



Woodrush High School

An Academy for Students Aged 11-18

Mathematics Teacher

KS5 Coordinator

Applicant information



Advertisement

Mathematics Teacher KS5 Mathematics Coordinator TLR £4447

To start September 2018

Due to a restructure we are looking to appoint a KS5 Mathematics Coordinator who will work closely with the Head of Maths and Senior Leadership team, as well as other colleagues throughout the department, to drive continuing improvement in students' progress as well as the quality of Teaching and Learning within KS5 and the wider Maths faculty.

The successful candidate will be an outstanding practitioner who can demonstrate experience of teaching KS5 and raising attainment in Maths across all Key Stages. You will have a proven track record of success in the classroom and demonstrate high aspirations for the future.

You will join a vibrant department, where teachers work together and are encouraged to innovate and to inspire all students to make excellent progress from their starting points

We can offer you:

- The benefit of being part of our Teaching School
- A wealth of CPD aimed at teachers at all stages and levels of experience
- Supportive Induction programme
- Excellent opportunities for further development
- Onsite Gym with discounted memberships for staff

Woodrush High School is an oversubscribed 11-18 mixed Academy and has an excellent reputation locally and nationally. Our last three Ofsted inspections have been graded 'Outstanding' and we work hard as a team to continually strive to improve. We are a Teaching School and a National Support School committed to educational innovation. We are situated in a pleasant suburban area the school is based on the borders of Birmingham, Solihull and Worcestershire only 5 minutes from Junction 3 of the M42.

Interested candidates are welcome to come and look around the school by prior appointment.

To find out more information on our school please download our application pack from our website. Details can be found also on how to apply.

Alternatively please contact Mrs Robinson Headteachers PA on 01564 823777 or email her at nrobinson@woodrushhigh.worcs.sch.uk to have a pack emailed or posted out to you.

Closing date first post Monday 21st May, interviews to take place on Wednesday 23rd May.

Woodrush High School is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role

Information for Job Applicants

Dear Applicant,

Thank you for your interest in our vacancy

Woodrush High School is an extremely popular and oversubscribed Academy. We are an Outstanding school, a Teaching school and a recognised National Support school. We have a 'family' ethos and a strong commitment to building professional relationships, with staff and students alike. Our students are enthusiastic, keen to learn and range in age from 11 to 18 years old.

Our position at the heart of our local community is strong -Woodrush is thriving and amongst the top performing schools academically in our local area. We are proud of our local and national reputation; our 'Outstanding' OFSTED grade puts us in the top 10% of schools nationally. We place our emphasis on ensuring all of our students achieve the qualifications and equally importantly, the life skills to be successful in the world in which we live. We are a community school and value the contribution all of our students make to the life and success of our organisation.



We are justifiably proud of our school and our students' achievements. Their behaviour is excellent and they enjoy the learning experiences that they have. We are committed to ensuring that all our students receive the excellent education that they deserve. We have a hardworking and well-qualified staff who are dedicated to delivering an ever-changing curriculum in a vibrant and exciting way. The curriculum we offer is broad balanced and inspires students to learn. The range of subjects and courses on offer help students acquire knowledge, understanding and skills in all aspects of their education, including the humanities, languages, mathematical, scientific, technical, social, physical and artistic learning.

Our young people are focussed, determined, motivated and encouraged to do their best in everything they do. Whilst our focus is on a strong academic performance, as a school we value highly our work with extra-curricular activities and opportunities are wide and varied. Students are able to take part in a range of experiences from the Duke of Edinburgh Award to work in the arts, music and sport to name but a few, along with many other opportunities for trips and visits locally and abroad. Our encouragement of our extra-curricular opportunities is as strong as the focus on all of our students' progress in the classroom with clear benefits to their chances in life.

It continues to be a fantastic time to join our team. I wish you every success in your application and, along with my colleagues, look forward to meeting the successful short-listed candidates.

Kind Regards

A handwritten signature in black ink, appearing to read 'N. Rancins'.

Ms N. Rancins BSc PGCE NPQH
Headteacher



About Our School

Woodrush High School is an 'outstanding' mixed, comprehensive school of approximately 1000 students aged 11 to 18, including a sixth form of nearly 120 students. There are 70 teaching staff and approximately 60 support staff. The school is situated in a pleasant semi-rural residential area a mile to the south of the Birmingham City boundary. It is a six form entry school and is heavily oversubscribed, with applications coming from parents of students residing in Birmingham, Worcestershire and Solihull. Applications for admission in 2017 totaled 396 for 180 available places. The school, which was opened in 1957, enjoys an excellent reputation locally and commands much loyalty from families who have lived in the area for some time. Woodrush was designated a Teaching School by the National College for Teaching and Leadership in 2014.

