and is keen to develop the understanding of every student.

In Key Stage 3 (called the ‘Lower School’) the department has its own schemes of work, designed to ensure that all students are prepared to commence the new GCSE course by the end of Year 8. The department is rapidly adapting to a large increase in the number of students in Year 7 with the year group size rising from around 150 to over 220 in the last three years.

Classes in years 9, 10 and 11 (the ‘Upper School’) use the GCSE Edexcel textbooks and sit Edexcel exams. We are, however, in the process of reviewing whether we remain with this exam board.

Students are regularly tested. This testing is used to monitor progress, inform teaching, provide students with guidance in their studies, and inform setting decisions. There are typically at least four data capture points for each year group during the progress of every academic year.

Students across both the Lower School and the Upper School study 8 hours of mathematics per fortnight.

Up until this year students would sit GCSE Statistics in year 10 and then sit GCSE Mathematics in year 11. The decision has recently been made to discontinue GCSE Statistics for our students in order that all of their curriculum time in Maths can be focused on achieving the new 9-1 Maths GCSE.

At GCSE in summer 2017, 41% of students achieved 9 to 4 in Mathematics which was a drop from 54% the previous year. Whilst disappointing, there were extraordinary factors that contributed to this drop and the department is on track to raise year 11 attainment this year.

At Key Stage 5 there are a small number of students studying A Level Mathematics. Yet, we are considering switching the offered course to an IB Diploma in Mathematics in future years, given that we are an IB World School and offer the International Baccalaureate Careers Programme.

Learning Support Assistants provide help for those students with Additional Educational Needs. The department is also committed to offering a range of intervention and support classes to those students that require this to achieve expected rates of progress.

The department is fully committed to continually improving the teaching and learning of Mathematics across the ability range.

The department has started to develop links with the local primary schools and has started to undertake joint student activities with the local grammar school.



JOB DESCRIPTION - Teacher

The ethos of the school is one of shared responsibility, to which teachers are expected to make a significant contribution. The expectation is that staff will present themselves professionally, be positive and contribute constructively to the life and work of the school.

- Principal Responsibilities:**
- A Teaching and Learning
 - B Personal & Professional Conduct
 - C Contribution to School
 - D Communication & Meetings

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A TEACHING AND LEARNING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).



5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 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.

B PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.



- 2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

C Contribution to School

- Assist in monitoring the appearance and general behaviour of students around the School, maintaining good order and sound discipline among students, including safeguarding their health and safety
- Be actively involved in the School's form tutor and house system
- Contribute to the School Improvement Plan where applicable
- Implement the School's agreed policies
- Participate in the School's Appraisal programme
- Cover for absent colleagues within agreed limits of 'Rarely Cover'
- Participate in School based INSET
- Perform any other duty that the Headteacher might reasonably request
- To monitor the well-being of all students and report any concerns related to the safeguarding of students to the Designated Child Protection Co-Ordinator (DCPC)
- To be aware of and follow school policies relating to Health and Safety

D Communication & Meetings

- Attend Staff, Department and other meetings as appropriate
- Attend and contribute to a School Improvement Group in order to support the delivery of the School Improvement Plan
- Support effective communication by forwarding documentation or memos to relevant staff and students
- Preserve and promote the good name of the School in all dealings with the wider public

In addition to the above you will be expected to comply with all of those terms connected with the job of your status as referred to in the School Teachers Pay and Conditions of Service Document (latest published version) published by the Department of Education and Employment.

This job description may be subject to change at any time in consultation with the post holder, and will be reviewed at least annually.

The Abbey School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Check is required for all posts within the school.



OfSTED 2017

Following our recent Ofsted inspection I am delighted to share with you their findings. We received a one-day Section 8 inspection on 21 February 2017 when two Ofsted inspectors concluded that 'This school continues to be good'.

They praised the strong leadership of the school and stated that we continue 'to provide the best possible education for each pupil.

"You are well supported by the staff and a dedicated and strong governing body in your drive to achieve this."

They witnessed the *"high levels of aspiration among the pupils and students in a strongly supportive environment."*

They also observed that *"this creates an atmosphere where pupils and students develop as individuals and are well-prepared for life as responsible members of the community."*

We were pleased that, amongst many things, they acknowledged:

- "an obvious sense of trust and mutual respect between pupils and adults."
- "a strong culture of safeguarding that runs throughout the school supported by an effective safe guarding system that makes sure all pupils are secure."
- "existing teachers benefit from high-quality training and you have appointed strong teachers to the school"
- "strong leadership of the Sixth Form."
- "Pupils say that they feel very safe in school and this is overwhelmingly supported by the views of parents."

In the last inspection in 2013, inspectors noted several strengths, including: 'strong leadership, quality of teaching, improving exam results, a vibrant sixth form, good behaviour, and excellent level of care and safety'. It is pleasing that they agreed that this is still the case at The Abbey School.

THE ABBEY SCHOOL

A Business and Enterprise Academy



Application Procedure

Date 23 January 2018	Advertised on TES and School websites
Date 23 January 2018	Information available for candidates from the school
Date 02 February 2018	Closing date for applications
Date W/C 5 February 2018	Interviews at the Abbey School

A Letter of application and the completed Application Form should be sent to :

Mrs V Bolton
HR Manager
The Abbey School
London Road
Faversham
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ME13 8RZ

Telephone: 01795 542469 / 532633

E-mail: vbolton@abbeyschoolfaversham.co.uk

Safeguarding Children and Safer Recruitment in Education

This 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 applicants will be expected to undertake an enhanced Disclosure and Barring Check.