

**Ofsted**  
Outstanding  
Provider



# ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL



**FURTHER PARTICULARS  
FOR THE POST OF:**

**TEACHER OF MATHS**

**(Recruitment allowance  
available for an exceptional  
candidate)**

**APRIL 2018**

## **TEACHER OF MATHEMATICS**

### **(Recruitment allowance available for an exceptional candidate)**

Thank you for requesting details for the post of teacher of Mathematics. This is an exciting opportunity for someone to join a popular and ambitious curriculum area where standards and levels of student engagement are high. This post is required from **September 2018**.

The successful candidate will have high expectations and an unwavering commitment to all students maximising their potential through outstanding learning, teaching and support. He/she will also be expected to contribute to working collaboratively in the Maths department, as well as towards enhancing our provision for enrichment and intervention.

This is an incredibly exciting time in the school's development. In 2013 the school rolled out iPads to all students in KS3 with the aim of personalising learning and preparing our students for life and work in the 21<sup>st</sup> Century. From September 2016, our commitment to digital technology has meant all students now have an iPad as part of their school equipment. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need, and invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our 2017 'A' Level and GCSE results were outstanding and on many levels were the highest in the school's history: 42.4% of all A-level entries were at A/A\* and 76.7% at A\*-B; at GCSE over 36% of entries were at the highest grades A/A\* or 7-9 contributing to a positive Progress 8 score of +.31. This success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

If you are inspired by this opportunity and have the qualities to contribute to our high quality provision, then we would be delighted to hear from you.

As part of your **online application** in the Personal Statement section (no more than 2 sides of A4) please explain:

- how your experiences, qualities and skills make you suitable for the post

Closing date for applications is **8am Wednesday 18<sup>th</sup> April**  
Interviews will be held: Week commencing 23<sup>rd</sup> April 2018

If you do not receive an invitation to interview by **5pm Friday 20<sup>th</sup> April** we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Helen Williams  
Headteacher

# Generic Job Description

## Subject Teacher

**Responsible to:** Curriculum Leader: Mathematics

**Overall responsibilities:** To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

### Summary of core duties:

#### ❑ Planning

- To have secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To plan challenging, structured lessons within the context of the school's Learning and Teaching Policy – in the short, medium and longer term
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, PPI etc)
- To know and implement the information for students on the SEN Register
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work
- To contribute to the Curriculum Area and Department Improvement Plans, and their implementation

#### ❑ Teaching and Learning

- To set learning objectives and success criteria so you are clear about what students will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective questioning, and a variety of groupings
- To develop and use the iPad to secure best progress
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

#### ❑ Assessment for Learning

- To employ a range of AfL opportunities and ensure effective feedback
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high quality marking and feedback so students know how to improve
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

#### ❑ Personal Best

- To promote and manage learning behaviours effectively so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson
- To follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)
- To communicate and consult with parents as required

#### ☐ **Enrichment**

- To commit to the Mathematics programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school – within year groups, in Learning Communities, in other visits at home and abroad

#### ☐ **Continuing Professional Development**

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share learning and be creative
- To commit to the school's CPD programme
- To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and NQTs

#### ☐ **Quality Assurance**

- To contribute to the school's self-evaluation procedures, including graded lesson observations, and other QA activities

#### ☐ **Professional Standards**

- To meet the IGS Learning Standards and DfE National Teachers' and Personal and Professional Standards
- To contribute actively to the ethos, values and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written English
- To meet deadlines and model the highest professional standards in all aspects of school work
- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

### **VARIATION IN ROLE**

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

### **Recruitment and Selection Policy Statement**

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated April 2016

## **ILKLEY GRAMMAR SCHOOL MATHEMATICS SUBJECT PROFILE**

The Mathematics Curriculum Area currently comprises 9 full time teachers, including three Key Stage leaders, and four part time teachers of mathematics. In addition, there is also an HLTA within the department to specifically support the progress of our students. We have a strong belief that the consistently high standards we achieve are as a direct result of both effective teamwork and individual responsibility.

In years 7 and 8, the implementation of the Key Stage Three Strategy lies at the heart of our planning and teaching. Students are set by ability and we work from schemes of work developed from the strategy.

At Key Stage 4, all groups continue to be set by ability. We use AQA schemes of work and work together to ensure that we teach modules in a predetermined order to facilitate assessment and set changes. We are continuing to develop an interactive scheme of work which accesses interesting and varied electronic resources. Last year 88.4% of students achieved grade 4+ or better, with 34.4% at grade 7+; Pupils progress was also very high with a Progress score +0.33.

At Post-16, Mathematics is a very successful subject. There are currently 5 AS Maths groups and 4 A-level groups, alongside 1 Further Maths class in each year. The OCR specification is followed and is well resourced. A-Level results are consistently strong with 69% A/A\* at Advanced level in 2017 (92% B+, 100% D+) and a significantly positive L3 value added score.

Throughout the team, we believe that good teaching and learning results from positive relationships with parents and students, well-planned lessons and good feedback. Whilst traditional teaching methods are in evidence, interactive lessons using good questioning, rich activities, group work and discussion are also commonplace. We are constantly discussing and developing new ideas and practices to enhance our teaching. There is a digital projector and interactive whiteboard in every classroom and we are developing our shared electronic resources for every Key Stage.

We work mainly in eleven mathematics classrooms for Key Stages Three and Four, including an ICT room. We also have a dedicated office for mathematics staff.

We are proud of the results which our students achieve at all levels and attribute it to the positive working atmosphere in lessons and the hard work and dedication of the team. We have a firm belief in sharing ideas and resources and supporting each other in our aim to maintain consistently high standards. Hard work, a sense of humour and genuine enthusiasm for teaching the subject ensure that our work is both demanding and rewarding.

Ofsted gave us a ringing endorsement during a maths subject specific inspection (June 2013). We were rated Outstanding in all areas (Achievement; Quality of Teaching; Quality of Provision and Leadership & Management). More recently in March 2017 the school was rated Outstanding in all areas.

Jason Breen  
November 2017

**ILKLEY GRAMMAR SCHOOL**  
**Personnel Specification**  
**Teacher of Mathematics**

| Qualification and Training   | Essential/<br>Desirable<br>E/D | How Identified                         |
|--|--------------------------------|--|
| <input type="checkbox"/> Qualified teacher status recognised by the DfE  | E                              | Application form and selection process |
| <input type="checkbox"/> Honours Degree in related specialism  | E                              |  |
| <input type="checkbox"/> Good A-level qualifications   | D                              |  |
| <input type="checkbox"/> Recent appropriate CPD  | D                              |  |
| <input type="checkbox"/> Willingness to participate in CPD   | E                              |  |
| Experience   | Essential/<br>Desirable<br>E/D | How Identified                         |
| <input type="checkbox"/> Successful experience of teaching Mathematics at KS3 and 4  | E                              | Application and selection process      |
| <input type="checkbox"/> Successful experience of teaching A-level Mathematics   | D                              |  |
| <input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs                    | E                              |  |
| <input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour   | E                              |  |
| <input type="checkbox"/> Understanding and use of good teaching practices  | E                              |  |
| <input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies         | D                              |  |
| <input type="checkbox"/> Experience of e-learning including mobile technologies  | D                              |  |
| <input type="checkbox"/> Previous teaching experience  | E                              |  |
| <input type="checkbox"/> Previous pastoral experience  | D                              |  |
| Knowledge, Skills and Abilities  | Essential/<br>Desirable<br>E/D | How Identified                         |
| <input type="checkbox"/> A passion for teaching Mathematics  | E                              | Application and selection process      |
| <input type="checkbox"/> The potential to teach A-level Mathematics within 1-2 years   | D                              |  |
| <input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress | E                              |  |
| <input type="checkbox"/> Understands, and puts into practice, the features of an outstanding lesson  | E                              |  |
| <input type="checkbox"/> The potential and commitment to be an exceptional teacher   | E                              |  |
| <input type="checkbox"/> Shares and develops own expertise and learns from others  | E                              |  |
| <input type="checkbox"/> Able to lead, inspire and motivate students   | E                              |  |
| <input type="checkbox"/> Good standard of accurate written and spoken English  | E                              |  |
| <input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences   | E                              |  |
| <input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role                                       | E                              |  |
| <input type="checkbox"/> Self-motivated and takes the initiative   | E                              |  |
| <input type="checkbox"/> Able to embrace new approaches and ways of thinking   | E                              |  |
| <input type="checkbox"/> Responsive to the individual needs of students and colleagues   | E                              |  |
| <input type="checkbox"/> Values diversity and encourages the contribution of others  | E                              |  |
| <input type="checkbox"/> Knowledge and consistent application of effective behaviour management strategies   | E                              |  |

|   |   |  |
|---|---|--|
| <input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct  | E                                       |  |
| <b>Values</b>   | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                  |
| <input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion   | E                                       | Application form and selection process |
| <input type="checkbox"/> A passionate commitment to achieving the highest standards for all students  | E                                       |  |
| <input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective  | E                                       |  |
| <input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community   | E                                       |  |
| <input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities  | E                                       |  |
| <input type="checkbox"/> Values equality, trust, happiness, openness and support  | E                                       |  |
| <b>Personal Qualities</b>   | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                  |
| <input type="checkbox"/> Strong 'moral purpose'   | E                                       | Application form and selection process |
| <input type="checkbox"/> Conscientious and committed to high personal and professional standards  | E                                       |  |
| <input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community  | E                                       |  |
| <input type="checkbox"/> Enthusiastic about education and learning  | E                                       |  |
| <input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion  | E                                       |  |
| <input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary   | E                                       |  |
| <input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)  | E                                       |  |
| <input type="checkbox"/> Abides by the Academy's policies   | E                                       |  |
| <input type="checkbox"/> Professional appearance  | E                                       |  |
| <input type="checkbox"/> Emotionally intelligent  | E                                       |  |
| <input type="checkbox"/> Sense of humour and perspective!   | E                                       |  |
| <b>Equal Opportunities</b>  | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                  |
| <input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community | E                                       | Selection process                      |
| <input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context   | E                                       |  |
| <b>Circumstances - Personal</b>   | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                  |
| <input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).  | E                                       | Selection process                      |
| <input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).   | E                                       |  |
| <input type="checkbox"/> Will not require holiday during term time  | E                                       |  |



|   |   |  |
|---|---|--|
|   |   |  |
| <b>Safeguarding</b>   | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                    |
| <input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them  | E                                       | Completion of an Enhanced DBS disclosure |
| <input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people   | E                                       |  |
| <input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people  | E                                       |  |
| <input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary | E                                       |  |

**Agreed by:**

**Post Holder:**

**Print name .....**      **Signature.....**

**Line Manager:**

**Print Name .....**      **Signature .....**

**Date: .....**