



Risedale Sports & Community College

Learning and Achieving Together



Working at Risedale Your candidate Recruitment Pack

Risedale Sports & Community College

Principal: Colin D Scott BEd NPQH
11-16 Comprehensive School

Call **01748 833501**
or email
enquiries@risedale.org.uk
to find out more

Hipswell - Catterick Garrison
North Yorkshire - DL9 4BD

www.risedale.org.uk
@RisedaleCollege



"This is a GOOD school"
Ofsted



Principal: Colin D Scott BEd NPQH

Hipswell, Catterick Garrison, North Yorkshire, DL9 4BD. Phone: 01748 833501 Fax: 01748 836149

- Recruitment Pack -

Teacher of Maths

Full Time, Permanent, MPS

Recruitment Allowance may be available for the right candidate

January 2017

Dear Candidate


I am pleased to send you details of the above post. I hope you find the information you need in the enclosures.

If you decide to apply, please do so using the enclosed application form and include a letter of application. **Please do not send a CV or apply through a recruitment agency.** Return your application either via email to jobs@risedale.org.uk or alternatively post your application to Colin Scott, Principal, Risedale Sports & Community College, Hipswell, Catterick Garrison, DL9 4BD. Please ensure your application arrives no later than **12 noon Friday 3rd February 2017**. Please mark your envelope '**Maths**' in the top left-hand corner.

I hope you will accept my thanks in advance for your interest in the post, and excuse my discourtesy in responding only if you are shortlisted for interview.

I look forward to hearing from you.

Yours sincerely



Colin Scott
Principal



A member of the Northallerton & Catterick Federation

Website: www.risedale.org.uk | Email: enquiries@risedale.org.uk | www.facebook.com/risedale



Job Description

Job Title: Teacher of Maths
Grade: Main Pay Scale
Responsible to: Head of Faculty / Department



- 1. To meet the needs and aspirations of all learners through your contribution to the learning environment. Your area of work is:**
 - Teacher.
 - Playing a key part in raising teaching and learning standards through the quality of your own teaching and by supporting the professional development of your colleagues.
- 2. To be committed to self-evaluation and personal/professional development, and to take responsibility for a level of leadership appropriate to your post and area of work, and reflection on what you do.**
 - To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.
 - To fulfil all of the responsibilities and duties required by the School's policies on teaching and learning.
 - To achieve any performance criteria or targets arising from the School's Performance Management arrangements.

Knowledge and understanding:

- Demonstrate excellent subject and/or specialist knowledge.
- Have a full understanding of connections and progressions in the subject and use this in your teaching to ensure students make good progress.
- Understand ICT in the teaching of your subject or specialism(s).

Planning and setting expectations:

- Demonstrate an ability to plan.
- Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all students.
- Set consistently high expectations for students in your class and homework.
- Plan your teaching to ensure it builds on the current and previous achievement of students.

Teaching and managing students' learning:

- Demonstrate ability to teach, manage students and maintain discipline.
- Understand and use the most effective teaching methods to achieve the teaching objectives in hand.
- Display flair and creativity in engaging, enthusing and challenging groups of students.
- Use questioning and explanation skilfully to secure maximum progress.



- Quickly understand students' perceptions and misconceptions from their questions and responses.
- Develop students' literacy, numeracy and ICT skills as appropriate within their phase and context.
- Provide positive and targeted support for students who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected.
- Maintain respect and discipline and be consistent and fair.
- Contribute to the development of the faculty in which you work.

Assessment and evaluation:

- Demonstrate an ability to assess and evaluate.
- Use assessment as part of your teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching.

Student achievement:

- Demonstrate the ability to achieve results and outcomes.
- As a result of your teaching students show consistent improvement in relation to prior and expected attainment
- Ensure students are highly motivated, enthusiastic and respond positively to challenge and high expectations.
- Ensure students exhibit consistently high standards of discipline and behaviour.

Relations with parents and the wider community:

- Demonstrate a consistent record of parental involvement and satisfaction.

Managing own performance and development:

- Keep up-to-date in your subject(s) and/or specialism(s).
- Improve your teaching through evaluating their own practice in relation to students' progress, school targets and inspection evidence.

Managing resources:

- Know how to plan and prioritise your own time and activity effectively.

Personal leadership:

- Provide a role model for students through your personal and professional conduct.
- Be respected and able to motivate others.

3. To use best practices in the tasks you do

- Use self-evaluation to enhance students' opportunities for academic progress and personal development.
- Be responsible for personal development linked to faculty/school objectives and priorities.
- Seek out the most efficient/effective practice and be an active participant in a process of subject/team development.