Our examination results at GCSE are significantly above national averages and our students have an excellent record for achieving employment and admission to higher and further education.

Achievements in other fields are equally valued and there is a strong tradition of extra-curricular activities within school. Woodrush has teams in many sports, including: rugby, football, netball, hockey, cricket, tennis, basketball, athletics, rounders and cross-country running. There are residential outdoor pursuit weeks, visits to France and Spain, skiing trips, residential field courses, and visits to theatres. There are drama and musical productions and a high participation rate in the Duke of Edinburgh Scheme.



Students follow a broad and balanced curriculum leading to a full range of qualifications. At KS4 students follow a flexible curriculum depending on needs and ability. At Sixth Form level the school offers a range of AS and A level courses alongside an increasing suite of vocational subjects such as BTEC's. All students follow our 'ASPIRE' programme which aids the personal development of students and prepares them for life after Woodrush. The Special Educational Needs department is particularly strong, and offers considerable support to a number of students throughout the school. Students with physical disabilities are completely integrated within the curriculum of the school.

The accommodation of the school includes an assembly hall, kitchen and dining area, and two and three storey classroom blocks- much of which has undergone considerable refurbishment. There is specialist accommodation for Science, Technology, Art, Drama, Business Studies, and ICT, and more recently building programmes have provided high quality accommodation for Sports at the school and for community, Teaching school, Library, and Sixth Form area. Our sports facilities, including all weather floodlit artificial pitch, are open to the public as an evening and weekend sports centre.



We have four Houses at Woodrush High School (Brindley, Cadbury, Eliot and Lanchester). Students join a mixed ability tutor group on entry to the school and remain in that group until the end of Year 11. We have an agreed Code of Conduct and students are expected to and do behave well. Parents are very supportive and the school has an excellent reputation for creating high standards achievement and behaviour. Our school uniform, which is traditional in design, with a blazer, is worn by all students up to Year 11 and is strictly enforced. Students are encouraged to achieve the highest possible standards of which they are capable.

Woodrush prides itself on fostering a strong sense of community life and developing good habits of hard work and self-discipline. We aim to provide young people with an orderly, structured and supportive environment in which they can grow to maturity.

The Mathematics Department

The Mathematics department consist of a team of 7 full-time members of staff and 3 part-time members. This includes a Head of Faculty, 1 Deputy and a Lead Teacher for KS5.

The department has a reputation for high standards; we aim to ensure that each pupil achieves their full potential in developing their mathematical thinking skills, in order to achieve rapid and sustained progress and the highest attainment possible by the end of Year 11. Learning is not limited by year group as our 5-Year Scheme of Work fully supports all learners including appropriate scaffolding and differentiation and the opportunity to be exposed to all aspects of the National Curriculum from Year 7. The use of investigative tasks that deepen understanding and broaden perspectives is encouraged throughout the SOW and we are always looking for innovative ways to enrich the learning experiences. This philosophy is especially beneficial to our gifted and talented students who are encouraged to progress even further by moving onto complex topics early and challenge themselves by taking on studies in other areas of Mathematics such as GCSE Statistics in Year 10 and sitting the Edexcel Algebra and Number and Measure Awards exams.



Teaching takes place in a suite of 7 large classrooms housed on 2 floors within the same block. They are all equipped with Smart interactive whiteboards and internet access is available throughout. This allows for the use a variety of interactive tools including MyMaths, Mathsbox and MathsWatch VLE. All staff have a laptop computer for use with the interactive whiteboard as well as for their own use to produce resources and monitor progress. There is also a bookable IT room available for lessons.

Teaching is done in sets according to ability; with Years 7 and 8 taught in 2 bands of 4 groups and Years 9 and 10 taught in 7 sets across the whole year group. We usually have 8 sets in year 11 to accommodate smaller group sizes so that we can focus on ensuring outstanding progress is made by the end of Year 11.

