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**Application Pack**

**Teacher of Mathematics**

**To start September 2018**



**Closing date: Noon 16 January 2018**

**Interviews: TBA**

**How to apply**

Before applying for this position, please read in full this application pack which contains key information about the school the Job Description and Person Specification and details about the recruitment process. Please also read our Safeguarding Policy, available on our website (www.cranfordhouse.net).

Applicants should send a Letter of Application, the signed completed application form, ethnicity form and self-disclosure form to recruitment@cranfordhouse.net by the closing date.

***Important note: Cranford House operates a safe recruitment policy and the successful candidate will be required to apply for an Enhanced Level Certificate with the Disclosure and Barring Service.***

**Introduction and Information about Cranford House School**

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Cranford House is a leading independent day school for girls aged three to sixteen and boys aged three to

Cranford House is a leading independent day school for girls aged three to sixteen and boys aged three to eleven. Rated excellent in all categories by the ISI and **3rd nationally** in the **2016 Times Parent Power League Tables**, the school has launched its 2020 Vision and is entering an exciting phase of development based on many recent educational successes. This includes the development of a state of the art **STEM centre** and the addition of a **6th Form**.

**Vision and Values**

Cranford House offers an innovative, opportunity-rich education within a welcoming and nurturing community, which draws out the natural potential of each child. At the heart of this is our commitment to ensuring that our pupils are happy, confident and motivated and that their self-belief, characterised by curiosity, resilience and a spirit of collaboration, inspires them to achieve at each stage of their individual learning journey. Cranford House pupils make excellent progress within a broad and challenging curriculum framework. This framework encompasses the traditional and the innovative, prioritises opportunities for enrichment and independent enquiry and establishes an enduring ethos for learning.

**New Sixth Form Centre opening in 2020**

The school’s vision for a new Sixth Form is an ambitious and exciting one, incorporating a bespoke new Sixth Form centre with a modern, mature and relaxed setting for students. Within the newly built centre, sixth formers will benefit from their own common room, study rooms, classrooms, a lecture theatre and learning resource centre. Following record demand for places at Cranford House, an outstanding inspection in November 2014 and sustained success at GCSE, the Sixth Form is a natural and very exciting step in the development of the Senior School provision.

Cranford’s Sixth Form will build on the strong foundations of academic excellence laid at GCSE. It will offer a broad core curriculum alongside exciting opportunities for academic and extra-curricular enrichment.

**Co-Educational Junior School**

Cranford House started life as a co-educational setting and has recently extended the outstanding co-educational provision into Key Stage Two (ages 7-11) evolving year on year until boys can enter all year groups within the Junior School by 2019.

The co-educational Junior School will offer a happy, friendly and supportive environment, within redeveloped Junior School facilities. These Junior School facilities will be enhanced by modern and spacious classrooms, a bespoke Junior School Hall, a Junior Laboratory and computing facilities.

A Cranford education is known for providing individual attention and excellent academic attainment for all. Junior pupils will benefit from specialist sports coaching across all the major sports, as well as specialist foreign language and music teaching. The modern, innovative curriculum will continue to be delivered in a stimulating environment, designed to inspire a love of learning, spirit of enquiry and sense of curiosity.

**Senior School**

In the Senior School we welcome girls into Year 7 up to Year 11. Over 90% of girls transfer from the Junior School to the Senior School and they typically make up about one third to one half of our Year 7 cohort. The Senior School environment is quite unique, drawing on the family feel and traditional values of the whole school, yet providing the individual support and challenge to develop vibrant young women of the future.

Cranford girls are happy, confident and motivated, giving them the perfect foundation to aspire to achieve across all areas of our broad curriculum. The small class sizes within each year group, close community and committed teaching staff ensure each girl is encouraged to find her hidden talents, to understand her strengths and weaknesses and to celebrate her successes.

Academically these successes place Cranford House consistently in the leading schools in Oxfordshire for GCSE results and our Year 11 leavers go on to respected sixth forms and leading universities across the UK. Our academic performance is matched by a strong reputation for music, both locally and nationally, a flourishing visual and performing arts programme and a sporting reputation for skill, fair play and inclusion at every level.

The vibrant curriculum of the Senior School is specifically designed to ensure all pupils receive the broadest education possible with a rich mix of subjects and the essential preparation for Sixth Form and the world beyond.

All teachers in the Senior School are specialists in their subject areas. From Year 7 there are flexible groupings for English, Maths, Science, Geography, ICT and DT. The other subjects are taught in form groups and include Music, PE, History, Religious Studies, Drama, and Modern Foreign Languages.

