



King Edward VI School



Teacher of Mathematics

Recruitment Pack

May 2019

Required for September 2019

Teacher of Mathematics

Are you passionate about teaching and learning in Mathematics? Do you have the skills and aptitudes necessary to join a committed and cohesive team of teachers who all aspire to deepen their passion for our craft and help students fulfil their mathematical potential? We are looking for an ambitious, reflective and talented teacher to join our team at King Edward VI School and ensure an even better learning experience for our students.

King Edward VI CEVC School is a successful, oversubscribed 11-18 school with 1576 students on roll, including 372 in the Sixth Form. We are situated in the historic town of Bury St Edmunds ('the jewel in the crown of Suffolk'), surrounded by beautiful countryside – just over an hour by train to London, and a 30 minute drive to Cambridge.

We are seeking to appoint a person who:

- is passionate about Mathematics and is able to inspire our students with a similar love for the subject
- is committed to comprehensive education, and to improving outcomes for young people
- can work effectively as part of a team, and make a positive contribution to our ethos and values

Closing Date 12 noon Monday 20 May 2019

Interviews TBC



King Edward VI School

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Headteacher **Lee Walker**

Letter to potential applicants – May 2019

Dear Colleague,

Thank you for your interest in the position of Teacher of Mathematics at King Edward VI School. This is a key appointment for us. The information provided seeks to outline the context of this position, where we are currently as a school, and the kind of person we are looking to appoint. I hope this will enable you to determine whether this is the right position for you at this stage of your professional development, and whether you are the colleague for us. If you decide this is the case, I will be delighted to receive an application from you.

I joined the school as Headteacher at Easter in 2017, and could not have been more delighted to do so. King Edward VI School has been inspiring young people in Bury St Edmunds since 1550, and we are held in the highest repute for our academic traditions, our incredibly broad and successful programme of enrichment activities, and our strong ethos as a fully comprehensive and inclusive Church of England School. I spent much of my first term here listening to the views of students, staff, parents and governors, as they told me what makes the school great and what they think our next stages of development should be. There is, above all else, a palpable desire to develop teaching and learning further, to collaborate with each other in developing our practice, and to utilise the partnerships we have with agencies locally, nationally and overseas to enhance the quality of learning still further.

We seek a Teacher of Mathematics who can join our highly supportive team of mathematicians, and build on the strong results we enjoy at GCSE and A Level. We are looking for a passionate and creative teacher – someone who will help our students achieve their full potential and deepen their love for the subject. We offer an excellent programme of training and mentoring for newly qualified teachers, and engaging opportunities to develop the craft of teaching with colleagues from other departments across the school.

You will join the school at a most exciting stage of its development. We are a founding partner in the Lark Teaching School Alliance, a new TSA in Suffolk. As such, we have just been approved to offer the NPQML and NPQSL courses in-house, for delegates from schools in our locality. This will begin in the Summer, and is externally accredited by Leadership East. In addition, we have been exploring opportunities for forming a Multi Academy Trust with a group of Primary schools in and around Bury St Edmunds.

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We have also been working very closely with the Suffolk Academies Trust, to jointly plan for the building of a brand new academic Sixth Form Centre which will open in September 2019. We anticipate that many of our staff will teach here and in Abbeygate Sixth Form as the buildings are on the same site. We think this is a wonderful opportunity for A-Level students in Bury St Edmunds.

Our core values are respect, aspiration and creativity. Elsewhere in the pack, you can read more about these. They are the fundamental principles which govern our life and work here. Our students are exceptional ambassadors for the school, are courteous and kind, and strive to be the best they can be. We want them all to be inspired by what we offer so that they can thrive in the future. We have vertical tutoring in Years 7-11, and there is a strong sense of belonging fostered by our six Colleges. In common with the rest of Suffolk, Bury St Edmunds has recently undergone a transformation from a three-tier structure incorporating First, Middle and Upper schools to two-tier education, and this arrangement is in place for virtually all schools in the town. We are proud of our transition arrangements, newly fledged following the arrival of our first Year 7 and 8 students in September 2016. This is aided by the Bury Schools Partnership, a strongly collaborative network of schools in the town and surrounding area.

To summarise, we are looking for someone who is not afraid to innovate; to shape the role and the agenda for learning in their classroom in the way that they see fit. We will provide excellent opportunities for professional development, a caring school ethos, children who have a genuine desire to excel and parents who are fully supportive of our work.

