

Wilmslow High School

Teacher of Maths

Dear Applicant

Thank you for your interest in this post at Wilmslow High School.

This a permanent, full-time position and we are seeking to appoint from 1 September 2021.

A package of information is enclosed in this booklet. In addition, the school website www.wilmslowhigh.com might be helpful.

I hope that you will find the material interesting and that you will decide to apply for what we regard as an exciting post.

Further information will be sent to those applicants called for interview. Should you require any further details in the meantime, please do not hesitate to contact our Personnel Assistant, Debra Acton.

I look forward to receiving your application.



James Pullé

Head teacher



Wilmslow High School

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Section 1: Wilmslow High School

Our Improvement Vision

Young people only get one chance at education; therefore, at Wilmslow High School we are committed to the pursuit of excellence for every student, every day. We do this through our dedication to learning, by being guided by values and in striving to serve.

We are committed to preserving a happy and caring environment that is rooted in our core values, and in which staff and students can flourish, whilst challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

What does the pursuit of excellence look like at Wilmslow High School?

A whole curriculum

We are committed to a broad and balanced 'whole' curriculum delivered by knowledgeable subject specialists, which offers all our students a rich diet of scholastic, creative, practical and sporting opportunities. We are proud of our wide range of both curricular and extra-curricular provision (over 30 subjects at GCSE and A Level and over 50 extra-curricular activities) and the variety of opportunities that we are able to offer our students to grow and excel at school, regional and national level. Our sports specialism remains at the heart of our culture and ethos in raising participation, expectations and standards. We are also looking to develop further as a Reading School.

Research-based teaching

A great strength at Wilmslow High School is our excellent subject knowledge, but we are keen to challenge ourselves and raise attainment by developing our pedagogical expertise further. We are currently working across the school to deepen our understanding of 'Big Ideas' and effective assessment. We are looking to develop further our knowledge of 'what works and why' through our growing range of CPD, book clubs, lesson study and action research.

High expectations

We aim to grow young people of character who will flourish in their futures. We want each and every one of our students to have a worthwhile ambition for their future that we can help them to achieve. We expect the highest standards of courtesy and respect from our students and are rarely disappointed. We also expect all our staff to support the maintenance of our high standards, but we are looking to develop further the resilience of our students to demand more challenge in their learning.

Commitment to every child

Every child matters at Wilmslow High School so we were very proud to be the first school in the country to be accelerated to Inclusion Quality Mark Flagship Status in 2015. We are very proud of our House system that lies at the heart of 'The Wilmslow Way.' We have a range of innovative strategies that we use to support our students but we are looking to develop our range of teaching and learning strategies further so that all our students can fulfill their

potential. Particular areas that we are keen to develop are the performance of our low attaining students and 'hard to reach' students.

Commitment to the wider educational community

We are a thoughtful, reflective, innovative community, keen to build 'professional capital' at a local and national level. We are strongly committed to the Whole Education Network, as a pathfinder school and inaugural member of the Northwest regional network. We are also proud of our contribution to the educational community both through our contribution to local Teach Meets and subject hubs, and our involvement presenting at national conferences and ResearchEd events.

Commitment to the wider community

We see our school as being at the heart of the local, regional, national and global community for all our students. We have excellent links through the KPMW soft federation with other local secondary schools (Knutsford, Poynton and Middlewich). We also have strong and developing connections through the Wilmslow Education Partnership with our partner primaries. We are keen to work with our local community, and were proud to be highly commended in the TES Community and Collaboration Awards (2015) for our links to local businesses through our Achievement Partners Programme.

In the Appendix you will find Our Improvement Vision, which outlines our ambitions as we move forward.

School performance

Wilmslow High School has been inspected by Ofsted on four occasions since 2011 and has been graded at least "good" on each of these. Our most recent inspection in May 2019 has resulted in "good" grades for each of the separate areas for judgement: quality of teaching, learning and assessment, personal development and behaviour, outcomes of pupils, quality of 16-19 study programmes, leadership and management, and overall effectiveness.

Examination results at GCSE and A-Level are strong, with attainment data being consistently impressive within the school performance tables and progress data now recorded as being "above national average".

Nevertheless, we recognise that there is more to be done in both embedding the gains that we have made and raising attainment further. We look forward to working together to achieve this.

About our school

Wilmslow is a pleasant commuter town with a population of about 30,000. Our school is the only state secondary in the town, drawing from a catchment of Wilmslow, Handforth and Alderley Edge. We are heavily oversubscribed due to the excellent reputation that the school enjoys. We are a large school, with approximately 2000 students on roll, including a sixth form of almost 500 students; however, due to our strong sense of community, we are a school in which every child is known.

