

Application Pack

Lead Practitioner Mathematics



May 2019

Dear Applicant

Thank you for responding to our advertisement for the post of Lead Practitioner Mathematics. We hope you will find the details of the post both interesting and informative.

Historically we have been a training school, but are now a partner in the Redborne Teaching School. Our extensive infrastructure developed to support CPD continues, however, as an independent facility dedicated to supporting the need of our local school community.

Stratton is a thriving Upper School with around 1,000 students on roll. The school has grown considerably in recent years; it is popular with the local community and includes over 250 students in the Sixth Form. In many respects we are a true comprehensive school with a full ability range. As the only education provider in the town, our challenge is to move effortlessly between preparing Yr13 students for top universities to working with students who without our support could have rejected the concept of education. Our students are our best advertisement, although closely followed by the dedication of our staff.

Staff at all career stages benefit from excellent on-going training opportunities provided by the school, including support for colleagues seeking to enhance their professional development by studying for further qualifications or are preparing for promotion.

If you think you can make a positive contribution to the learning of our students and would like to work and learn in a continuously improving school, then we would be delighted to receive your application. We ask that letters of application do not exceed two sides of A4.

The closing date for applications is 12 noon on Monday 20th May 2019. We hope you will want to work with us and look forward to hearing from you.

Whatever your decision, we wish you good fortune in your search for the right post.

Yours sincerely

Roz Hodges
Interim Headteacher

The Mathematics Department

The Mathematics department enjoys a spacious accommodation comprising of a department office and seven dedicated teaching rooms all equipped with data projectors. The enthusiastic and supportive teaching team currently includes eight mathematicians.

We share a range of resources and are continually developing our scheme of work to reflect the needs of the students. We subscribe to the MyMaths website providing a resource for homework as well as encouraging independent learning. We offer a twice weekly drop-in session to provide extra support for our students whilst offering a space for them to do their mathematics homework, knowing they can ask for help when needed.

Teamwork is very important within the department, with teachers continually sharing good practise with each other, supporting one another and being involved with the running of the department.

Extra-Curricular Activities

We have recently started a Cipher Club providing our students with an excellent forum to stretch and challenge their mathematical skills. Members of the mathematics department are also working as part of the STEM Hub to create even more exciting opportunities for our students. Further enrichment is provided with top set students being entered for the UKMT Mathematical Challenges each year. In addition, we offer weekly support for those considering Oxbridge applications and STEP paper entries.

THE CURRICULUM

Transition

We regularly liaise carefully with partner middle schools to ensure continuity of curriculum experience for our new students undertaking cross phase activities when possible. Students are set within the first half of the autumn term according to ability with the flexibility to move students in response to their mathematical ability.

Key Stage 4

Students start learning the mathematics GCSE from year 9, giving them the best opportunities to succeed with the higher rigor that the qualification now contains. We aim to deliver an engaging and varied curriculum where we can personalise learning and effectively meet the needs of pupils of all levels and provide enjoyment, understanding and progress within the subject whilst encouraging our students to share in the responsibility of their learning. Selected students are given extra support with their mathematics skills with intervention sessions in addition to their normal lessons.

Key Stage 5

We provide a variety of ways for our post 16 students to enhance their GCSE grades through studies at L2 and A Level; dependent on individual needs.

We teach both the Mathematics A Level and Further Mathematics A Level following the Edexcel specification. We work with the students to develop their logic and reasoning skills to ensure excellent outcomes. Our students enjoy the challenge and logic of the course, together with the sense of excitement and satisfaction achieved when reaching the solution to problems.