Person Specification

Job Title: Teacher of Maths

Grade: Main Pay Scale



Attribute	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified teacher status Degree to include study of specialist subject 	<ul style="list-style-type: none"> Evidence of recent CPD
Experience / knowledge	<ul style="list-style-type: none"> Experience of delivering curriculum at relevant key stages (this could include during training) A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post 	<ul style="list-style-type: none"> Experience in teaching at more than one school Recent teaching experience in the relevant key stages Experience of planning a curriculum at relevant key stages
Skills	<ul style="list-style-type: none"> Transferable ICT skills Excellent time management Efficient record keeping 	<ul style="list-style-type: none"> Ability to work under pressure
Attitude and values / personal qualities	<ul style="list-style-type: none"> Ability to relate to and build relationships with pupils, parents, and other members of the federation community Enthusiasm and commitment to the aims and objectives of the federation Good communication skills 	<ul style="list-style-type: none"> Willingness to participate fully in college activities

Commitment to the role of the Personal Tutor

Personal tutors are seen as a vital link in the learning process and in the management of the school. The role centres on monitoring and mentoring, and requires tutors:

- to be aware of the strengths and needs of each student in their tutor group (usually 25 maximum)
- to assist in raising the level of performance of students (by monitoring progress, reviewing and target setting) using allocated time-tabled time
- to promote the development of a positive attitude (by monitoring attendance/punctuality, checking Student Planners and counselling in relation to the Rewards and Expectations scheme)
- to communicate and interpret agreed guidelines and practices to students
- to communicate effectively with parents and colleagues on a day-to-day basis.

This is an important, demanding and time-consuming role which makes a significant contribution to the achievement of students. It is essential that applicants for teaching posts understand that they will be required to be Personal Tutors and therefore must endorse this philosophy.



Information about the Maths Department

Risedale Sports & Community College

Mathematics is taught at Risedale in a specific section of the school. This comprises of four main teaching classrooms, as well as smaller rooms for one-to-one or small group teaching. Resources include interactive whiteboards in every classroom, a plethora of kinaesthetic puzzles and educational games, as well frequent access to computer suites. Risedale subscribes to the 'MyMaths' website to aid the students in their learning. These resources are constantly updated and are centralised and organised by our HTLA, working specifically in this department.

All teachers follow comprehensive schemes of work in both key stages. Students begin studying for their GCSE examination in year 9, allowing for more flexibility when catering for the specific needs of the students. Many students gain added benefit from the various revision weekends and summer schools that the college provides. Students are now all following the OCR 9-1 GCSE course, at either higher or foundation level.

Outside of lessons, students have achieved considerable success in the national UKMT Maths Challenge competition and are regularly entered for other competitions throughout the year. We work closely with our feeder primary schools, allowing KS3 students to work with primary school students to develop problem solving skills at an earlier age.

The department runs an open door policy, with students often visiting our staff for assistance with homework and revision at both lunch times and after school.

"People have described me as 'Risedale through and through'. I went to school at Risedale, my father was the Head of Science (when I joined) and mother has worked here on supply. I've never worked in another school and will be happy to remain at Risedale for the rest of my career. Why? You will never find a more supportive, caring and dedicated group of people in any other school or walk of life. Teachers at Risedale bend over backwards (or any other direction) for the students they teach. I will be sending both of my daughters here when the time finally comes!"



Mark Carter - Head of Maths Faculty

Our Mission Statement

We are committed to putting people first; our students, staff and the community we serve. Our aim is that we learn and achieve together & to do this we will:

- Ensure every student succeeds
- Shape our curriculum to meet students' interests, needs and aspirations
- Strive to be effective in all we do
- Work in partnership in the interests of students
- Managing our resources to support our students

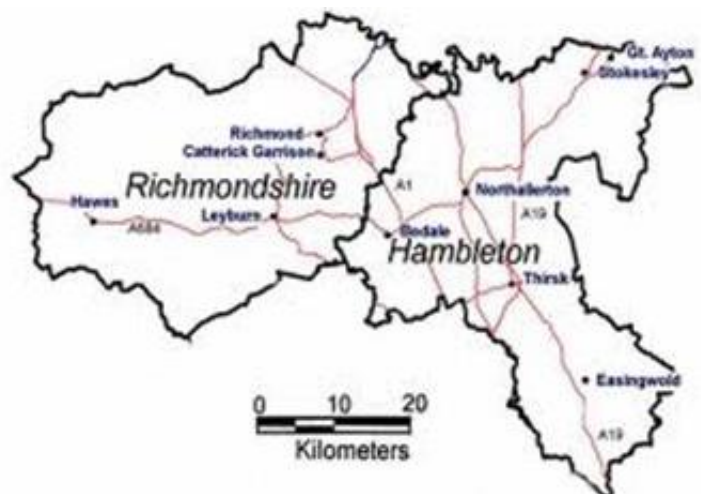


Northallerton & Catterick Federation Learning and Achieving Together

The Federation of Northallerton College and Risedale Sports and Community College was formed in February 2009. In September 2013, The Allertonshire School (11-14) joined the federation to create the Northallerton & Catterick Federation. The Allertonshire School and Northallerton College became a single 11-18 school – Northallerton School & Sixth Form College – in April 2015.

