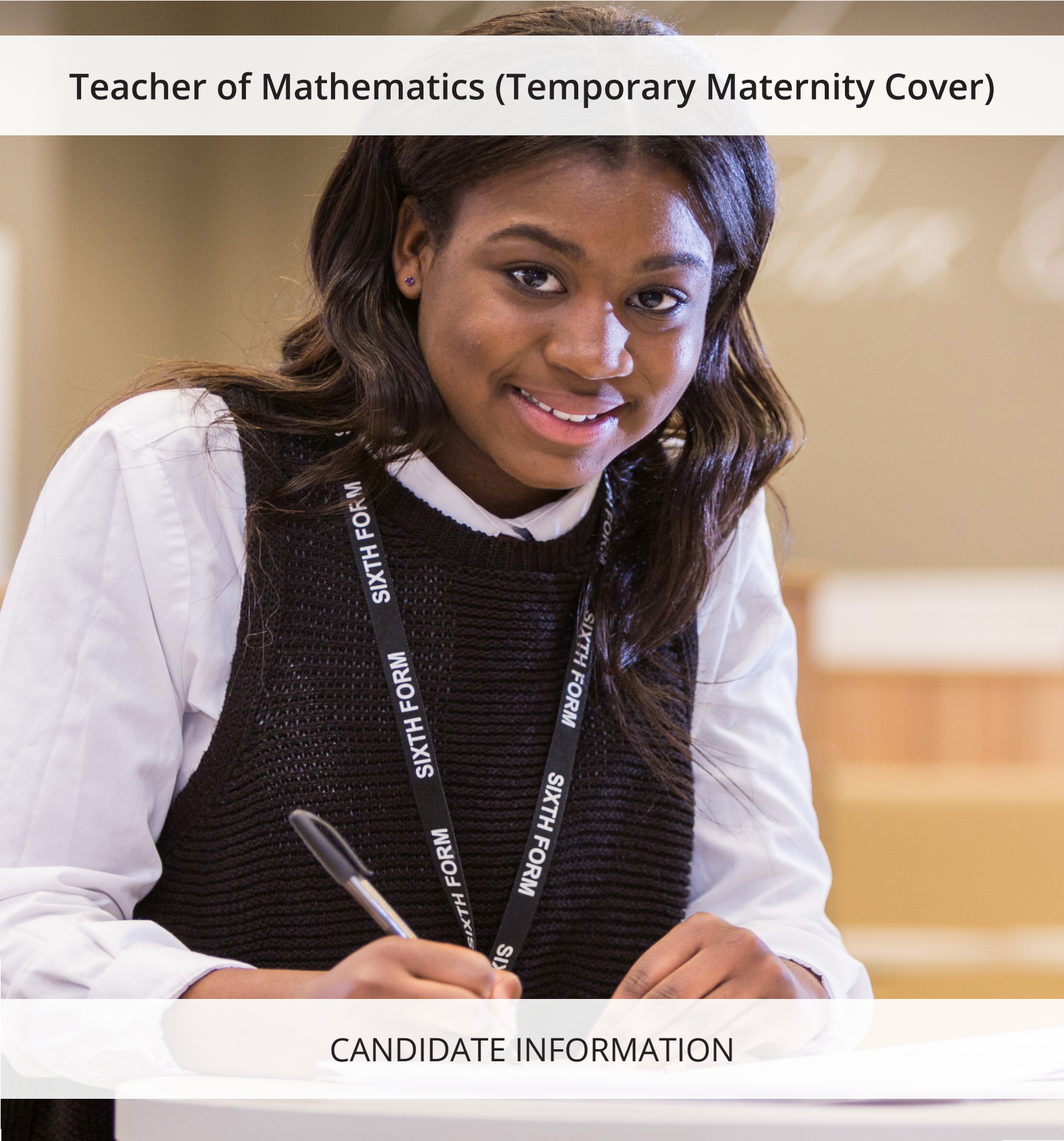




St Wilfrid's
Church of England Academy

Teacher of Mathematics (Temporary Maternity Cover)



CANDIDATE INFORMATION



Dear Applicant,

I am delighted that you have expressed an interest in working at St Wilfrid's Church of England Academy.

As an Academy, we seek to embrace new methodologies whilst maintaining a balance with traditional practice, to bring about examination success. All students at KS3 and KS4 have a 1:1 mobile device. This is an example of our commitment to use modern technology to maximise learning. Recent development of the site has enhanced the resources available to staff and students, which includes an Immersive classroom space and an iMac suite.

We are seeking to appoint a highly effective Mathematics specialist to work within the Mathematics Learning Area. Whatever your current position, we will provide tailored CPD to challenge, grow, equip and prepare you for the next phase of your career. You must be passionate about Mathematics and a team player at heart. You must be focused, resilient and good-humoured, and have proven success in teaching and learning at Key Stages 3 and 4. You should also possess excellent communication skills and a thirst to see all of our learners succeed.