In Year 9 girls select their choices for GCSE which they study in Years 10 and 11. Typically pupils study 10 or 11 subjects to GCSE level with English, Maths, Science, Religious Studies, a Modern Foreign Language and a Humanities subject being compulsory. All girls have PE in their weekly timetable, even if they are studying it for GCSE, along with weekly lessons which cover careers, life skills and preparation for Sixth Form or life beyond Cranford.

All pupils at Cranford House are encouraged to take part in our extensive programme of enrichment activities. These are specifically designed to challenge and develop, promoting self-confidence and a sense of achievement in meeting each new challenge.

Throughout the school there are over 50 enrichment activities on offer covering a wide range of disciplines.

**Pastoral Care**

Cranford House is widely recognised for its excellent pastoral care. Support, care and a strongly nurturing approach, focussed on each child’s well-being, runs through the school.

Our 5 Values underpin all aspects of school life and pupils, staff and parents are encouraged to reflect these in their work together. Mutual respect, support for each other, tolerance, challenge and true generosity of spirit are fundamental to a Cranford House education. Within the school there is a strong community feel; the older and younger children have many opportunities to work together for the good of the school through the House system, School Council, charity events and help in the classroom.

Form Tutors and Key Stage Coordinators all play their part in providing individual pastoral support, whilst in the classroom, pupils from Year 1 have PSHE (Personal, Social, and Health Education) lessons within the curriculum, ensuring they develop an understanding of the world around them and have help to make informed decisions on a range of topics.

**Information about the Maths Department and Job Details**

**The Department**

Mathematics is a vibrant and increasingly popular subject at Cranford House and high expectations are placed on the girls, who are encouraged to work hard and aim high. The school’s 2020 vision, which will see the introduction of our own Sixth Form, is central to the emerging priorities and philosophy of the

department and will continue to act as a catalyst for further change, higher expectations and a mission to enthuse as many of our girls as possible to become our future A-level mathematicians.

The department is very well-resourced and benefits from three good sized, bright and airy classrooms, each equipped with an interactive whiteboard, speakers and desktop computer. Class sizes within the department are small, averaging around 16 girls per class and in some cases are significantly lower. There are three sets in each year, arranged according to attainment in Year 8 - 11, but mixed in Year 7. The Department offers a broad range of lunch-time clinics and after school top-ups and are actively involved in the UKMT Maths Challenges and Team Competitions.

In Key Stage 3 all girls are encouraged to develop and apply a broad range of numeracy and problem solving skills while also developing a deeper understanding of the broader elements of the subject including ‘shape and space’, ‘data handling’, ‘probability’ and ‘algebra’. Support sessions operate at lunch times and girls from all sets will take up the opportunity to gain support or seek out extension material.

In Key Stage 4 all girls follow the Edexcel linear specification covering the new 9-1 requirements. The girls’ complete thorough assessments for each module and the department use these to monitor progress, inform planning and evaluate teaching. Girls who express an interest in further extension, can and do undertake the FSMQ additional Mathematics GCSE course. There are currently three girls in Year 11 preparing for this examination.

**The Role**

Cranford House seeks to appoint an enthusiastic and highly committed **Mathematician** with an unrelenting desire to raise pupil attainment. The successful candidate must be a motivated individual, committed to delivering high quality lessons and achieving outstanding progress from all pupils. The role requires a willingness to focus on self-improvement and to engage positively with different approaches to teaching and learning. This is a genuinely exciting opportunity to work in a forward-thinking department intent on self-improvement and a clear mission to support Cranford House’s growing reputation for academic excellence in public examinations. The successful applicant will join a friendly, supportive and ambitious team, both within the department and across the school. You will be challenged to reflect on and improve your classroom practice at every juncture and fully supported in doing so. In this regard, Cranford House offers an exciting opportunity for an ambitious and committed teacher to develop their career.