Our intake of high attaining students is significantly above national average, though our intake of top attaining students is average. We have a higher percentage of boys than average and, as part of our commitment to inclusion, we host two LA-funded resource provisions for Hearing Impairment and Autistic Spectrum Condition. The social composition of our catchment is extremely wide, ranging from students with the lowest IDACI score possible to students from

areas within the top 20% of deprivation in the country. Approximately 16% of our students are disadvantaged, and narrowing the aspiration and attainment gap for these students remains a priority for us.

Professional Development

We are keen to develop our teaching and support staff whatever their career stage. We run induction programmes for new staff and for newly qualified teachers, and are extensively involved in initial teacher training through university-led PGCE courses. We have close links with the 'Whole Education' professional learning network and work with the Research Schools movement to support evidence-informed practice across the school system. Targeted mentoring is also provided for those eligible to apply for pay progression. Our middle leadership meetings are open to all teachers and we are happy to provide coaching and leadership opportunities for teachers who are keen to progress their careers. Our local and national links mean that there are plenty of opportunities for those who wish to 'make their mark' in education.

Section 2: The Post, Person Specification and Context

The Post

Title:	Teacher of Maths
Salary:	Main or Upper Pay Ranges
Date of Appointment:	1 September 2021

Information relating to the school generally may be accessed through the school's website at www.wilmslowhigh.com

What is special about this post?

Our Maths team is made up of talented and creative individuals who all share a commitment to high quality maths teaching. We have high expectations and are looking to improve further. Results in public examinations are well above the national averages: in 2018, at GCSE 86% achieved 9 - 4 grades with 32% achieving 9 - 7; in 2019, at GCSE 83% achieved 9 - 4 grades with 29% achieving 9 - 7.

We are committed to delivering exceptional lessons, whatever the circumstances. Our recent investment in iPads for teachers has enabled the entire Maths team to deliver outstanding lessons remotely. We will continue this journey in-school with the use of apps like OneNote and Firefly to deliver efficient and highly effective teaching and learning.

We are looking to appoint an outstanding Teacher of Maths with the skills and knowledge to teach students with challenge and passion.

The successful candidate will be, or have the capacity to become, an excellent practitioner with flair and ambition. They will engage and challenge students to enable them to achieve their best. They will:

- Undertake tasks related to the development of the maths curriculum and the wider school
- Successfully deliver a rich maths curriculum to all Key Stages
- Drive standards in maths, inspiring every student to achieve the best they can
- Consistently drive high expectations throughout the school generally
- Collaborate within the department to share outstanding resources for lessons, and using this collaboration to help shape the curriculum
- Implement excellent teaching and learning strategies to ensure every student achieves their best
- Be willing to learn and use new technologies to teach lessons that are both engaging and outstanding.

Person specification

Post:	Teacher of Maths
Qualifications and Training	<ul style="list-style-type: none"> • Have a suitable degree • Have qualified teacher status. The post is suitable for NQTs
Skills and Knowledge	<ul style="list-style-type: none"> • Must have highly effective communication skills • Must be able to use and learn traditional teaching methods but not be afraid to try new methods • Subject knowledge to teach A level/ Core and Further Maths
Experience	<ul style="list-style-type: none"> • Teaching maths to a range of ages and abilities up to and including A level Maths is desired but not essential
Personal Qualities	<ul style="list-style-type: none"> • Must have a high degree of subject competency and personal organisation with a continuing personal interest in, and commitment to maths. • Must have an innovative and progressive approach to curriculum development, working practice and teaching • Must have the flair and ambition to motivate students of all abilities and develop the profile of maths within the school and wider community • Must have effective and appropriate student management with high expectations evident in all lessons • Must have an ability to take responsibility and achieve success • Must have the ability to work as a member of a team and to contribute to that team in a creative and purposeful manner • Must have rigorous professionalism in everything, accepting nothing but the best in a culture of excellence • Must have a willingness to embrace new technology and techniques for promoting maths, engaging students and encouraging an international perspective • Must have an ability and suitability to safeguard and promote the welfare of children • Must have a good attendance record and the stamina required to cope with the demands of the post

Context

Schemes of work

Students follow the same bands through Year 7 to Year 11 with adjustments made at assessment points. Our curriculum is designed to foster curiosity and enrich students' understanding of maths. We have taken steps to create deliberate clarity in the progression of learning throughout their mathematical journey, interleaving topics with precision and crafting an experience of maths as a full picture and a skill necessary to problem solve.