All pupils at Woodrush follow the Edexcel scheme and begin working towards their GCSE in year 7. Our 5-Year SOW of work begins in September of Year 7 and follows a mastery approach where pupils are encouraged to build deep understanding across the curriculum and apply skills from different strands with skill and accuracy. Assessment is by periodic topic tests and Exit Tickets (short assessments targeting key skills) as well as twice yearly summative assessments to coincide with the whole school reporting system. A final full more detailed exam is taken at the end of each year to cover all topics pupils have learnt since starting their GCSE. From September 2015 all pupils now follow the new 9-1 GCSE curriculum and the current SOW has been updated to reflect the changes as well as advice from partner schools, Pixl and Edexcel



At Key Stage 5 Edexcel Modular Mathematics is taken with modules in Core Maths (C1 – C4), Decision Maths (D1) and Statistics (S1). Pupils are also offered the chance to take AS or a full A level in Further Maths with modules in Mechanics (M1 and M2), Statistics (S2) and Further Maths (FP1 and FP2). We are currently updating our KS5 SOW to reflect the changes to the national curriculum with first teaching in September 2017

The department has a reputation for working as a team, sharing good practice and good ideas, with the Head of Department operating an open door policy being readily available for all staff at all times. We are a supportive team regularly taking PGCE students from Birmingham University. However, we are also open to fresh ideas and embrace new challenges – joining this department would give staff the opportunity to further their career and try out new initiatives.

Why work at Woodrush High School?

We place learning and progress at the heart of everything that we do and regularly celebrate at all levels the excellent achievements of our students. We have a 'can do' attitude where we feel that nothing is impossible to achieve in order to improve our students chances in life.

Our success is based on the quality of the staff we have, in whatever role they play in school. We aim to continually improve and strive to excel in everything that we do. At Woodrush we work towards creating caring and positive relationships with staff and with our students. We are a community, where students and staff are happy to work together.

Our Staff Enjoy:

- Being part of a successful Outstanding school
- Being at a school which has a highly supportive NQT programme, verified externally by our NQT Induction Quality mark
- Our interactive and inspiring weekly CPD training sessions
- A fully supportive New Staff induction process
- The benefits of working within a Teaching school and the additional support it provides for their development
- The school's supportive network of colleagues
- A pastoral structure which supports both staff and pupils
- Excellent opportunities for further development
- On site gym with membership at reduced rates
- On site café and library

What does being part of a Teaching school mean for staff at Woodrush?

Within our Alliance, (of both Primary and Secondary schools) and situated in a brand new training building, we lead teacher training through various routes -Schools Direct and PGCE with the Universities of Birmingham, Worcester and Warwick. Training is based at Woodrush High School and/or our partner schools.



Alongside initial teacher training, we offer a wealth of CPD- aimed at teachers at all stages and levels of experience, which aims to support teachers to become outstanding practitioners who are highly effective and exceed the professional standards required.

In addition, our professional, friendly and experienced team are able to skilfully lead the Olevi programme (The Outstanding Teacher programme (OTP) and the Improving Teacher Programme (ITP)) as well as further professional qualifications, such as the NPQML and NPQSL, with outstanding training and enhanced by strong partnership links within our growing Alliance. We place strong emphasis on using Educational Research and cutting edge pedagogy to inform our training, ensuring it is creative, dynamic, effective and leads to exceptionally positive feedback.

We pride ourselves on spotting talent within our Woodrush team (and the Alliance) and nurturing staff potential, to ensure that every single person aims to achieve their best, and is supported to do so at any point in their

career. We have a team of SLEs in school and offer School to School support, which involves our SLEs, Senior team and Teaching staff who are able to effectively support staff within our own school or our Alliance/ partner schools.

Therefore, the experience of staff at the Woodrush High School is enriched by the many opportunities offered by the Teaching School (and the staff within the Alliance and partner schools.) Joining Woodrush enables you to have the opportunity to access the high quality training programmes from within the Teaching School CPD programme, and offers you the chance to take part in our in-house events, train or support teachers or lead CPD for other teachers from Woodrush, or wider afield. As our Teaching school continues to grow, so do the opportunities which our staff are offered and can benefit from.

Job Description TLR 2 £4447

1. Relationships:

The post holder is:

- accountable to the Headteacher in all matters; to the identified SLT Line Manager of their department/faculty team and the Head of Faculty for teaching duties and relevant pastoral staff in pastoral or tutoring matters.
- Expected to interact on a professional basis with colleagues and seek to establish and maintain productive relationships with them.

2. Purpose of Job

To be responsible for Key Stage 5 within the department, assist with the responsibility for the professional leadership and management of the department in order to ensure high standards of teaching and learning are delivered, ensure resources are used efficiently and effectively and the curriculum is managed and developed in accordance with academy policy.