If you were to be successful in your application, you would be joining an Academy which strives for excellence. We benefit from purpose-built accommodation with excellent facilities. All in all, it is a wonderful place to work and learn. Visitors to St Wilfrid's comment on the calm and purposeful environment, the friendly nature of our students and the welcome extended by our staff.

We are looking for a high-calibre, enthusiastic and outstanding Mathematics teacher who wishes to be part of the success story of St Wilfrid's. You would be joining a forward thinking Academy with an excellent team of staff, who along with fantastic students, inspire each other and all who come to visit. We aim to raise aspirations, realise potential and further the culture of developing well-rounded successful teachers and young people.

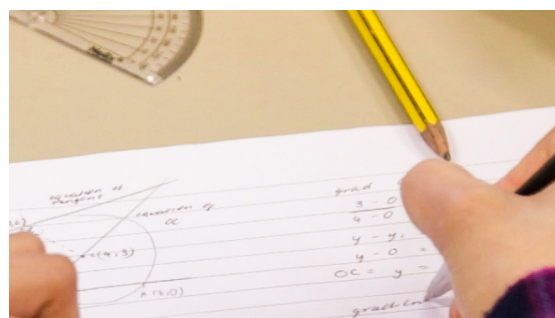
The closing date for applications is noon on Friday 20th October 2017.

If you are interested in moving the Academy forward and are committed to making the learning tomorrow better than it is today, I would warmly encourage you to apply. If you require any further information regarding this post, or would like to visit the Academy in action, please contact Mrs C Holt, PA to the Principal, via cholt@saintwilfrids.com who will arrange this. Please submit the Teaching Staff application form, which can be downloaded from the Academy website, along with a letter of application of not more than two A4 sides detailing how your experiences to date qualify you for the post and how you see the role developing.

I look forward to receiving your application.

Yours faithfully,

Miss C Huddleston
Principal



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The Christian ethos at the Academy helps give us a sense of security and moral guidance that we can carry through for the rest of our life.

*Refresh
Relax & Refocus*

Olivia - Year 13

Key facts and statistics

Type of school	Mark 2 Academy Converter
Age range	11-18
Location	Blackburn, Lancashire
Denomination	Church of England Diocese of Blackburn
Co-education or single sex	Mixed
Number of students	1432
Absence days (2015/16)	7.4%
Number of staff	109 Teaching 80 Support
% of PP students	24.4%
% of students with Statement or School Action Plus	8.44%
% of students with SEN	10.13%
% of students with EAL	13%
GCSE Results 2016*	
English % A* - C	82%
Maths % A* - C	74%
Progress 8 Score	-0.05
Attainment 8 Score	52.77 (C+)
3 Levels of progress (2016)*	
English	82%
Mathematics	68%
Sixth Form Data 2016*	
3 A levels A*-E	99%
3 A*-B	55%
L3VA Score	+0.12

*2017 Data to be ratified and calculated against national data.
Please contact the Academy for further details.



Learning Area: Maths

The Mathematics Learning Area has a committed team of graduate subject specialists who are experienced in their field and are keen to share this with students. The team are keen to use new technologies as part of their skillset to help students achieve their full potential and work collaboratively to embed the increased level of problem solving demanded by the new curriculum. Although the demand of the new GCSE has presented challenges, the team are well prepared to deliver the new specification as they share A level teaching methodologies, bringing about an understanding of the more complex higher order skills necessary to secure the top grades.

Staff	12 full time specialists 2 part time specialists. 1 Lead teacher, responsible for whole school Numeracy.			
Structure	Learning Area Co-ordinator, Director of Maths, KS3, 4 and 5 co-ordinators.			
Examination courses for KS4	AQA			
Examination courses for KS5	Traditionally we have offered 3 A level courses from OCR (MEI): We will be offering the new AQA courses at A level incorporating core, mechanics and statistics. We will also offer an AS course over 2 years for students wishing to maintain a level of Mathematics at A Level as a facilitating subject.			
GCSE examination results	2017	9 - 4 80%	3+ LP 67%	4+ LP 22%
	2016	A*-C 74.7%	3+ LP 68%	4+ LP 20%
	2015	83.6%	73%	33%
	2014	81.4%	72%	25%
A level examination results	In 2016, 33% of our AS candidates achieved A-B grades and at A2, 64% achieved A*-B.			
Accommodation	We have 6 designated Mathematics rooms and an office where we all have a workspace. There are 2 other classrooms which are mainly designated as Mathematics rooms for AS and A2 level classes. All rooms have interactive whiteboards and are well resourced for the teaching of Mathematics.			
Timetable structure	Year 7 3 lessons per week Year 8 4 lessons per week Year 9 4 lessons per week Year 10 S band 4 lessons per week W band 5 lessons per week Year 11 S band 4 lessons per week W band 5 lessons per week KS5 5 lessons per A level subject per week			
Intervention	We utilise a range of in-class intervention strategies to daily support learners. We also run a series of intervention programmes for vulnerable cohorts to ensure they realise the best possible outcomes.			