Key Stage 3

Year 7 students are initially set in mixed ability groups which are then reviewed by the end of November to place students into set classes. Students are given a baseline assessment on entry and are set into broadly banded groups. We adjust this setting once we have received the results from the baseline assessment to encourage all students to develop and thrive with peers of a similar cognitive calibre.

Key Stage 4

Students follow either the Edexcel higher or foundation specification. We also offer Additional Maths as an extra FSMQ. This is optional for those students tempted to study maths at A Level. Problem solving is the primary focus of lessons for Key Stage 4 students. Each lesson includes a question that will test their mathematical fluency and their ability to combine skills. At each assessment point we conduct streamlined analysis and can provide students with individual intervention using department-made videos and embedded practice. This provides students with all the tools they need to succeed.

Key Stage 5

A Level Maths is very popular, with 25% of students studying the course. This is significantly higher than the national average of just above 10% and reflects well on the levels of support and encouragement that students are given. We currently have three A level Maths classes as well as a Further Maths group. Again, we follow the Edexcel course. The Further Mathematicians take their A Level Maths at the end of Year 12, going on to sit a combination of Further Pure and Applied Maths at the end of Year 13. We have a strong team of A Level teachers and a tradition of high achievement, with the majority of students achieving A and B grades. We also believe that all students should have the opportunity to continue their maths journey and offer Core Maths to KS5 students.

Wellbeing and safeguarding of children

Wilmslow High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure and Barring Service. A consideration of the person's suitability to work alongside children is part of the selection process. Applicants will be required to undertake pre-employment checks which will include References, Health, Right to Work in UK, DBS and a Declaration that neither they nor anyone who lives in the same household is a disqualified person under the Childcare (Disqualification) Regulations 2009.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including any for which the penalty is 'time expired'

- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

Section 3: Job Description

Title: Teacher of Maths
Salary: Main or Upper Pay Ranges

Purpose of Post

To teach within the Maths team, to carry out such associated duties as are reasonably assigned by the Head teacher and to contribute to the promotion of a culture which celebrates both learning and achievement.

To whom responsible

Curriculum Team Leader – Maths

Principal Duties

You are required to carry out the duties of a school teacher and to meet the Teachers' Standards as set out in the current School Teachers' Pay and Conditions Document.

With particular reference to the role of Form Tutor and Classroom Teacher, you are required to carry out those duties outlined in the Staff Handbook and set out below.

Notes

Health and Safety

To take all reasonable steps to ensure the Health and Safety of students and staff within the teaching base environment.

To promote and safeguard the welfare of students in accordance with the school's child protection policy.

Local Authority Flexibility Policy

Notwithstanding the detail in this job description to undertake, in accordance with the Policy, such work as may be determined by the Head teacher from time to time, up to or on a level consistent with the Principal Duties of the job.

'No Smoking' Policy

The school is an entirely 'no smoking' environment.

Review

This job description will be subject to review annually at the end of the academic year or earlier if necessary.

In addition, it may be amended at any time after consultation with you.

Expectations of Form Tutors and Subject Teachers

(a) Form Tutor - somebody who will:

Relationships and Ethos

establish effective and positive relationships to help all students be happy and on course.

lead by example.

encourage and show interest and involvement in students' development, both in and out of school.

have an approachable, friendly and firm demeanour.

effectively promote moral values such as tolerance, trustworthiness and courtesy.

encourage the development of the personality of the individual.

Organisation

establish the correct tone and ethos for the day ahead, via a daily tutorial activity and an annual form assembly.

consistently outline, apply and reinforce all school policies and expectations to students, on such issues as uniform punctuality, attendance behaviour, and learning.

as and when appropriate, provide support, advice and guidance on issues such as revision, options, examination technique, and higher education.

be involved in Tutorial day and target setting.

participate in and deliver the PHSCE curriculum.

check and comment on students' end of year reports.

monitor student planners on a weekly basis.

be an effective administrator - register, notes, reply slips, certificates, free lunch tokens, etc.

(b) Subject Teacher - somebody who will:

Relationships and Ethos

encourage students to experience success in, and enjoyment of the subject and have high expectations.

be imaginative and passionate so as to challenge and inspire.

consistently outline, apply and reinforce all school policies and expectations to students, on such issues as uniform, punctuality, attendance, behaviour and learning.

create a positive, safe and disciplined learning environment where respect and understanding are valued.

act as an enthusiastic and positive role model who treats students as individuals.

be resilient with difficult groups and consistent with discipline.