**Job Description**

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| Role | Teacher of Mathematics This is a full-time term-time only role, plus 3 days at each end of term.  |
| Job Purpose | To be an excellent classroom practitioner with a commitment to ensuring the highest standards of achievement for all pupils. In addition to being an energetic and enthusiastic teacher, a Senior School Teacher is also expected to be a Form Tutor and also to make a contribution to school games and/or activities which can include almost anything of interest to students.  |
| Accountable to | The Headmaster via the Head of Department |
| Responsible for: | Delivery of teaching across the school, together with all associated activities. |
| **Accountabilities** |
| Policy/Strategic direction and development | * Contributing to whole school policy-making as required by the Head.
* Ensuring that the school policies and strategies are embedded in the operational activities and effectively support the daily operation of the school.
 |
| Leadership & management of others | * Undertaking leadership & co-ordination of a Curriculum area selected by agreement with the Assistant Head (Academic)
 |
| Teaching and Learning | * Planning and preparing courses and lessons
* Teaching, according to their educational needs, the pupils assigned, including (according to departmental guidelines) the regular setting and marking of work carried out by the pupils in school and elsewhere
* Promoting the general progress and well-being of individual pupils and of any assigned class or group of pupils
* Liaising with colleagues to support SEN, G&T, etc pupils as necessary
* Making records of and reports on the personal and social needs of pupils
* Communicating and consulting with the parents of pupils as directed by the Head teacher, including attendance at Parents Evenings and other meetings
* Attending & participating in assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions
* Participating in meetings arranged for any of the purposes described above, including Departmental and other meetings
 |
| Pastoral | * Ensuring a commitment to safeguarding and promoting the welfare of children
* Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports
* Acting as a positive role model
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| Extra-curricular activities | • Organising and participating in extra-curricular activities |
| Marketing and external links, including public occasions | • Communicating and co-operating with persons or bodies outside the school (as necessary) |
| Management of resources | * Supporting the monitoring and management of resources (as necessary)
* Assisting in ensuring that all resources are fit for purpose and used in accordance with health and safety guidelines
* Contributing to the development and use of new resources in the department, as required
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| Monitoring, evaluation & assessment | * Assessing, recording and reporting on the development, progress and attainment of pupils.
* Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
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| Training & development of self and others | * In liaison with line manager, setting personal targets and take responsibility for own continuous professional development.
* Liaising and sharing best practice with colleagues both in the department and the wider school
* Attending INSET
 |
| General requirements - All school staff are expected to:- | * Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
* Contribute to the school’s programme of extra-curricular activities.
* Support the whole school traditions and values of the school
* Support and contribute to the school’s responsibility for safeguarding students.
* Work within the school’s H&S and First Aid policies to ensure a safe working environment for staff, students and visitors
* Work within the school’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
* Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
* Engage actively in the annual performance review process.
* Adhere to policies as set out in staff handbook.
* Undertake other reasonable duties related to the role (e.g. break/lunch/after school duties) as required from time to time.
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| Review and Amendment | This job description should be seen as enabling rather than restrictive and will be subject to regular review. |

**Person Specification**

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| **Skills Required** |
| Organisational skills: the ability to work in an effective way to meet targets and deadlines | Essential |
| Decision making skills: the ability to solve problems and make decisions | Essential |
| Teamwork: the ability to work collaboratively with others | Essential |
| Communication skills: the ability to make points clearly and understand the views of others | Essential |
| Self-management skills: the ability to plan time effectively and organise oneself well | Essential |
|  |  |
| **Knowledge Base** |
| Excellent subject knowledge | Essential |
| Excellent professional knowledge and understanding | Essential |
| Understanding of national curricular requirements of the subject. | Essential |
| Up to date with professional developments in the subject and other aspects of education | Essential |
| Experience of teaching GCSE | Essential |
| Experience of teaching A Level/KS5 | Highly Desirable |
|  |  |
| **Qualifications/Attainment** |
| Qualified teacher status | Desirable |
| Good honours degree  | Essential |
| Post graduate qualifications, Masters degree/ post graduate diplomas | N/A |
| Experience as a Teacher, Coach or Tutor | Desirable |
| Experience in a school or college environment | Desirable |
| Experience of organising or participating in extra-curricular activities | Desirable |
|  |  |
| **Attitude/approach** |
| Possess a positive attitude and approach to change and development | Essential |
| Possess a ‘can-do’ attitude and a willingness to get involved | Essential |
| Flexible and firm with the ability to know when to be either | Essential |
| Enjoy rising to the challenges inherent in a school environment | Essential |
| Ability to enthuse children and adults | Desirable |
| Lifelong Learner | Desirable |

General

Cranford House is an independent school and, as such, requires a high commitment from all staff, both in terms of energy levels and time commitment.

A member of staff should:

1. be supportive of the spiritual and moral ethos of the school. This means complying with and upholding the school’s ethos as found in our prospectus, as well as attending the school’s religious services (held in local churches) and assemblies. Any member of staff may be asked to help with a Form Assembly or lead an assembly from time to time.

2. be supportive of the school’s educational aims and objectives, found in the Whole School Development Plan, and of colleagues.

3. have the pupils’ welfare at the heart of everything they do. Staff must follow the School’s Child Protection Policy and refer to the Safe Recruitment, Supervision of Pupils and Health & Safety Policies. Staff must observe confidentiality as outlined in their contract of employment.

4. be flexible. As a small school, every member of staff must be prepared to undertake other duties within reason and help out in sometimes unexpected ways.

5. be prepared to offer over and above the norm, especially in terms of meeting parental requirements and in terms of extra-curricular activities.

6. understand that they are part of the whole school and, therefore, have in mind the needs of the whole school, not just their section (eg Junior School/Maintenance etc).

7. understand that the School must run itself as a business concern which means that every member of staff is part of the marketing process.