To help shape and put into practice school policies designed to secure continuous improvement in the teaching of their subject(s) producing the highest standards of student achievement and ensuring that all students develop their knowledge, understanding, skills and abilities within a secure and motivating educational environment.

3. Key Tasks:

3.1 Subject to the negotiation with the Line Manager actively contribute to the process of curriculum review and development within the Department

By

- helping to shape and create a well-informed vision of the subject and its contribution to students' overall development
- contributing to the process of establishing short, medium and long term plans for the development of the department and support the agreed plans
- contributing to the development of curriculum policy and practices and implement schemes of work, which meet the requirements of the National Curriculum, the School Improvement Plan and school policies.
- contributing to the process of establishing and implementing, agreed policies and practices for assessing, recording and reporting on student achievement within the context of the school's policy on assessment, recording and reporting

3.2 To actively contribute to procedures for monitoring performance and the evaluation of teaching and learning:

By

- embracing an open and reflective approach to the teaching of the subject in which self-evaluation is used to improve the quality of teaching and learning
- making use of performance data to monitor and evaluate the progress and achievement of students
- implementing agreed action to raise achievement and to strive to meet the targets set for improvement
- ensure there are equal opportunities within all teaching and learning for all students

3.3 To work to agreed expectations set by the Line Manager and within the context of school policies:

By

- establishing good working practices and relationships with students
- seeking to encourage moral, emotional and spiritual growth in students
- maintaining good working practices and relationships with other staff

3.4 To actively contribute and participate in policies established to promote and continue professional development both personally and in respect of other members of the department:

By

- embracing agreed school policy of staff review and development within the department
- informing the Line Manager of CPD needs to meet personal targets established in the process of the school's Performance Management Policy
- informing the Line Manager of CPD needs to meet targets established within the context of departmental and school improvement plans

3.5 To help in the management of resources of the Department

:

By

- informing the Line Manager of resource needs to meet department and school improvement plans
- working within the budget resource needs
- encouraging students to develop good practice to conserve and use all resources efficiently
- ensuring classrooms and adjacent corridor and communal area presents a stimulating learning environment with high quality displays

3.6 To contribute to policies covering the health and safety of both staff and students within the department:

By

- promoting and maintaining an effective, safe working and learning environment
- encouraging students to adopt safe working practices
- advising the Line Manager of any areas of concern within the department
- advising the school's Health and safety Officer of any areas of concern outside the control of the department

3.7 To help in the review and development of policies established to promote and develop the department and its accountability:

By

- helping to ensure that improvement plans and schemes of work form part of a coherent strategy for raising students' achievement in key skills (e.g. literacy, numeracy and ICT capability)
- reporting issues on students' progress and achievement to the Line Manager helping to promote effective working relationships with other professionals to ensure that they play a role in improving and sustaining student achievement
- helping to promote effective working relationships with parents to ensure that they play a role in improving and sustaining student achievement

3.8 To collaborate with other teams to facilitate the development of whole school initiatives

4. To participate as required in meetings with colleagues and parents in respect of the duties of the post

5. To supervise students as required by the Headteacher including duties

6. The post holder in conjunction with departmental policy will help to ensure effective liaison with external organisations.

7. Where appropriate to carry out the duties of a form teacher in respect of form students, to include:

- the maintenance of discipline and high standards of conduct and appearance of students
- the establishment of a rapport with students to develop their social and academic potential and to be a main source of reference for their issues and concerns
- ensuring absences and lateness are accounted for, taking appropriate actions where they are not
- the tracking of student progress and intervention strategies
- the compilation of reports, profiles and references on students as required
- the effective teaching of Personal, Social, Health and Emotional issues
- the monitoring of independent study of students, the teaching of form periods, escorting the form to assemblies, attending assemblies and attending tutor meetings

8. The duties and responsibilities of the post are subject to those detailed in the National Statement of Conditions of Employment and will count as directed time as detailed in such statement, and as defined by the Headteacher

9. This job description does not define in detail all duties/responsibilities of the post. These will be reviewed annually as part of the performance management process

10. Specific tasks and targets (identified in the Performance Management process).

11. The post holder is expected to carry out any other tasks which the Headteacher or Governors may from time to time reasonably require.