Job Title:
Teacher of Mathematics (Temporary Maternity Cover)

Reporting to:
Learning Area Coordinator

Salary:
MPR/UPR

Contract:
Temporary Maternity Cover (starting after Christmas)

Main Purpose:

To impact positively on student achievement and attainment through planning and developing high quality lessons, using a variety of approaches to continually enhance teaching and learning.

1 Key Responsibilities

1.1 Plan teaching to achieve at least good progress in students' learning

1.2 Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and the development of positive and productive relationships

1.3 Use a variety of teaching methods and resources, including 1:1 devices, which sustain the momentum of students work and keeps all students engaged

1.4 Use assessment information to inform planning and maximise progress

1.5 Mark and monitor students work providing constructive feedback and setting appropriate targets to maximise progress

1.6 Contribute to the development and evaluation of Schemes of Learning

1.7 Be familiar with the statutory assessment and reporting requirements and be able to communicate effectively with parents

1.8 Evaluate their own teaching critically and so improve their own effectiveness

1.9 Attend and contribute fully to meetings and parents' evenings as required

1.10 Carry out the roles and responsibilities of a Form Tutor

1.11 Contribute to the wider life of the Academy and uphold the Mission Statement of the Academy



2 Wider Responsibilities

2.1 Support the Academy House System

2.2 Provide pastoral support for students to the best standard possible

2.3 Contribute where possible to Academy events and extra-curricular activities

2.4 Actively support and promote the Christian ethos of the Academy

2.5 Actively promote the Academy within the community

2.6 Be aware of and adhere to policies and procedures relating to Safeguarding, Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate persons

2.7 Fully participate in the Academy's Appraisal programme

2.8 Undertake any other duties and responsibilities as required that are covered by the general scope of the post

2.9 Undertake any other reasonable duties at the request of the Principal

3 Developing Oneself and Working with Others

3.1 Evaluate one's own teaching critically and use this to improve effectiveness

3.2 Treat people fairly, equitably, with dignity and respect, to create and maintain a positive culture within the Academy

3.3 Develop and maintain a culture of high expectations for self and take appropriate action when performance is unsatisfactory

3.4 Review one's own practice, set personal targets and take responsibility for one's own personal development

3.5 Manage one's own workload and that of others to allow an appropriate work/life balance

4 Securing Accountability

4.1 Fulfil commitments arising from contractual accountability to the governing body

5 Strengthening Community

5.1 Create and maintain effective partnerships with parents and carers to support and improve students' academic achievement, in addition to their spiritual, moral, social and cultural development



This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future. The appointment is subject to the current conditions of employment in the current School Teacher's Pay and Conditions.

Person Specification

This person specification lists the requirements that are necessary to do this job and how these will be assessed (Application - A, Interview - I and References - R).

In the application and supporting statement, the applicant should state clearly how they meet the requirements being assessed by APPLICATION. The panel will reach a decision on whether or not to short-list the applicant based on the information that is provided in BOTH the form and the statement.

CRITERIA	ESSENTIAL / DESIRABLE	A / I / R
QUALIFICATIONS AND TRAINING		
5 good GCSEs (or equivalent) including English and Mathematics	E	A
A-Levels or equivalent	E	A
Degree or equivalent	E	A
QTS Status	E	A
An ability to pass a DBS check (non-negotiable)	E	A
EXPERIENCE		
Be an excellent teacher demonstrating enthusiasm and a commitment to education	E	I
Have experience of teaching Mathematics up to GCSE standard	E	A / I
Have experience of building and sustaining effective relationships with colleagues	E	A / I
Have experience of teaching in an 11-18 environment	D	A / I
SKILLS AND ATTRIBUTES		
Have an excellent understanding of the National Curriculum requirements for Mathematics	E	A / I
Have strong analytical and problem-solving skills	E	I
Have excellent communication and interpersonal skills	E	I
Have a clear understanding of safeguarding procedures	E	A / I / R
Have an ability to motivate young people	E	A / I / R
Have demonstrably high professional standards	E	A / I / R
Have effective communication skills, both written and verbal	E	A / I / R
Have the ability to research innovative practice	D	A / I
Have good IT skills	D	A / I / R
Have an excellent understanding of the new Mathematics specifications	D	A / I
PERSONAL QUALITIES		
Be passionate about Mathematics	E	A / I
Be able to actively support and promote the Christian Ethos of the Academy	E	A / I / R
Be a team player used to working collaboratively	E	I / R
Be a resilient and reflective individual	E	I / R
Be willing to undergo training as necessary	E	A / I
Possess a good sense of humour	E	I
Be able to lead by example and demonstrate professional values, securing the ethos of the Academy	E	A / I / R
Have energy, tenacity and the ability to work under pressure	E	I