



# The Henry Box School

Founded 1660

Headteacher **W J Hemmingsley**  
BA (Hons) MA NPQH

March 2018

**Lead Practitioner**  
**Salary £40,361 - £42,399 per annum (Equivalent to LP2-LP4)**  
**Required September 2018**

Dear Applicant

Thank you for your interest in the post of Lead Practitioner of Mathematics at The Henry Box School. We are looking for a well-qualified, committed and enthusiastic Lead Practitioner of Mathematics to join our successful 11-18 comprehensive school. This is an excellent opportunity for a talented and well qualified teacher to join a strong and successful Maths Faculty. The post holder must be an exemplar of teaching skills in school and carry out the professional responsibilities of a teacher. The post holder of Lead Practitioner will take a leadership role in developing, implementing and evaluating outstanding teaching and will play a major role in school improvement. Visits to the school are welcome, by prior arrangement.

The Henry Box School is a successful, thriving mixed comprehensive school of over 1200 students situated on Church Green in the historic market town of Witney. The school was founded in 1660 by local man, Henry Box, and the beautiful original school building is still in daily use in the centre of our attractive site. We are proud of our history and tradition and very excited about our future. The school was inspected by Ofsted in November 2017 and was judged as 'good' in every category. The GCSE examination results in 2017 were excellent, with 'A' Level results above the national average.

At Henry Box, we are fortunate to have fantastic staff, both teaching and support, experienced and supportive governors, and students who have positive attitudes and are keen to learn. Students and staff enjoy respectful relationships, and above all we are a very happy school. Professional Development is central to our work and we offer opportunities and support for all staff to develop their skills. From our excellent NQT programme through to our 'Future Leader' programme, we are committed to recruiting and retaining the best. Being the lead school in our multi academy trust, we can also offer the opportunity for colleagues to develop their careers beyond one school if this is their area of interest.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance, satisfactory references and other relevant pre-employment checks.

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If you are interested in working in a forward thinking organisation, then Henry Box could well be the place for you. Our commitment to learning, leadership and literacy can found in our latest Ofsted report [here](#):

If you decide you want to be part of our dynamic team, we look forward to receiving your completed application form by **22<sup>nd</sup> March 2018 at 4pm**. In the meantime, if you have any queries about this role, please contact Kirsty Cantley (HR Manager) on 01993 848166 Monday – Friday 8.00am – 2:00pm (term time only) (email [jobs@millacademy.co.uk](mailto:jobs@millacademy.co.uk))

Further information about the post is given below.

Yours sincerely



W J Hemmingsley  
Headteacher

### Maths Faculty

Our faculty ethos is centred on developing autonomous learners who have a deep relational understanding of key mathematical concepts. We share and continue to seek even better ways to do this. Explicit teaching of problem solving backed up with deliberate practice of identified gaps and regular low stakes quizzing work to develop fluency. We have outstanding exam results in year 11 and year 13 but are very proud of the fact that we achieve this through a constant drive to improve the way we explain and model mathematics to *all* students regardless of their prior attainment. A shared team room; collaborative planning meetings and pedagogy focussed faculty meetings mean that new and more experienced staff support each other constantly in our work and outside. We really are quite familial!

We base much of our practice on evidence from research and have strong links with the Oxford University Department of Education, taking interns on placement in pairs, having 5 teachers who did the Oxford PGCE themselves as well as taking part in research projects.

A key feature of our faculty is our commitment to promoting learning goals rather than performance goals for both our students and for our staff. We run highly popular study groups twice a week for KS4 students and lunchtime HW support every day for KS3. Students are enabled to come and seek help on the specific areas of maths they need to practise or seek help with. A departmental database records question level detail on assessments and allows us to efficiently give detailed feedback allowing us time to formatively plan next steps.

Staff monitoring is non-judgemental and formative. We have worked collaboratively to write feedback, assessment and behaviour policies that work for us and for the students. Teachers are given opportunities to contribute in a variety of ways to the running of the faculty as soon as they feel confident. For example, by running primary school master classes and taster sessions; organising sixth form trips to open lectures at the Oxford Mathematical Institute; planning and leading STEP, MAT or TMUA preparation sessions or coordinating arrangements for the UKMT individual and team maths challenges. The whole school professional development programme is flexible and allows staff to focus on developing subject knowledge as well as more general skills. For example, one member of staff completed the Oxford University Masters in Learning and Teaching; two are currently on the Teaching A level Mathematics course at Warwick University and 3 others have completed online KS5 subject knowledge courses run by MEI. We regularly attend the

Oxfordshire Mathematics Community network meetings (Coffee and Pi) and several staff have led sessions at these events.

### **TEACHING ARRANGEMENTS AND CURRICULUM**

Students are grouped in parallel bands in years 7 to 10 and across the whole cohort in year 11. Grouping is based on prior attainment.

In Key Stage 3 classes follow the appropriate Kangaroo Maths Stage for their prior attainment ensuring that the increased demands of the new National Curriculum are met. Students have 7 x 60 minute lessons per fortnight.