Teaching and Learning Issues

encourage students to achieve their full potential in lessons and public examinations.

consistently mark and assess work with positive and constructive feedback, on a regular basis.

be a good team member who contributes to the department.

maintain and keep up to date their own subject knowledge and professional development.

have clear aims and objectives.

plan and be well prepared and organised for every lesson.

create differentiated, stimulating and accessible lessons which employ a range of teaching styles, and cater for the needs of all students.

foster student learning and communication skills.

Support and Monitoring

be the first point of contact for liaison with, and support for, parents and staff.

be the focal point of all channels of communication which effectively include all concerned parties, regarding all relevant issues.

be a recipient of transfer information from the primary school.

be the first to flag up, deal with, and follow up, all pastoral issues such as bullying and teasing.

reward, praise and communicate all achievements to all relevant parties.

Staff Generally - people who will:

be supportive of all the school's structures once established.

encourage sensible behaviour around the school.

encourage students to be sensitive as they move around the school - e.g. by holding doors open.

encourage respect for the environment.

safeguard and promote the welfare of students.

Section 4: Arrangements for the Application

Application details

Please apply by uploading a completed application form through www.tes.com (please note that the application form must be completed in full before it can be considered). We use the official tes application form.

If you experience any problems with this or require further information please contact our Personnel Administrator, Debra Acton, dacton@wilmslowhigh.com or 01625 441085.

Closing Date: Monday 1 March 2021 at 12 noon

Formal Interview Date: Tuesday 9 March 2021

Applicants invited for interview will be contacted by telephone. If you have not heard from the school by **Tuesday 16 March** please assume that on this occasion your application has been unsuccessful.

Our school community places the highest priority on keeping our children safe. Applicants for all posts will be subject to stringent vetting and induction processes.

Asylum and Immigration Act

If successful with this application you will be asked to confirm, in advance of taking up the appointment, that you are eligible to work in the United Kingdom. In order to establish this you will be asked to provide us with documentation showing your National Insurance number, or to provide copies of Tax Forms P45 or P60, or other evidence of your entitlement to work.

The Rehabilitation of Offenders Act

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than two years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence has never occurred. This is known as a spent conviction.

The holder of this post will be required to work with children under the age of 18 in a position of trust and is, therefore, exempt from the Rehabilitation of Offenders Act. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

Disclosure and Barring Service Check (DBS, formerly CRB)

Successful applicants will be subject to a Disclosure and Barring Service Check (Disclosure). These were previously known as CRB checks. There are three levels of Disclosure: Basic, Standard and Enhanced.

This job is subject to an Enhanced Disclosure.

Standard disclosures provide details of all convictions held on the Police National Computer, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. *Enhanced disclosures* involve an

additional level of check to those above and also include a check on local police records. Further information about the Disclosures scheme can be found at www.homeoffice.gov.uk

If invited for interview, please bring with you as much of the following as possible so that we can complete the necessary identity check and, if your application is successful, a DBS check:

Your passport and/or driving licence (if you have both, you MUST provide both), your original birth certificate and one piece of recent documentation (such as a utilities bill) which shows your current address. If you have changed your name, you will need to provide evidence of that change, such as a marriage certificate. One document should contain photographic evidence of your identity.

If you are appointed, you will be required to complete part of your DBS disclosure application online at home. Please keep the identity documents you have supplied at interview handy, as you will need to input information from these as part of the process.

The DBS certificate will be sent to you. If the DBS certificate contains information, the school will need to see the original document in order to decide whether the appointment can proceed.

Qualifications

Please also bring, if invited for interview, original copies of the certificates which awarded your degree(s) and QTS status.

Occupational Health

The appointment is subject to satisfying the County's appointed Occupational Health Physician of your medical suitability for appointment to this post.

Recruitment Data Privacy Notice

We collect a range of information about you during our recruitment process, including:

- Your name and contact details
- Your qualifications, experience, skills and employment history
- Whether you have the right to work in the UK
- Your current salary
- Whether you have a disability for which we need to make reasonable adjustments during our recruitment procedure

We will collect this information from your application form and, if called for interview, the documents you bring in. If your application is unsuccessful, we will store your application form on our internal computer network and in hard copy in our personnel records for six months from the date of interview. If your application is successful, we will store this information within your own personnel file and issue you with a new privacy notice setting out how long we keep your personal information.

If called for interview we will obtain relevant information from former employers/ referees and store it for six months as above. If you are appointed, we will also obtain information from the Disclosure and Barring Service to carry out the necessary background and criminal record checks. We will not store the DBS information but we will record that we have received it.