Job Description

Post Title	Lead Practitioner of Maths
Responsible to:	Deputy Headteacher
Post Grade	Lead Practitioners scale: L4-L10
Purpose & Accountability	<p>The post holder will have the following accountabilities.</p> <ul style="list-style-type: none"> • developing practice across the Trust that supports numeracy in all curriculum areas • with the maths leadership team, responsibility for developing teaching practice that supports and delivers excellent student outcomes. • progress and pupil attainment within designated classes linked to numeracy across the Trust. • developing collaborative working and prioritising links with the English SLE that support the whole school improvement.
	<p>In order to fulfil the above accountabilities it is envisaged the post holder will engage in some or all of the following activities under the direction of their line manager. To ensure the delivery of accountabilities, further activities may be required and developed through negotiation with their line manager.</p>
Impact on educational progress beyond assigned students.	<ul style="list-style-type: none"> • to lead the development and implementation of teaching and learning initiatives throughout the Department and School which raises the practice of all colleagues and therefore positively impacts on student standards and progress. • produce written evaluations and plans in line with current Trust practice and closely linked to the Whole School Improvement Plan, that identifies the short, medium and long-term development of numeracy across the school. • to be a model of excellent practice maintaining a clear focus on delivering outstanding learning to learners across the Trust • to undertake close working with the senior leadership team and/or middle leaders in the development, implementation and evaluation of policies and practice designed to bring about school improvement. • to research and evaluate best practice in other schools. • to model the development of high quality teaching materials and schemes of learning • to support underperforming teachers and enable them to improve their practice both informally and as part of formal processes. • to strive to develop numeracy across the school so that it is recognised as a centre of excellence • secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback, teaching staff work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary. • make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work. • devising and implementing effective strategies to meet learner needs leading to improvement in learning outcomes. • to develop opportunities to be outward facing and contribute to numeracy development across other schools and partnerships.

Leading developing and enhancing the teaching practice of others.	<ul style="list-style-type: none"> • Monitoring, evaluating and quality assuring the work of teachers • Providing developmental and constructive feedback to teachers at regular intervals and ensuring that teachers act on this guidance • Promoting inclusive teaching practices • Encouraging reflective practice, for instance through self-assessment, peer observation and constructive feedback from monitoring/evaluation • Researching, and promoting the use of sound and valuable pedagogic practices to improve student learning • Promoting innovative and effective teaching strategies.
Planning & Development.	<ul style="list-style-type: none"> • Working with other Lead Practitioners and SLEs to produce an annual evaluation and Improvement Plan. • Work with other Lead • Planning and leading professional development within the subject/learning area and when appropriate the school • Ensuring that the subject's curriculum includes relevant and important aspects of keeping safe, keeping healthy, community service enterprise and economic welfare. • Ensuring that the curriculum is designed as far as is possible to help students of all ages and abilities enjoy their learning • Building effective links with the local community, business and industry in order to best provide a context for the work • Utilising and managing the allocated staff, rooming and financial resources effectively.
Communication	<ul style="list-style-type: none"> • Ensure key stakeholders are kept informed about the department provision, initiatives and the progress of students • Ensure the department is accurately represented through school's communications e.g. Website.
The line and performance management of assigned teachers.	<ul style="list-style-type: none"> • To line-manage and performance manage assigned teachers working within the subject/learning area • To ensure that the subject team members are adhering to department and school policies/procedures.

Personal Specification

Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • A degree in a relevant and appropriate subject. • Qualification as a teacher by means of a PGCE, or by the successful completion of any other recognised training route 	<ul style="list-style-type: none"> • Higher degree relevant to role.
Experience	<ul style="list-style-type: none"> • At least 2 years successful teaching experience • Ability to teach all the maths across Key Stages 2 and 5 • Participation in your own professional development and general school improvement for instance via mentoring of other teachers, delivering CPD to groups of teachers, participation in school working groups • Developing schemes of work and teaching resources • Subject curriculum development 	<ul style="list-style-type: none"> • Evidence of successful teaching at A level • Results in external examinations that show students to have made good progress in relation to school/individual targets • Writing or contributing to a school, subject or area improvement plan. • Monitoring or quality assuring the work of other people • Successfully meeting with parents, or other stakeholders to resolve problems or complaints • Working with partners from all phases of education • Experience of successful leadership within a department
Contribution	<ul style="list-style-type: none"> • Positive actions to make lessons and learning inclusive • Commitment to developing Thinking Skills, Assessment for Learning, and improving practice 	<ul style="list-style-type: none"> • Involvement in extra-curricular activities. • Successful involvement as a form tutor.
Views and Beliefs	<ul style="list-style-type: none"> • Valuing every individual. • Committed to comprehensive and inclusive education. • A demonstrable commitment to the principle that Every Child Matters • A commitment to creating a vibrant and effective environment where colleagues look forward to coming to work. 	

Procedure for Application

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees, and submit a concise letter of application. This should be typed and should include the following information:

- A brief outline of what you have achieved in your present or most recent post
- A statement about why you want this job
- An indication of the strengths and expertise you could offer the school
- How your experience has prepared you for this role

We are not in a position to accept a generic CV instead of an application form. Additional sheets or a separate letter may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Nicola Richardson, HR Officer either by post or by email.

The Governing Body of Stratton Education Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief.

The Trust takes Safeguarding very seriously. As a matter of routine, all successful applicants will undergo DBS and barred list checks. Teaching staff will also be subject to a prohibition check. Disclosure of criminal records will be required for any applicants invited to interview.

Canvassing any member of staff or member of the governing body either directly or indirectly, is prohibited and will be considered a disqualification. We do however encourage candidates to discuss very informally either by telephone or by arranging a pre-application visit.

If you have not heard from us within two weeks following the closing date, regretfully you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

Stratton Education Trust

Stratton Education Trust was formed on 1st February 2012. Its key function is the provision of education to students aged 13 to 19 at Stratton Upper School, Biggleswade.

We are ambitious for our students. All our colleagues contribute to the development of the young people we serve regardless of their role:

One Team, One Mission

Our one team includes every student, every family and every Stratton colleague

Our one mission is simple: Great outcomes for every student.

We will create self-assured, successful citizens of tomorrow through:

Achievement: Providing outstanding education to all, ensuring our work is purposeful and planned, allowing our students to make rapid progress whatever their starting points.

Challenge: Giving our students confidence to embrace challenge, to be resilient and to own their future.

Partnership: Modelling an environment of strong relationships and positivity, based on mutual respect, trust and understanding of our shared commitment to continuous learning and development.

Aspiration: Opening up an exciting world of possibilities to our students through hard work and endeavour.

Trust: Knowing that everyone wants to achieve the best for themselves and each other.

Stratton Upper School

Stratton Upper is a 13 to 19 school with a roll approaching 1,000 students. This includes just over 250 students in our Sixth Form. We are the only upper school serving Biggleswade and the surrounding villages. This has both advantages and responsibilities. An advantage is that any competition from neighbouring schools is minimal and this has enabled us to develop increasingly collaborative relationships with them. Our unequivocal responsibility however, is to ensure that we support the needs of all students within our catchment. It follows that we accommodate students from across the full spectrum of ability and that we are truly inclusive.

Information concerning our 2018 exam outcomes can be found on the school website. We are now embarking on an ambitious programme to raise standards, transform our curriculum and help our students realise what they are truly capable of achieving. Our ambition for school improvement continues with even more purpose, driven by our commitment to open as many opportunities for our students as we possibly can.

To achieve our vision we guide our students to be self-motivated, enthusiastic learners who are equipped and inspired to love learning throughout life as much as we do.

In practice, our approach is based on high expectations, high aspirations and high levels of trust. Our starting point is our working assumption that staff and students alike are committed to personal fulfilment and expect to work in an environment of success and respect.

We find there is very little need for traditional lists of dogmatic school rules and attendant lists of sanctions and consequences. Our expectation is that our students will always “do the right thing” because we have inspired them to commit to our shared values, which centre on aspiration, mutual support and of course, learning. When this is challenged (and it is, we are a school with 1,000 13 – 19 year olds!) we resolve the issue swiftly, but we also reflect the extent to which our own actions, as adults and professionals, contributed to the situation.