Additional Accountabilities: As part of a continuous process

1. To be accountable for learning outcomes within the faculty (
2. To agree to analyse, on a half-termly basis, student progress, taking the appropriate proactive steps, to make measurable contribution to whole school targets
3. To support the Head of Faculty in the production of an improvement plan for the relevant area which contributes positively to the achievement of the School Improvement Plan and which actively involves all relevant teachers in its design and execution.
4. To provide regular feedback for colleagues in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible impact on student development.
5. To assist the designated Team Leader in the termly and annual review of the standards of leadership, learning and teaching in the subject area, consistent with the quality assurance procedures in the school Self Evaluation/ Monitoring Evaluation and Review policies.
6. To support the Head of Faculty with ensuring all subject staff understand, and are actively implementing, the key aspects of the school's policies (e.g. behaviour, assessment and inclusion)
7. To determine the learning priorities within their subject (if applicable) and to plan, oversee and evaluate the budget in accordance with these priorities and applying best value principles.
8. To support the Head of Faculty with monitoring and evaluating the subject budget allocation (if applicable) to ensure that the budget is spent in line with subject learning priorities and best value principles.
9. To support the Head of Faculty with engaging all subject staff in the creation, consistent implementation and improvement of schemes of work/learning which encapsulate the school teaching and learning policy
10. To monitor and evaluate research and development of issues related to learning and teaching in their subject area and share this with subject staff.
11. Actively seek out opportunities for their own professional development and link these to contributions to the whole school targets in their subject area in school and beyond.
12. To be responsible for the ongoing welfare and protection of children through the promotion of healthy lifestyles and the constant vigilance required for ensuring effective practice
13. To follow the school's Safeguarding procedures

Required competencies

Analytical Thinking

Confidence

Team Working

Developing potential

Information Seeking

Holding people Accountable

Challenge and Support

Conceptual thinking

Creating trust

Drive for improvement

Enduring resilience

Passion for learning

Initiative

Person Specification

Teaching and Learning	
• Secondary teaching across the age, gender and ability range.	E
• QTS and an outstanding classroom practitioner	E
• Establishing high expectations of all students.	E
• Teaching Mathematics to KS3 and KS4	E
• Teaching Mathematics to KS5	E
• Extra-Curricular Activities	E
• Pastoral Experience e.g. Form Tutor	D
• How to enhance students learning to make learning vivid, challenging, enjoyable and real	E
• How to use ICT as a tool to enhance teaching and learning	E
• Proven Ability to raise standards in classrooms other than their own	E
• Excellent understanding of the components which comprise outstanding teaching and learning	E
• Experience of leading teaching and learning initiatives beyond their own classroom	E
• Evidence of further personal and professional training development and how this has been applied.	E
• Has enthusiasm and a vision for the future of Mathematics and its role in improving student life chances	E
Behaviour and Safety	
• How to cultivate positive and effective teacher/student relationships to encourage the best from every student.	E
• How to promote inclusion and equal opportunities	E
• Secure understanding of safeguarding and keeping children safe	E
• Ensure positive learning behaviour in your classes	E
Achievement	
• How to use personalised learning strategies to ensure high quality outcomes	E
• Understanding of how to use Data to raise students' performance	E
• Ability of ensuring students meet challenging targets in their own classes	E
Other Skills and Attributes	
• Excellent communication, presentation and interpersonal skills.	E
• Excellent knowledge, expertise and enthusiasm.	E
• Excellent personal organisation and self-motivation.	E
• Be able to provide a positive role model who 'walks the talk'.	E
• A proven Record of Good attendance	E

E= Essential D= Desirable

How to apply:

If you would like to join our outstanding team and apply for this post, please complete the application form in full. Please note that incomplete applications may result in possible rejection from the shortlisting process.

Section One: Personal Details

Please ensure that all details are completed including your date of birth. This is to ensure that appropriate identity checks can be made. Ensure your NI number, email address and contact numbers are also included. For Teaching staff please make sure you include your Teacher's number.

Section Two: Education, Training & Qualifications

Please complete this fully and ensure that you have proof available of your qualifications. If you are not in possession of this proof, please be aware that we will require your permission to contact the relevant awarding bodies prior to a firm offer of appointment, should you be successful.

Section Three: Employment/Work Experience

Please ensure that this section is completed fully. If you have gaps in your employment please indicate the reasons for this. This may be explored further in an interview.