Why We Handle Your Personal Data

We need to process various types of information about you to:

- Manage the recruitment process fairly and consistently, assess your suitability for the role and decide whether to employ you
- Take the necessary steps before entering into a contract with you

- Comply with our legal obligations, such as checking your right to work in the UK before employment starts
- Make reasonable adjustments to the recruitment process in response to information about disabilities
- Collect data for equal opportunities monitoring
- Provide evidence, if necessary, that the recruitment process has been managed fairly, consistently and legally

Without the data itemised above we will not be able to process your application properly, if at all.

We have strict controls in place to prevent the loss, accidental destruction, misuse or disclosure of your data.

Automated Decision Making

We do not base our recruitment process solely on automated decision making.

Section 5: Statistical Profile

Details of the most recent GCSE and A level performance data are available through the following link:

<http://www.wilmslowhigh.com/about-us/school-performance/>

Applicants for this post might also be interested in reviewing the information about the school which is published on the Schools Financial Benchmarking website.

<https://schools-financial-benchmarking.service.gov.uk/school/detail?urn=111443>

This website makes it possible to:

- view the school's financial data
- see how similar schools manage their finances

Our Improvement Vision: Wilmslow High School

All young people only get 950 days of secondary education; therefore, at Wilmslow High School we are committed to the ***pursuit of excellence*** for every student, every day.

We do this:

- through our dedication to learning,
- by being guided by values and
- in striving to serve.

We are committed to:

- maintaining a strong, happy and caring school community that is rooted in our core values, and in which staff and students can flourish, whilst
- challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

What does the pursuit of excellence look like at Wilmslow High School?

The pursuit of excellence will see each and every one of our students **participating fully and performing highly throughout a rich and deep curriculum.**

High performance by all groups of students will be seen in the following three dimensions

- academic attainment and progress that are significantly above average.
- interpersonal skills and qualities that are widely recognised as exemplary.
- an ability to produce highly effective responses to a wide range of competitions, projects and tasks.

We will achieve these ambitions through:

- 1. A powerful curriculum**
- 2. Strong leadership and systems**
- 3. A professional learning school**
- 4. Young people of character**
- 5. A school at the heart of its community**

1. A powerful curriculum

Our students are entitled to develop the powerful knowledge, skills and qualities that will allow them to flourish in life, learning and work.

As we move forward, we are committed to:

- using our time and resources optimally to build further a deep, broad and balanced 'whole' curriculum;
- providing across the formal and wider curriculum a rich diet of

- scholastic,
- creative,
- practical,
- sporting and
- character-building experiences;
- ensuring our students develop as
 - effective communicators
 - safe and healthy decision makers
 - ambitious and independent learners,
 - confident leaders
 - empathetic thinkers
 - knowledgeable and responsible citizens
 - active participants
 - resilient and courageous team players

2. Strong leadership and systems

Our students deserve leadership that is founded in sound judgement, determined in its pursuit of excellence and strongly guided by moral purpose.

As we move forward, we are committed to building further the strong and sustainable leadership and systems that our school deserves through:

- well-planned staff, leadership and resource stewardship and development aligned to key areas of school improvement
- the further implementation of efficient and effective systems and structures that optimise performance
- using our contribution to a school-led education system.

3. A professional learning school

Our students need us to work smarter not harder, developing our pedagogical expertise and knowledge of 'what works and why'.

As we move forward, we are committed to:

- developing further as a mutually supportive, collaborative and professional community of enquiring, thoughtful and well-informed practitioners.
- seeking out and sharing innovation and expertise, both within and beyond the school community, for the benefit of all young people.
- engaging fully in a thriving programme of professional learning, book clubs, lesson study and action-research that involves all staff working with our students.

4. Young people of character

Our students should be young people of character who:

- have a 'do more and be more' approach.
- are guided by moral purpose, intellectual engagement and a spirit of enquiry.
- are determined to succeed through hard work and effort.

As we move forward, we will:

- continue to expect the highest standards of courtesy and respect from all our students, and to provide a happy and caring environment in which they can flourish.
- develop further and celebrate more powerfully, the resilience, responsiveness to challenge, and effort of all our students.

- ensure that all our students have a worthwhile ambition for their future and are engaging fully with the learning process that will help them to achieve this.

5. A school at the heart of its community

Our students deserve to feel a sense of belonging to their full community: local, regional, national and global.

As we move forward, we will continue to

- develop knowledge and understanding of these communities through our powerful curriculum
- build further sustainable, mutually reinforcing and effective partnerships across and beyond the Wilmslow community that will help our students to flourish in life, learning and work.
- shape our school so it responds to the evolving needs of our growing community.