If you still feel that this post is for you, then I look forward to receiving your application. If you wish to visit the school prior to making an application, or have any questions about the post or the department, please get in touch with our Subject Leader for Maths, Robin Woodhouse, directly. His email is WD@king-ed.suffolk.sch.uk.

Yours sincerely,

Lee Walker
Headteacher

The Mathematics department at King Edward VI School

The Maths department consists of 10 full time teachers with some additional part time staff. Teaching in a purpose-built Maths and Media block, all of the classrooms have electronic whiteboards, and we use a range of software packages to support learning. At KS3 we are developing a Mastery scheme of work which we have created to ensure full and deep understanding of mathematical concepts. We teach predominantly in sets, with some extraction and intervention groups taught by specialists. The department is well supported by TAs who have developed a range of subject specialisms in mathematics.

At GCSE we teach a 3 year course to cover the material from the new specification. We also offer GCSE Statistics as an additional qualification in an after school class for some students.

We have thriving groups at KS5, where we offer A Level Maths and Further Maths. At the moment, in addition to the Subject Leader, we have TLR posts for KS4 and 5.

The exam board used currently, at both key stages, is Pearson.

We are closely involved in the work of the Key Stage 3 group at the school, and enjoy excellent links with some of our Primary feeder schools. We are also a PiXL School, and enjoy working with other departments in the school to embed leadership and excellent practice as a result of our membership.

Key Priorities:

- Embed Mastery Scheme of Work in KS3 and develop pedagogy across the department in delivering this
- Improve Schemes of Work and resources for the GCSE course
- Develop pedagogy for the new A Level course
- Plan and implement a leadership structure in mathematics which maximises outcomes for students

Results

	2015	2016	2017	2018
A*-C (4+ E&M)	66	68	68	77
5+ EM	n/a	n/a	43	54
A*-C / 4+ English	64	78	83	81
5+ English	n/a	n/a	68	61
A*-C / 4+ Maths	75	74	73	81
5+ Maths	n/a	n/a	45	58
Attainment 8*	48.6	51.09	45.95*	49

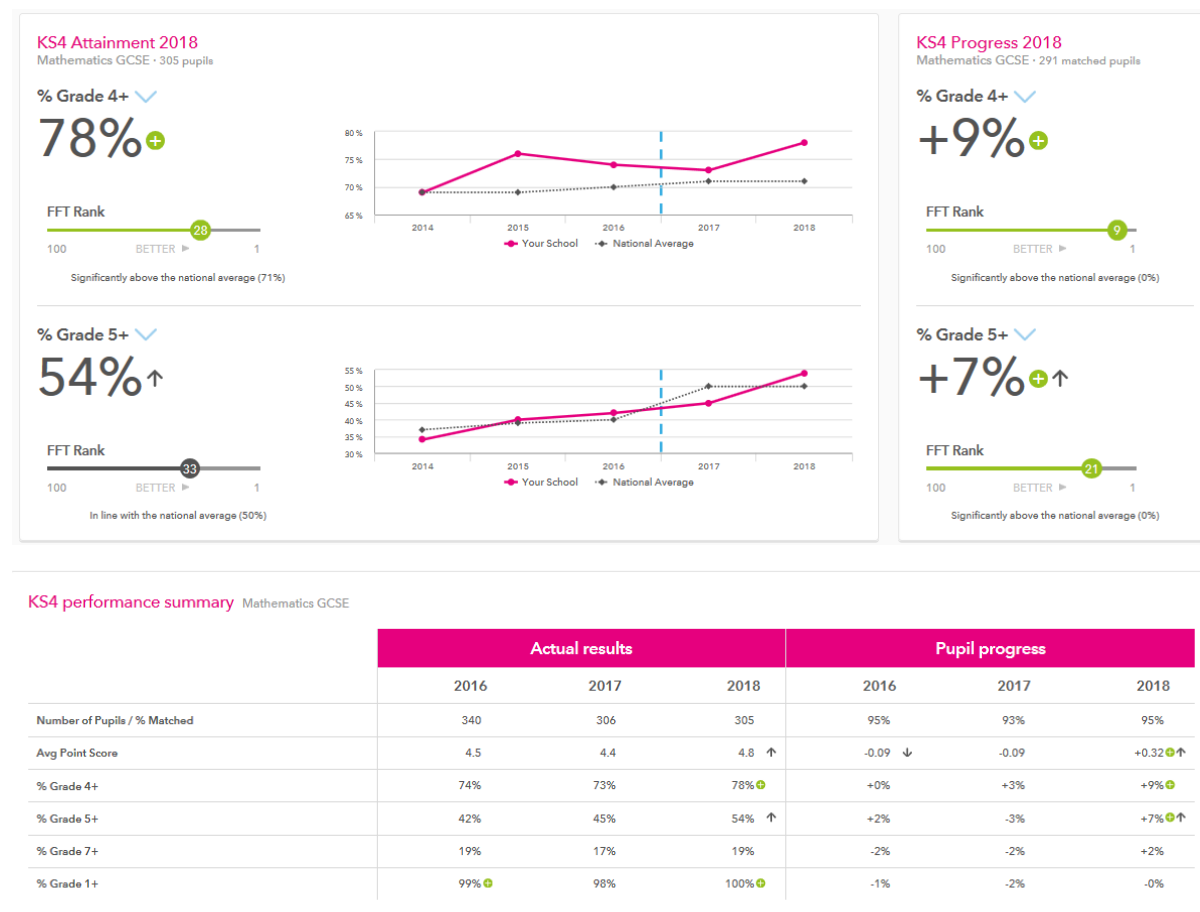
*NB The methodology for calculating Attainment 8 has changed in 2017, and so direct comparison with previous years is not possible

%A*-C / 4+ Attainment	2015	2016	2017	2018
English Language	70	74	74	78
English Literature	79	71	79	78
Maths	74	74	73	78

%A*-A / 7+ attainment	2015	2016	2017	2018
English Language	17	17	15	17
English Literature	19	14	17	17
Maths*	18	19	17	19

	2015	2016	2017	2018
Progress 8	0.18	-0.09	-0.04	0.3
P8 Maths	0.2	0	0	0.3
P8 English	0.17	-0.09	0.3	0.3

5. Data Dashboards – Key Stage 4 2018





Our Core Values

King Edward VI School has been in existence since 1550. We have always held close to a set of principles – standards which govern what we do and how we operate. As a Church of England School, we cherish and celebrate life in all its fullness. We actively promote the well-being, hope and dignity of all members of our school and the wider community

Below are our three *core* values. These are the things we hold most dear;

Respect

As a truly inclusive school, we understand and value the rights, feelings, beliefs and wishes of others. Thus we live honestly, with civility, tolerance and social conscience. We are truthful, kind and we care for each other.

Aspiration

In an atmosphere which encourages a deep love of learning, we all aim to be the very best we can be. Thus we are ambitious, courageous, determined, resilient and we believe that anything is possible.

Creativity

We are an inspirational and outward-looking community. We seek to create opportunities, both in and out of the classroom, for students and teachers to thrive for the rest of their lives.



Our vision

As a Church of England School, our vision embraces the **spiritual, physical, intellectual, emotional, moral, cultural** and **social development** of children and young people. Our vision is rooted in our values of respect, aspiration and creativity.

What follows sets out our vision for the school we will be in 2020.

We will achieve this vision through the implementation of our Strategic Objectives and School Development Plan.

- We will be a school where, through our creation of opportunities for children and adults to **thrive** and be the best they can be, students **achieve** the very best outcomes they can.
- We will be a school which is proactive in seeking out and developing new and innovative ways to attract, retain and develop the very best teaching and support **staff**. We will enable our staff to flourish in their roles.
- We will be a school where there is **consistency** in everything we do. We will recognise and celebrate innovation and diversity in teaching practice, whilst setting clear expectations to ensure that students benefit from a rigorous and consistent approach to behaviour for learning, information and guidance, and pastoral care.
- We will be a school where we have successfully completed the **transition** from a 13-18 Upper School to an 11-16 organisation working in tandem with a brand new Sixth Form Centre.

- We will be a school which nurtures **partnerships** with local, national and international agencies and through this we will have improved the educational opportunities and well-being of our students and staff.
- We will be a school which, through our close partnership with local **primary schools** as well as Abbeygate Sixth Form Centre, enhances learning throughout our community.
- We will be a school which is distinctly **outward-facing** and **forward looking**, helping our young people succeed in an ever-changing world.
- We will be a school which has found innovative ways to make the most of our available **resources**, and to create more, in order to deliver the best we can for those in our care.