In Key Stage 4, students are working on the AQA 8300 specification leading up to the final linear exam with internal practice exam periods throughout the 2 years. Students are broadly set across the year group and have 7 x 60 minute lessons per fortnight. Some students also take Functional Skills qualifications in either year 10 or year 11 to support their numeracy.

All groups have consistent whole year group assessments points and we have a particular focus on generating formative feedback from these that promotes learning goals and the autonomy of the students. This was recognised as a very positive feature of the faculty in our recent Ofsted inspection (November 2017).

The learning support department provides some assistance in the classroom for students with lower prior attainment at Key Stage 3 and 4. The department has a dedicated maths teaching assistant/technician who works in class or with small withdrawal groups. She is always happy to share her experience of teaching primary maths and her amazing cupboard full of concrete resources to help plan tasks that help address knowledge gaps for our lower attaining students.

In the Sixth Form, we follow the new MEI A level specification in year 12. Further Maths is taught in collaboration with another Witney School, Wood Green.

### **ACCOMMODATION AND RESOURCES**

The faculty has nine specialist rooms, all of which are well equipped with good ICT facilities including projectors, interactive whiteboards, a teacher PC and iPad. All maths classrooms have recently been refurbished with large whiteboards around the walls of the rooms for student use. The faculty staff team room and resources area add to the amenities. In addition to SMP Interact textbooks, there is a wide range of worksheets, additional texts, practical equipment and sources of investigations. We are committed to developing ICT within the subject area. We have 30 laptops available for use in classrooms. In addition, the school has three networked computer suites which are bookable for lessons. All rooms have a wireless network.

### **STAFFING (2015/2016)**

Lucy Dasgupta (Head of Faculty), Alex Baish (Deputy Head of Faculty), Hollie West (Lead Practitioner), Tom Rosenberg, Paul Hayward (Assistant Head teacher), Amy Gibbons, Andy Richens, Sophie Rowney, Holly Hyams, Paul Patrick and Jo Rudd (Maths TA)

### **Health & Safety**

All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.

# **JOB DESCRIPTION: Lead Practitioner**

**Post Title:**      **Lead Practitioner Mathematics**

**Reporting to:** **Faculty Leader and Assistant Faculty Leader where appropriate**

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder. You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

**Liaising with:** SLT, Department Leaders, Year Leaders and relevant staff with cross-school responsibilities, relevant support staff

**Working Time:** Full Time

**Disclosure Level:** Enhanced

**Salary:** Salary £40,361 - £42,399 per annum (Equivalent to LP2-LP4)

## **Areas of Responsibility and Accountability**

- Strategic direction and development of learning and teaching
- Quality of learning and teaching
- Leading and managing learning and teaching improvements

## **General Requirements**

### **Leadership of Learning and Teaching**

- To contribute to developing a vision for learning and teaching incorporating high expectations, and to lead teaching staff to achieve that vision.
- To motivate, challenge and inspire teaching staff to develop the very best teaching practice to raise student attainment.
- To lead teachers in creating an excellent climate for learning, which supports the development of knowledge, understanding and skills.
- To lead the development and implementation of learning and teaching strategies for raising attainment in line with school strategies and in line with clearly identified needs. ☐
- To contribute to the leadership of the school by participating in and initiating whole school developments.

### **Quality Assurance**

- Work with Faculty Leaders to establish common standards of practice and develop the effectiveness of learning and teaching throughout the school in line with school policy, in order to ensure all students can achieve.
- To regularly monitor and evaluate the effectiveness of learning and teaching through analysis of assessment and examination data, lesson observation, student focus groups and sampling the planning and assessment of class work and homework, in order to encourage continuous improvement in line with school policy.
- Work with Faculty Leaders to monitor and evaluate the attainment of all groups of students (based on teaching group, gender, ability, ethnicity, relative deprivation and looked after), in order to ensure equality of opportunity for achievement for all students.

## **Teaching**

- To undertake an appropriate programme of excellent teaching in accordance with the duties of a lead practitioner.
- To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To support independent learning and enhance student learning experiences.
- To offer support for colleagues and to encourage the sharing of good practice between colleagues, including peer observation of teaching to improve specific aspects of learning and teaching practice.

## **Curriculum Provision and Development**

- To promote a stimulating learning environment, which encourages students to learn.
- To liaise with SLT to ensure the development and delivery of an appropriate, comprehensive, high quality and cost effective curriculum commensurate with the school improvement plan.
- To keep up to date with and respond to national, regional and local curriculum developments and initiatives.
- Work with Faculty Leaders to ensure that the development of programmes of study / subject areas is in line with national developments.

## **Communications and Liaison**

- To ensure that all members of the teaching and associate staff are familiar with the school vision for learning and teaching, including relevant strategic goals and improvement plans.
- To attend and actively contribute to learning and teaching leadership team meetings.
- To contribute to the evolution of whole school policies and procedures regarding learning and teaching.
- To communicate the analysis and evaluation of the learning and teaching performance, targets and improvement plans through annual reports and to make presentations to SLT and to the Governing Body.
- To liaise with parents, carers and stakeholders in order to facilitate the two way flow of information about students' learning.
- To liaise with partner schools, colleges, other education providers, examination bodies, community groups, businesses and other external bodies as appropriate.
- To give presentations to parents, carers and stakeholders as appropriate.