Federation adds a new dimension to our work, allowing us to formally collaborate and share the experience, expertise, and good practice within each school to the benefit of all. Under a single governing body there are increased opportunities to improve and transform the quality of leadership and management, our educational provision and the achievement of every student.

In partnership with parents and the wider community, we create a safe environment in which the well-being of our students and staff is a priority. We also work to provide a rich, balanced and varied curriculum across the federation, ensuring that all students are challenged to achieve their best and to become confident and independent learners.



Catterick Garrison

Risedale Sports & Community College is located within the pretty village of Hipswell at the heart of Catterick Garrison, close to the historic market town of Richmond. It is set within a beautiful part of North Yorkshire, close to both Swaledale and Wensleydale. Catterick is a thriving and advancing location offering a choice of affordable and desirable housing opportunities prompted by the planned expansion to the Garrison over the forthcoming years. The newly built Princes Gate Retail Park offers all major amenities including supermarkets, cafes, shops, cinema, a leisure centre and library. Risedale is just a 5 minute drive from the A1(M) providing easy access to Teesside, York and the Leeds conurbation. Major centres like Darlington are within easy reach for commuters, shoppers or leisure seekers, at around a 30-minute drive along the A1(M).



Risedale Sports & Community College

Risedale Sports & Community College is a smaller than the average sized secondary school and currently has 430 students aged 11-16 years. It enjoys an enviable and growing reputation in its local community. It is expected to expand to between 600 and 800 students over the next decade as the population of Catterick Garrison increases and becomes a 'Super Garrison'. Links with the Armed Forces are strong. The college has one of the largest proportions of service children (over 40%) of any secondary school in the UK. This military connection is an essential part of the college's distinctive character.

Risedale has been on an 8 year journey of improvement leading to a GOOD judgement by Ofsted in 2015. Justifiably proud of this accomplishment college staff are by no means complacent and know there is more work to be done and are enjoying the challenge. In September 2016 Risedale welcomed its new Principal, Mr Colin D Scott, whose passion and determination is already a formidable force, striving to empower staff and students so they can achieve and be the very best they can.



Northallerton

Northallerton is the county town of North Yorkshire and is the seat of The North Yorkshire County Council. Set between the Yorkshire Dales National Park to the west and the North York Moors National Park to the east the town has been a centre of communications for centuries. Teesside is 40 minutes away by car, Leeds and York around an hour.

Northallerton School & Sixth Form College

Since 1973, Northallerton has been served by two comprehensive schools about one mile apart – the Allertonshire School (11-14 middle deemed secondary) and Northallerton College (14-18). On April 2 2015 these two schools merged to become a single 11-18 school. Key Stage 3 continues to be taught on the school site and Key Stages 4 and 5 on the college site. The new school is called Northallerton School & Sixth Form College. It has approximately 1300 students (250 in the Sixth Form).



St Cuthbert's Cross

Although neither college is affiliated with any specific denomination, our shared school badge celebrates the connection of our two communities with the development of Christianity.

Hipswell village was the birthplace of John Wycliffe in around 1325. His religious teachings paved the way for the Reformation. Wycliffe made the first English translation of the Bible.

Northallerton became an important centre for religious affairs in the Eleventh Century, following the grant of land in the town to the Bishop of Durham by William II. The links with Durham Cathedral remain through a foundation.





Child Protection

Information / Instructions for applicant

We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them:

1. All applicants are requested to provide in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.
2. Applicants are advised that references should be from "suitable" referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate. In line with Safer Recruitment and Selection Guidance, for appointment to this post, references will be taken up prior to interview.
3. All reference requests will specifically ask for information about the candidate's suitability to work with children and young people and will request details of: any disciplinary procedures and the outcome of these; any allegations or concerns relating to Child Protection and/or the welfare of children and young people; details of any criminal convictions, cautions or bind overs.
4. At interview, candidates will be asked about any allegations or concerns raised against them and the outcome of these, including the details of both current and expired disciplinary sanctions. Interviewees are required to bring to interview original documents relating to identity and qualifications.
5. All appointments will be subject to a satisfactory, enhanced level CRB check, a minimum of two satisfactory references and medical clearance. This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 therefore all convictions, cautions and bind overs, including those regarded as "spent" must be declared. Any pending prosecutions, current court proceedings and police enquiries relating to you, also must be disclosed. If you have any of these, you must provide details in a sealed envelope, marked confidential, attached to your application form. Applicants are required to declare if they have been referred to or included on List 99 or PoCA List, barring or restricting work with young people or vulnerable adults. For new employees to North Yorkshire County Council, the appointment will be subject to satisfactory completion of a six month probationary period (Applies to school support staff posts).
6. On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Board's, Local Authority's and School's Child Protection and Safeguarding Policies and Practice Guidance and information on expected safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures.