



The John Fisher School

Head of Mathematics

TLR 1b (£11,472) MPS-UPS

(including Outer London Weighting)

Retention and recruitment allowance available for an experienced candidate.

To Start: 1st September 2019

‘National Rugby School of the Year 2017’

‘Prince’s Teaching Institute 2016 Mark’

‘UNA Debating Champions 2017’



Headteacher Welcome

Welcome, and thank you for expressing interest in working at The John Fisher School, a leading Catholic Boys' School in England. The John Fisher School is a successful Catholic comprehensive school which has been serving the local community since 1929. The school has a long history of academic success. Our aim is that every student will progress to a high performing university or career of choice.

We are inspired by former students such as Professor Sir David Lane (world renowned cancer scientist), Professor Tony Purnell (Head of Technical Development at British Cycling), Kieran Treadwell (Ulster RFC and Ireland Rugby) and Martyn Rooney (GB Athletics Captain). All our students are encouraged to get involved in whatever activities interest them; they leave us as well qualified, grounded and rounded young men.

Acceptance, Service, Perseverance, Integrity, Respect, Enjoyment and Selflessness are at the core of everything students, staff and parents/carers do. We insist upon a commitment to our Christian and shared values as we believe that these values will be the keys that unlock the God-given potential of every individual.

The John Fisher School is a highly aspirational school and is not for the faint-hearted. We believe in 'High Expectations', 'No Excuses' and 'No Islands', these guide our actions, underpinning all we do. We expect high standards from our staff and students, and believe that through developing the character trait of 'perseverance' we can all achieve beyond our expectations. We look forward to receiving your application to work at, what we believe, is a brilliant example of a school for all students.

Mr P E McCullagh





The Vision and Mission

Our School Vision

“The John Fisher School will provide an excellent education that will transform lives and the communities we serve. Enlivened with a curiosity and enjoyment for learning we will persevere to achieve beyond our expectations.

Together we will act with integrity in unlocking the God-given potential of every individual. Through our acceptance and respect for each other we will ensure everyone overcomes any barriers to success.”

Our School Mission

“Nurturing young Catholic gentlemen. Aspiring for Academic, Cultural and Sporting Excellence”

Our Christian and Shared Values

- **ACCEPTANCE:** We identify our talents. We flourish together.
- **SERVICE:** We serve each other. We serve our community.
- **PERSEVERANCE:** We take on challenges. We never give up.
- **INTEGRITY:** We take action. We uphold our values.
- **RESPECT:** We respect ourselves. We respect one another.
- **ENJOYMENT:** We participate joyfully. We seek growth urgently.
- **SELFLESSNESS:** We give without reason. We put others first.



The John Fisher School

The John Fisher School is a successful Catholic comprehensive school which has been serving the local community since 1929. The school has a long history of academic success, cultural and sporting excellence in the spirit of St. John Fisher, which continues today. Our aim is that every student will progress to a high performing university or career of choice.

The school is a community of learning and worship, with love and support central to all our activities and experiences. We believe as well that all aspects of the life of the School should be lived in a spirit of justice and charity and that Christian selflessness should be part of all our dealings with one another. Our desire is that students leave us as mature, independent learners who are ready to take responsibility for their own progress beyond school and are able to make valuable contributions to the wider community for years to come.



In 2018, 21% of the school's GCSE grades were a 9-7/A*-A grade. 80% of students secured a Level 4 or above in Maths and 81% of students gained at least a Level 4 in English Language or English Literature. At A Level, 24% of grades were A*-A, 51% were A*-B grades and 76% were A*-C. When including BTEC equivalents the figures rise to 51% A*-A, 68% A*-B and 86% A*-C.

The Sixth Form received an 'outstanding' ALP's judgement. In our previous Ofsted inspection both 'Behaviour & Safety' and our Sixth Form were judged 'outstanding'.

Founded in 1929 with 20 students, there are currently 1067 students on roll, 225 of whom are in the Sixth Form. In recent years the School has grown and has a strong cultural provision in music, art and literature.