Professional qualities

* Relevant and appropriate qualifications as specified in the Job Description and a willingness to undertake further training
* Good record of continuing professional development
* Show confidence in the use of new technologies

Interpersonal Skills

* Have an ability to build and sustain a positive and appropriate working relationship with pupils, staff, Governors and the local community
* Be a leader and a team player
* Show responsibility for self and others
* Be a good communicator, both orally and written.

Desirable Personal qualities

* Generosity of spirit and positive approach to life
* Tolerance and open-mindedness
* Flexibility and adaptability and a willingness to move with change
* Risk-taking
* Commitment
* Passion for subject
* Team spirit
* Loyalty
* Reliability
* Be robust
* Have enthusiasm – show a willingness to be involved
* Have a sense of humour!

Cranford House School Application and Recruitment Process - Explanatory Note

**Please read our Safeguarding Policy which can be found on the job vacancies page of our website, prior to submitting an application for any position. All members of staff working at Cranford have responsibility for Safeguarding Children.**

Application process

* Only applications will be accepted from candidates who use the Cranford House application form. Please note, CVs will not be accepted in substitution.
* Application forms must be signed by the applicant. Typed or hand-written application forms are both accepted but the declarations on the final page of the application form must include the signature of the candidate.
* All applicants must ensure they submit the completed application form, self-disclosure form and ethnicity form.
* The successful applicant will be required to complete an Enhanced DBS Disclosure. For further information, contact the Disclosure and Barring Service – www.disclosuresdbs.co.uk
* All posts are exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, even those regarded as ‘spent’, must be declared using the self-disclosure form, which should be submitted at the same time as the application form.
* Only applications received in advance of the closing date will be considered.
* If a candidate is currently working with children, on either a paid or voluntary basis, the current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If the candidate is not currently working with children but has done so in the past, that previous employer will be asked about those issues. Where neither the current nor previous employment has involved working with children, the current employer will still be asked about the candidate’s suitability to work with children. The employer may answer ’‘not applicable’ if the duties have not brought the candidate into contact with children or young persons. The school may contact any of the candidate’s previous places of work, whether or not they have been named in connection with a referee.

Shortlisting

* After the closing date, applications will be reviewed and the shortlisted candidates will be invited for interview.
* Candidates who are not selected for interview will be informed by email as soon as possible after the closing date.
* Cranford may seek references on shortlisted candidates prior to interview.

Interviews

* Candidates invited to interview must bring with them three forms of original ID including at least one of the following: passport or photocard driving licence or full birth certificate. Other acceptable forms of ID include a bank statement or utility bill issued within the last three months and/or a council tax statement issued with the last twelve months. At least one form of ID must show your current address. If these documents are unavailable, please contact HR who will be able to provide details of other acceptable official documents.
* Original qualification certificates must also be brought to interview.
* It is usual for an interview to involve a skills test where appropriate and a lesson observation in the case of teachers.

Conditional offer of employment

* All offers of employment for any position at Cranford are subject to the following pre-employment checks:
	+ Receipt of two satisfactory references. All references will be validated by phone.
	+ Verification of identify (name, address, DOB)
	+ Verification of qualifications
	+ Verification of professional status such as GTC registration, QTS Status (where required), NPQH (Teachers only)
	+ Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999) (Teachers only)
	+ A Children’s Barred List (‘List 99’) check
	+ A satisfactory enhanced check with the Disclosure and Barring Service. The candidate is responsible for bringing in the original DBS certificate for HR to see as soon as it is received prior to commencing work. Failure to do so will result in a delay to the start of the contract.
	+ A check that no Teacher Prohibition Orders exist
	+ A check that no EEA member state Teacher Sanctions exist
	+ A completed medical declaration that states that the candidate knows of no reason on the grounds of health why they are not fit to carry out the duties associated with their position
	+ Overseas police check – if the individual has lived/worked abroad in the last ten years, a police check from the country in which they were living will be required.
	+ Satisfactory completion of probationary period
	+ Completion of Safeguarding Training
* Under no circumstances should any individual start work at Cranford House until all these checks have been carried out and HR have confirmed by letter/email.
* In exceptional circumstances and at the discretion of the Headmaster, a candidate may start work before the DBS certificate has been received providing all other checks including a List 99 are complete. A full risk assessment will be conducted and appropriate supervision will be put in place.

**Warning**

**Where a candidate is found to be on the Children’s Barred List or the Protection of Children Act List; or**

* **the Enhanced DBS disclosure shows s/he has been disqualified from working with children by a Court; or**
* **found to have provided false information in, or in support of, his/her application; or**
* **has association with another individual who has had such orders or restrictions or committed certain offences; or**
* **is the subject of serious expressions of concern as to his/her suitability to work with children**

**- the facts will be reported to the Police and/or the Department for Education and the ISA.**