King Edward VI School

JOB DESCRIPTION

TEACHER OF MATHEMATICS

1. INTRODUCTION

1.1 NAME OF POST HOLDER:

1.2 Post Title: TEACHER of MATHEMATICS

1.3 Key responsibility: To plan and teach lessons that provide a rich, enjoyable and challenging learning experience for students and to assess their progress

1.4 Post Purpose: Under the reasonable direction of the Headteacher, to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher / form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

1.5 Reporting to: Subject Leader / Team Leader and, as a tutor, to the relevant Head of College

1.6 Responsible for: The provision of a full learning experience and support for students.

1.7 Liaising with: Headteacher, Leadership Team, teachers and support staff, LA representatives, external agencies and parents.

1.8 Working Time: Full time as specified within the STPCD

1.9 Salary/Grade: Classroom Teachers' Pay Scale

2. TEACHING

- To undertake a designated programme of teaching designed to challenge and interest students of all abilities
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To ensure that ICT, literacy, numeracy, work-related learning and other whole school themes are reflected in the teaching/learning experience of students
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework

3. OPERATIONAL/ STRATEGIC PLANNING:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department
- To contribute to the teaching team's development plan and its implementation.
- To fully plan and prepare courses and lessons

4. CURRICULUM PROVISION:

- To assist the Subject Leader and Team Leader in ensuring that the curriculum area provides a range of teaching which complements the school's strategic objectives

5. CURRICULUM DEVELOPMENT:

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's aims

6. PROFESSIONAL DEVELOPMENT:

- To take part in the school's staff development programme within and beyond your subject by participating in arrangements for further training and professional development, including a defined number of lesson observations each year
- To participate in whole-school training, making links with teaching styles and approaches in other subjects
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the performance management review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

7. STANDARDS:

- To use targets and data to provide students with challenging but attainable targets in their work.
- To review and record student progress regularly
- To promote actively the school's corporate policies, including the dress code

8. MANAGEMENT INFORMATION:

- To maintain appropriate records and information
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning

9. COMMUNICATION & LIAISON:

- To follow agreed policies for communications in the school
- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies
- To abide by the school's absence management policy, giving due notice of absence where possible and setting high quality cover work

10. RESOURCES:

- To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students

11. PASTORAL SYSTEM:

- To be a Tutor to an assigned group of students

- To promote the general progress and well-being of individual students and of the tutor group as a whole
- To liaise with Head of College regarding the well-being and progress of students in your care
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To write reports, deal with progress checks and attend target-setting/reviews days as form tutor

12. SCHOOL ETHOS:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To apply the school's house style on behaviour management so that effective learning can take place
- To undertake a duty around school in which you actively supervise students
- To comply with the school's health and safety policy and undertake risk assessments as appropriate

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

13. SIGNATURES:

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed _____ Signed _____
(Teacher) (Headteacher)

Dated _____ Dated _____

King Edward VI School Person Specification

Teacher of Mathematics

Selection Criteria	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good degree	✓	
Evidence of appropriate continued personal and professional development		✓
Experience and Attributes		
Successful teaching experience (including ITT placement &/or as a fully qualified teacher)	✓	
Management experience in either an academic or pastoral role		✓
Teaching experience in a fully comprehensive school		✓
Secure knowledge of the characteristics of effective learning, teaching and assessment	✓	
A proven track record in improving results and ensuring students make ambitious levels of progress.	✓	
The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour	✓	
The ability to lead, motivate and inspire staff and pupils, and to forge positive relationships with parents.	✓	
An excellent understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards	✓	
Willingness to be involved in the broader life of the school through extra-curricular activities		✓
Experience of monitoring and giving accurate feedback to colleagues, including observation of teaching resulting in approved outcomes	✓	
Personal Qualities		
Ability to help develop and to support a vision of high quality education based on the moral integrity of the school's core values.	✓	
Energy, drive and enthusiasm	✓	
Excellent interpersonal and communication skills	✓	

Ability to analyse information and use sound judgement in complex situations	✓	
Ability to lead and support a team culture	✓	
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium.	✓	
A sense of humour, cheerful demeanour and positive, can-do attitude	✓	
A capacity for hard work and willingness to “go the extra mile”	✓	