Working in partnership with parents/carers and Governors, our highly skilled and caring staff is dedicated to ensuring each student achieves his full potential regardless of ability or aptitude through excellent and varied learning experiences.



"The John Fisher School is a close knit community, like a family. I have truly excelled here and I have become a well rounded person thanks to the staff. It has been an amazing experience."
(Recent Year 13 leaver.)



Students at The John Fisher School

Students in all year groups are proud of the rich traditions of The John Fisher School and are encouraged to wear their uniform with pride. The first twenty students who joined the school in 1929 may not recognise much of today's modern teaching terminology and technology. However, what they would recognise in John Fisher students today are the timeless values of courteousness, honesty and consideration for others.

Students are encouraged to take advantage of the wonderful opportunities for personal development outside the traditional classroom environment. In Sport, opportunities exist across the full range of sports for students to participate at the very highest levels. We currently have student international representation in Rugby, Cross Country and Athletics. In Rugby The John Fisher School has been recognised as one of the foremost state schools in the UK and has enjoyed considerable success in this game at the highest level. In Cross Country, we are rated as the highest ranked state school nationally, competing with the best independent schools..

In Music, the award winning Chapel Choir offers students an unrivalled opportunity to participate at the very highest level in national and international festivals and competitions. In addition to sports and music, students participate in activities such as drama, debating, chess and various House Competitions.

As part of the broader curriculum experience students have access to a full range of trips and visits. Each year all students have an opportunity to participate in our varied Retreat programme organized by our School Chaplain. Recent trips abroad include: Choir Olympics in Austria, Rugby tours to South Africa, History visits to Berlin and the First World War Battlefields, ski trips to the USA and Austria and much more. Closer to home all subject departments take advantage of the opportunity to visit museums, galleries and theatres in and around London.

We do not just say we want to develop a well-rounded student, we actively go above and beyond to make that happen.



"The John Fisher School is a highly aspirational school and is not for the faint-hearted. We expect high standards from our staff and students, and believe that through perseverance we can all achieve beyond our expectations."



Messages from our community

“We are a really good school and we always want to be the best that we can be. If you think you can help us become even more successful, then we would love for you to join us. Relationships between staff and students are really strong and along with teaching us really well we hope you have a good sense of humour! It is the staff members’ sense of fun and dedication which makes our school a special place to be.”

S.Allen - School Student Council member

“My son started in Year 7 in September 2011. As a parent I cannot fault The John Fisher School on anything. The teachers do a VERY good job by engaging with the parents when need be. I will describe this as a very good partnership between the parents and the school which effectively is in the best interest of my son. I find the teaching staff very approachable and highly efficient. The teaching, pastoral care, discipline and everything relating to my son's welfare is excellent.”

Mrs. Afriye (Year 12 Parent)

“Since joining John Fisher as an NQT, I have received first class CPD, pushed to be better in everything that I do, and made to feel part of the ‘Fisher Family’. I am now a Subject Leader, helping to shape the future of the school through innovation and change. This is a great school to join.”

Mrs. Harrington-Booth (Head of Music)



Latest news and events at The John Fisher School



Toyota Dream Car Competition launch 2018



Student art work up in the local community.



The Fisher Fete and 'All stars' rugby match 2018.



Remembrance Service 2018.



Under-14's enjoy Harlequins Academy Coaching session.



Staff 'Great Fisher Bake Off' 2018.



Christmas Music Bonanza.



Years 9 and 12 undertake the 'Speed Careers' event.

To read the most recent school newsletter please [click here](#)



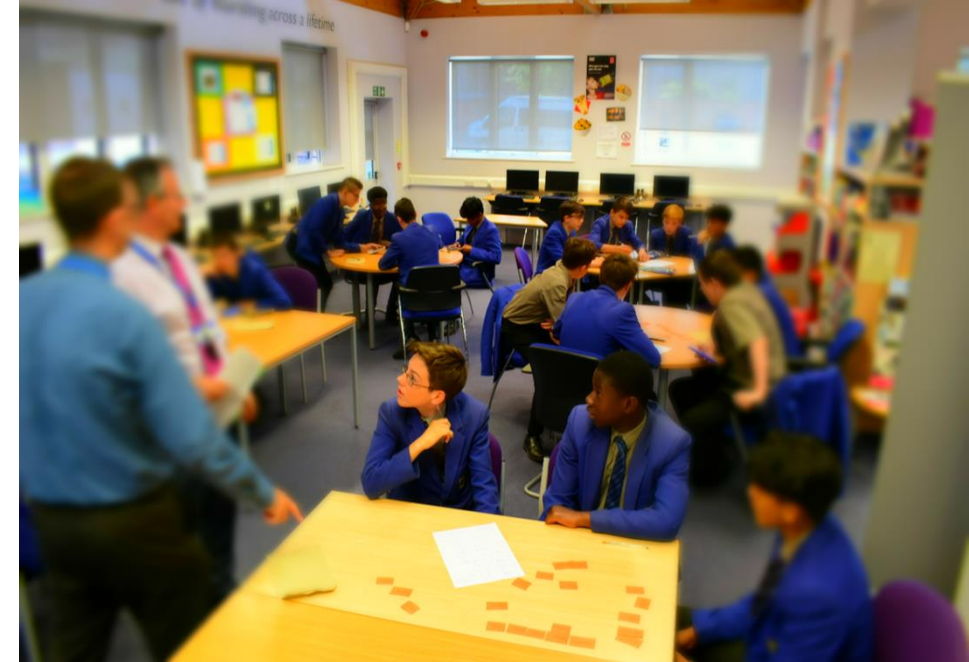
The Maths department and role.

We wish to appoint an excellent Leader of Mathematics to join this 'outstanding' department. Applications are welcome from individuals of all faiths or none, who will support the Catholic ethos of our school. This is an exciting opportunity to support the development of students.

Our repeatedly oversubscribed School achieved 80% 5 A*-C (4+) including Mathematics and English in 2017 and the Sixth Form received an 'outstanding' ALP's judgement in 2016. In our previous Ofsted Section 5 inspection both 'Behaviour & Safety' and our Sixth Form were judged 'outstanding'. In our most recent monitoring visit (January 2018) Ofsted stated that the '...steady and reassuring approach ensures the strong commitment of staff...' and 'the teachers are welcoming and friendly, and it creates an atmosphere where you belong...' Over the last three years, the Sixth Form outcomes have been in the top 15% nationally. The school is a member of the 'Partners in Excellence' club. Ofsted (January 2018) stated that 'there is convincing evidence

that pupils in KS3 progress well, GCSE results are consistently above average and students achieve highly at A-level'.

In Mathematics we achieve consistently outstanding KS4 results – in June 2018, Mathematics achieved a P8 score of +0.53 with 80% of students achieving a 4+ and 35% achieving a 7+ at GCSE. In GCSE Further Maths 37% of students achieved an A*. Performance at A-level is also outstanding with 62% of students achieving an A or A* in the summer of 2018 – with 23% achieving the A*. Recent past A-level students have gone on to study Mathematics at University as well as subjects such as Mechanical Engineering, Structural Engineering, Pure Physics & Medicine. The Maths Team is very strong with an established and stable staff. Currently it consists of seven full time and two part time teachers. The department currently has eight classrooms, all equipped with interactive white boards. The Maths department runs outreach programmes with local Primary Schools, supporting more able pupils in Y5 and it is proud of the record of our students in the UKMT Maths challenges



Job Description.

GENERAL

To fulfil the requirements for a Main Scale Teacher and, in addition, as the holder of a T.L.R.Allowance, to have an impact on the educational progress of pupils other than those directly in your charge, to lead, develop and enhance the teaching practice of Departmental colleagues and to be accountable for leading, managing and developing your subject area. (The Generic Responsibilities of Subject Leaders is attached to this Job Description).

SPECIFIC

To be responsible for overseeing all aspects of the work of the Mathematics Department.
Immediate Line Manager: Mr Mawer

Responsible for the strategic direction and development of Mathematics through:

- 1.1 Development and implementation of departmental policies and practices in line with whole school expectations.
- 1.2 Creation of a climate which enables other staff to develop and maintain positive attitudes towards the teaching of Mathematics and to be confident about teaching it.
- 1.3 Establishing a clear, shared understanding of the role Mathematics has to play in contributing towards the spiritual, moral, cultural, mental and physical development of our pupils. In addition, preparing our pupils for the opportunities, responsibilities and experiences of adult life.
- 1.4 Use of a range of assessment data (national, local and school) to inform policies, practices, expectations, targets for individuals and groups, and teaching methods.
- 1.5 Formulation, in discussion with colleagues, of a department action plan and identification of clear targets for improvement. The Departmental Action Plan should define intervention strategies to address the issues for development.
- 1.6 Monitoring and evaluation of progress in achieving the department's plans and targets for the purpose of guiding further improvement. This will indicate the effectiveness of the intervention strategies.

To be responsible for securing and sustaining effective teaching of Mathematics; evaluation of the quality of teaching and the standards of pupils' achievement; and the setting of targets for the future through:

- 2.1 Ensuring curriculum coverage, continuity and progression in Mathematics for all pupils, regardless of their academic or natural ability.
- 2.2 Ensuring clear guidance for teaching the subject in Schemes of Work and Programmes of Study. This will include the need to communicate learning objectives to the pupils.
- 2.3 Providing guidance on the various teaching strategies and learning methods which may be used to engage the different types of learners, thus helping all pupils to make progress in meeting their target levels..
- 2.4 Enhancing the key skills of literacy, numeracy and I.C.T. through the Schemes of Work.
- 2.5 Ensuring that there is a clear departmental assessment, recording and reporting policy in line with school guidance. Using assessment data to recognise each pupil's achievement and to set targets for his further improvement.
- 2.6 Monitoring each pupil's progress in relation to his Target Grade.
- 2.7 Evaluating the teaching of Mathematics in the Department and taking action to improve further the quality of teaching.
- 2.8 Encouraging pupils' motivation and enthusiasm for Mathematics by developing positive responses to challenge and high expectation.
- 2.9 Developing the pupils' individual and collaborative study skills with a view to their becoming self-dependent and independent learners.
- 2.10 Promoting Mathematics as having a contribution to make to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- 2.11 Establishing a partnership with the pupils' parents which not only provides them with information about curriculum, attainment, progress and targets but also involves them in their son's learning.
- 2.12 Developing links with other members of the local community in order to extend the subject curriculum, enhance teaching and develop pupils' broader understanding of the subject.
- 2.13 Ensuring implementation of school policies on issues such as equal opportunities, teaching and learning, behaviour management and independent learning.



Job Description.

To be responsible for leading and managing staff involved in the teaching of Mathematics by:

- 3.1 Monitoring and evaluating the planning of departmental colleagues, providing constructive and developmental feedback on a regular basis.
- 3.2 Disseminating examples of effective planning practice within the subject.
- 3.3 Ensuring that departmental colleagues are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning.
- 3.4 Ensuring that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in the planning of departmental colleagues.
- 3.5 Promoting effective departmental discipline strategies, based on the concept of achieving constructive working relationships with pupils.
- 3.6 Establishing clear expectations and constructive working relationships with colleagues. This will involve such strategies as team-teaching, mutual support, devolving responsibilities and delegating tasks, evaluating practice and developing an acceptance of accountability.
- 3.7 Chairing Department meetings and representing the Department on various curriculum groups and school events as required.
- 3.8 Arranging for the action points of Department meetings to be given to the Headteacher and Line Manager.
- 3.9 Appraising staff as required by the school Performance Management policy and using the process to develop the personal and professional effectiveness of the appraisee(s). Observation of teaching must include evaluative feedback about the effectiveness of the strategies employed in a lesson.
- 3.10 Identifying departmental training needs and supporting and co-ordinating delivery of appropriate high quality professional development.
- 3.11 Inducting new staff with particular emphasis on the needs of trainee and newly qualified teachers.
- 3.12 Working with the Head of Learning Support (SENDSCO) to ensure appropriate subject specific targets are set and work is matched well to pupils needs.
- 3.13 Ensuring the needs of the More Able Pupils (Gifted and Talented) are addressed by, for example, differentiated work, extension activities and extra-curricular provision.

- 3.14 Ensuring that senior managers, the Headteacher and Governors are kept well informed of all relevant matters, such as subject policies, plans and priorities, success in meeting targets and subject-related professional development plans.

To be responsible for efficient and effective deployment of staff and resources through:

- 4.1 Establishing staff and resource needs.
- 4.2 Allocation of available subject resources.
- 4.3 Deploying staff involved in the subject, including teaching, support staff and other adults, to ensure the best use of subject, technical and other expertise.
- 4.4 Ensuring the effective and efficient management and organisation of learning resources including ICT.
- 4.5 Managing accommodation to create an effective and stimulating environment for the teaching and learning of the subject.

Self-Evaluation and Quality Assurance procedures related to the subject:

- 5.1 To take part in Self-Evaluation and Quality Assurance procedures e.g. observations, book scrutiny, markbook scrutiny, pupil feedback. Such feedback should be reflected in the Departmental Action Plan and the planning of individual teachers.
- 5.2T To plan and implement such procedures to ensure the development and maintenance of high standards
- 5.3 To train colleagues in the Mathematics Department to enable them to take part in such procedures.
- 5.4 Evaluate and report on the effectiveness and practice of the Mathematics Department, annually, to the Headteacher, Link Governor and Line Manager, in September and at intervals throughout the Academic Year.

Mathematics specific:

To publicise achievements through public display of work, weekly Bulletins, Assemblies etc.



Person Specification.

Experience	Experience of teaching across Key Stages 3 -5	Essential
	Leadership responsibility of/within a team	Essential
Qualifications and Training	Relevant degree	Desirable
	PGCE and QTS	Essential
	Evidence of continuing professional development	Essential
	Post graduate accredited training in education management	Desirable
Knowledge and Skills	Ability to demonstrate accuracy	Essential
	Organisation skills	Essential
	Working knowledge and skills of ICT	Essential
	Good communication skills with people at all levels	Essential
	Ability to gain respect of pupils through manner of confidence and authority	Essential
	Able to organise own workload in the context of varied tasks	Desirable
	Financial understanding and/or management of budgets	Desirable
	Ability to analyse data	Desirable



	A secure understanding of the requirements of the National Curriculum Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils	Essential
	A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	Essential
	Experience of effective monitoring and evaluation of teaching and learning	Essential
	Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	Essential
	Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management	Desirable
Personal Qualities	Able to lead and inspire	Essential
	Able to work calmly under pressure	Essential
	Ability to critically evaluate own performance and make any necessary changes to be more effective	Desirable
	Commitment to the Ethos of the school	Essential
	Enthusiastic, honest, reliable	Essential
	A passion for child-centred learning	Essential
	Ability to share a dynamic vision for the implementation of programmes and projects	Desirable

Person Specification

	A sense of purpose and ability to take personal initiative	Desirable
	A sensitive, flexible, open-minded and responsive attitude to working with others	Essential
	Ability to work effectively as part of a team and to have a collegiate attitude	Essential
	High quality teaching skills	Essential
	High expectations of pupils' learning and attainment	Essential
	Strong commitment to school improvement and raising achievement for all	Essential
	Ability to build and maintain good relationships	Desirable
	Ability to remain positive and enthusiastic when working under pressure	Essential
	Empathy with children	Essential
	Good communication skills	Essential
	Good interpersonal skills	Essential
	Stamina and resilience	Essential

References	Positive recommendation in professional references	Essential
	Satisfactory health and attendance record	Essential
	Professional reference without reservation	Desirable



Benefits of working at The John Fisher School

When you join the staff at John Fisher, you will enjoy a range of benefits and a strong sense of community that permeates through the School. We believe that our School is only as strong as all the staff within it.