## **Leadership of Staff**

- To promote effective working relations through teamwork, mutual support, acceptance of accountability, devolving and delegating responsibilities and distributed leadership where appropriate.
- To help staff achieve constructive working relationships with students.
- To identify and meet as appropriate staff development needs relating to improving learning and teaching, including designing relevant programmes, ensuring an equitable distribution of training and liaising closely with the designated member of SLT for CPD.
- To develop a good knowledge of the professional profile and capabilities of members of teaching staff, providing support, coaching, mentoring and references as appropriate to ensure their well being, skills are fully utilized and career aspirations are supported.

### **Strategic and Operational Planning**

- To formulate and maintain strategic goals for learning and teaching with colleagues commensurate with the needs of students and the school.
- Work with Faculty Leaders in their development of appropriate long, medium and short term curriculum plans, assessment procedures, teaching strategies and resources within faculties
- To implement school policies.

### **Professional**

To be a positive role model for staff and students within school that reflects the professional attributes of an effective school leader.

- To undertake necessary professional development to gain knowledge, understanding and skills of each key area of the National Standards of Excellence for Headteachers and specific needs to improve the effectiveness of their leadership and management.
- To have up to date subject knowledge and knowledge of pedagogy, behaviour management and research findings within learning and teaching

### **General Responsibilities**

- Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager

### **Additional duties:**

- Play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage and ensure staff and students follow this example
- To promote and lead extra-curricular activities in line with the traditions and expectations of the school within the context of a life work balance

### **Other Specific Duties:**

- To undertake the role of Form Tutor if required
- To share in supervisory duties according to the school's published rotas
- To keep up to date with school information e.g. the weekly bulletin, staff handbook and to clear your pigeon hole daily
- To participate in any arrangements within an agreed national framework for the appraisal of your performance and that of other teachers
- To continue personal development as agreed
- To engage actively in the appraisal process
- Whilst every effort has been made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- To undertake any other duty as specified by STPCD not mentioned in the above

**For all staff** - You have specific responsibilities under Health & Safety / Child Protection legislation to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Cooperate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as practicable
- Report any safeguarding children / child protection concerns to a senior member of staff
- Attend safeguarding training as requested

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in job commensurate with the grade or job title.

Selection Criteria	Essential/ Desirable	Assessed
<b>Knowledge &amp; Understanding</b> <ul style="list-style-type: none"> <li>Pedagogy and the process of learning and teaching</li> <li>Can accurately judge quality of teaching and learning in lessons and give constructive feedback</li> <li>High level of competency in analysing and evaluating student progress data</li> <li>Thorough understanding of strategies required to ensure all student groups make good progress</li> <li>Monitoring and evaluation</li> <li>Experience of Inclusion</li> <li>Curriculum development</li> </ul>	E E E E E E D	I I I I I A A
<b>Qualifications</b> <ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Excellent Teacher or SLE Teacher</li> <li>Evidence of further professional development</li> <li>Additional post-graduate qualification</li> </ul>	E D D D	A A A A
<b>Experience</b> <ul style="list-style-type: none"> <li>Positive middle leadership experience in a secondary school</li> <li>Evidence of outstanding teaching and student progress</li> <li>Evidence of exercising excellent judgement in pressured situations</li> <li>Experience of working successfully in partnership with external agencies</li> <li>Experience of leading teaching teams to raise student attainment and demonstrate impact</li> </ul>	E E D D E	A A I I I
<b>Skills</b> <ul style="list-style-type: none"> <li>Have teaching skills that lead to excellent outcomes</li> <li>Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups</li> <li>Ability to raise aspirations of staff and students and inspire them to work towards shared goals</li> <li>Ability to appraise, evaluate and advise colleagues on their work and outcomes</li> <li>Determination and resilience to initiate and implement new developments to raise student attainment</li> <li>Ability to think and act strategically</li> <li>Ability to analyse, problem solve and prioritise</li> <li>Ability to self-evaluate</li> <li>Ability to self-organise and multi-task</li> <li>Ability to learn from experience</li> </ul>	E E E E E E E E E E	A I I I I I I I I I
<b>Qualities</b> <ul style="list-style-type: none"> <li>Ability to collaborate effectively as part of a team</li> <li>Capacity for and interest in further promotion</li> <li>Absolute commitment to the safety and welfare of all people</li> <li>Ambition to learn in post and aspire to become an inspirational leader</li> <li>Possession of an enthusiastic and “can-do” disposition</li> <li>Willingness and ability to attend meetings/events outside normal school day</li> <li>Willingness to work with other schools in our Trust</li> </ul>	E E E E E E E	I I I I I I I

Wendy J Hemmingsley  
Headteacher  
March 2018