We recruit professionals who share our vision, who focus on the long game, knowing that schools thrive on quality relationships between staff and students.

Candidates should be aware of our adherence and commitment to these values.

The holistic experience of being a Stratton student is of vital importance to us. Our staff are incredibly giving of their time, which means we can offer a vibrant, extracurricular range of activities. In 2014, we took part in a humanitarian expedition to Peru, in 2016 students returned from a similar expedition to Borneo and our latest humanitarian visit returned in August 2018 from Costa Rica.

Performing and visual arts are a strength with regular multimedia exhibitions, drama, music and dance productions. Our sports facilities are excellent and support a full range of individual and team sports and our students have enjoyed particular success in racket sports over recent years. Our current push is to become a centre of STEM excellence in the local authority.

An unusual feature of Stratton, of which we are enormously proud, is our Farm. Originally this was set up at the time when there were far more employment opportunities within agriculture. These days this is less relevant in the local job market, but the farm provides a wonderful learning resource in its own right. Each year we produce thousands of plants, as well as highly prized meat from rare breed pigs, lambs and poultry.

General Information

Our Stratton catchment area incorporates the town of Biggleswade and a number of small villages in the Bedfordshire and Cambridgeshire countryside.

Biggleswade lies on the A1 and mainline railway, making it an ideal town for commuting into London (35 min to King's Cross). Other centres of employment include Cambridge, Bedford, Stevenage, Milton Keynes and Peterborough. Each of these towns and cities are accessible within 45 min travel time from Biggleswade. Employment in Biggleswade has traditionally been in market gardening and engineering. Both these industries still have a presence in the area, but are no longer the significant employers they once were.

Biggleswade is set to expand over the coming years. Population is expected to rise by at least 25% and we are already seeing significant economic investment in the town. Biggleswade has been featured in a number of national newspapers as *the* place to live, combining with its strong communication links, reasonable house prices and of course, good schools!

The school is ready for an expected expansion in numbers due to these demographic changes. Our new science centre was opened in September 2017 and has provided the additional 13 classrooms needed.

The welfare and well-being of all members of our community is of central importance and we expect staff, pupils and students to give high priority to the needs of others and their development. The school is known for its strong pastoral care and support for students with special educational needs and disabilities.

We aspire to be a school where learning is fun and fosters the joy of learning within the boundaries of good order and discipline.

Staff Development

Stratton Education Trust places a great deal of emphasis on the continual development of its colleagues. We are an outward facing school and play a significant role in the following organisations:

The Biggleswade Community Union of Schools (BCUS) an association of all education providers in our area dedicated to developing seamless education provision from ages 0 to 19;

Central Bedfordshire Upper Schools Heads Group;

Redborne Teaching School;

The Academy of Central Bedfordshire, an alternative provision free school established by the Central Bedfordshire Upper Schools;

Cambridge University Department of Education;

Colleagues expect to engage in professional development through a mixture of school-based training, addressing holistic priorities and an individual assessment of needs.

Final Comments

We are fastidious in our recruitment of new colleagues. Potential applicants must share our vision and commitment to providing the very best education to our students that we possibly can and promote our ethos. Applicants must be team players who are able to see how their contribution fits into the bigger picture. They must be dedicated, skilled, highly professional individuals who are passionate about their work and enjoy working with others that share these values.

Choosing to apply for a job is potentially life changing. It is important that we assist you as much as we possibly can in assessing whether we are the right environment for you, as much as we assess whether you have the right skill set and attitude for us. Please do not hesitate to contact us if you require additional information, or would like to visit us as part of your application process.

DBS and the Recruitment of Ex-Offenders Policy

In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>

- As an organisation which uses the Disclosure and Barring service, the Governing Body of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at the School is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge.
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.
- We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the School. This will depend on the nature of the position and the circumstances and background of your offences.