Continuous Professional Development

All staff have access to generous professional development training as part of the School's focus on encouraging and supporting individuals to continue to grow their skills to provide the finest teaching and learning for our students. Staff are given the opportunity to lead and deliver in house training, as well as attend external courses.

The school has invested in all staff by introducing fortnightly CPD Pathways. This allows staff the chance to select a personalised pathway which suits their CPD needs and interests. This could be 'Middle to Senior Leadership', 'Developing the LGBT policy' or 'Quality first teaching for BESD students.' The pathway are chosen by, run for, and delivered by the staff.

Collaboration

A strong feedback culture and established programme of induction and mentoring. A supportive environment in which your enthusiasm will be nurtured and talents valued. We are currently the lead school in Sutton's SCITT programme for Science and Geography.

We encourage staff to work with other schools, supporting, creating and sharing best practice.

Staff also have access to a whole range of benefits and perks. The school works closely with the local community, and has a wide selection of commercial partners who give unique discounts and services for our staff and parents. These include Toyota, Lexus and local restaurants. Staff are also able to access the Astus Friends and Family discounts.



PIXL

The chance to network with outstanding practitioners as part of the 'Partners in Excellence' programme.



Free gym membership- access to our on-site gymnasium.

Residential experiences available to Austria, Spain, Belgium, France, South Africa, Borneo and USA.

Staff social events including 'Pop Up Painting', running club and theatre trips

Free car parking for all staff

Child care voucher scheme

Pension scheme



Staff well-being at The John Fisher School

Staff well-being is a key priority at The John Fisher School. There is a governor assigned to over-see well-being, as well as a well-being policy.

- All staff have access to an Employee Assistance Programme 24/7 to help with any work, personal or family issues. The service is accessible by phone, email, instant messaging or website and is completely confidential.
- Dedicated staff professional development days for student and staff well-being which help train staff in prevention, support and management.
- Well-being staff champions who are available for staff to speak to about any concerns.
- Regular staff social events which aim to help improve well-being of all staff. For example, pop up painting, cooking competitions and football.
- Staff Yoga and running clubs during the week to help reduce stress.
- Commitment to 'Tea and Talk' days during the academic year to encourage staff to share any concerns.
- Free access to the Headspace App for all staff.

- Personalised and supportive CPD for all staff to make sure everyone feels like they are developing.
- Working closely with mental health charities like MIND to help train staff and students.
- Commitment to help all staff and students enjoy their time at The John Fisher School. Below is a quote from a recent staff survey focussing on well-being.

“When I compare this school to where I have come from, it is amazing to see the difference. I feel that John Fisher really does care about well-being, supports & protects staff, as well as helping staff to manage any stress. I am really impressed.”



The Application process



Child Protection

The School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection training and screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Pre-employment Checks

All appointments will be subject to two satisfactory references (which may be taken prior to interview), Disclosure check by the Disclosure and Barring Service and medical fitness for the role. Where applicable, overseas police checks and prohibition from teaching and management checks will also be completed. All checks must be completed before employment can commence at the School.

The School is committed to safeguarding and promoting the welfare of children and to equality of opportunity. An enhanced DBS will be required.

Thank you for spending some time reading about our School and the role on offer. Please contact Janet Rigby, Office Manager on jrigby3@suttonmail.org to arrange a visit or an informal discussion with the Headteacher, Mr Philip McCullagh.

Application forms and job details are available from Janet Rigby, the Office Manager or by downloading via the website on www.johnfishersschool.org/Career-Opportunities where further information on the school may be found.

Salary payable is on the Teachers Main Scale, including Outer London Weighting. Completed application forms should be sent with a covering letter to Mrs Rigby on jrigby3@suttonmail.org by the closing date: noon on **Thursday 21st March**. Interviews will be held week commencing **25th March 2019**. We look forward to receiving your application.





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