Section Four: Supporting Statement

Please use this opportunity to show your suitability for this post as outlined in the person specification. Your letter of application, which should be no more than two sides of A4 should:

- show your suitability for this post as outlined in the person specification
- give an outline of the impact you have had in your current role on students outcomes
- tell us why you want to join us at Woodrush
- outline how you will improve levels of achievement further for our students at Woodrush High School.

Section Five: Convictions/Disqualifications

Please be aware that this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.

Section Six: References

Please provide two referees and their details. A telephone number or e mail address often makes this process easier and would be much appreciated. The references MUST include your current or most recent employer and will ask about your suitability to work with children. Open references or testimonials will not be considered. Please be aware that we may approach previous employers to verify particular experience or qualifications.

Section Seven: Declaration

Please be aware that by signing the declaration you are declaring that you are not on List 99, disqualified from work with children or subject to sanctions imposed by a regulatory body e.g. the General Teaching Council (GTC) and that you either have no convictions, cautions or bind-overs, or that you have attached details of these in a sealed envelope. You are also aware that you will be subject to a DBS Disclosure appropriate to the level of the post should you be successful.

Please be aware that providing false information is an offence and could result in the application being rejected, or summary dismissal if you are appointed on the strength of this, with possible referral to the police.

Safeguarding:

Please note that Woodrush High School is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment

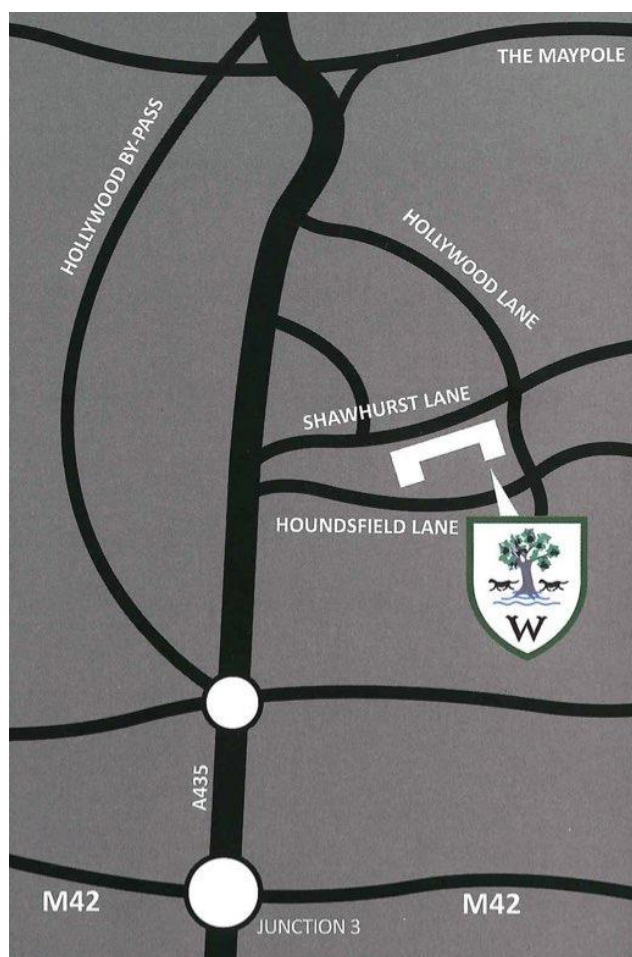
Woodrush High School

An Academy for Students Aged 11-18

Shawhurst Lane
Wythall
Worcestershire
B47 5JW

Tel: 01564 823777
Fax: 01564 820092

Email: office@woodrushhigh.worcs.sch.uk
Web: www.woodrushhigh.worcs.sch.uk



By Rail

A train from Birmingham Moor Street to Whitlocks End will take around 20 minutes. A taxi from Whitlocks End Station to Woodrush High School will cost about £5.00.

A train from Birmingham Moor Street to Wythall Station will take about 20-25 minutes. This service is less regular than the service to Whitlocks End. A taxi from Wythall Station to Woodrush High School will cost about £4.50.

A2B Taxis- 0121 733 3000

By Car

From junction 3 of the M42 take **A435** exit to Birmingham

At the next roundabout take the third exit signposted Wythall/Hollywood. Follow this road until you pass a group of shops on the right (including Spar). Turn right onto Shawhurst Lane. Woodrush High School is on the right. (Postcode for Sat Nav. is B47 5JW)

There is limited parking at the front of school or alternatively please use the Sports centre Carpark situated to the left of the school main gates. Please press the buzzer for Woodrush and the Receptionist will answer. Please park and come to the main school reception which is clearly sign posted