



# Bishop David Brown



Our vision is to be an outstanding school, providing a stimulating educational environment enabling students to achieve their full potential

## Candidate Brief

### Deputy Head of Maths



Unity Schools Trust  
*'Excellence through collaboration'*



**Dear Candidate**

**Deputy Head of Maths**

Thank you for showing an interest in the post of Deputy Head of Maths at Bishop David Brown School. I hope that this information pack will give a flavour of what we are aiming to achieve as a school and whether we are the right school for you at this stage of your career.

I am extremely honoured to be leading this fantastic school and I am looking for a colleague who has the foresight and determination to support us in making the school exceptional. We were delighted to be judged a "Good" school following our recent Ofsted inspection in January 2019. The lead inspector commented that there is a "culture of high expectation and aspiration for all pupils. As a result, outcomes for pupils are improving quickly" and that "teachers and other staff are fully committed to the leaders' vision for the school".

We are a founder member of the Unity Schools Trust, a multi-academy trust, and also a member of the 2015 Learning Partnership, an informal collaboration with other local secondary schools. These alliances have created exciting opportunities to develop all aspects of the school curriculum.

My vision is that we do whatever it takes to ensure every student at Bishop David Brown reaches their full potential. No shortcuts, no excuses, just hard work in order to ensure this happens.

My aim is that we create a culture of excellence and become the school of choice in Woking. We will do this by being relentlessly positive, showing resilience and treating each other with respect.

If you feel you have what it takes to support our school on its journey then we want to hear from you.

Interviews will take place as soon as possible after the closing date that is identified in our advertisement although we reserve the right to interview suitably qualified candidates on receipt of application. Please do not hesitate to contact our HR Manager, Rebecca Daniels, at [vacancies@unityschoolstrust.co.uk](mailto:vacancies@unityschoolstrust.co.uk) if you wish to arrange a visit to the school prior to interview.

Yours faithfully

**James Rodgers**  
**Head of School**





## Background Information

Bishop David Brown is a small school where everybody knows each other well. Our average class sizes are below national expectations and this is valued by all.

Students work to the best of their ability in a school where they are healthy, enjoy their education, stay safe and make positive contributions to the community. Visitors always comment on the caring, friendly atmosphere and the polite, happy students.

We want all our students to value their time with us, to develop lasting friendships, have positive experiences and develop the confidence to exceed expectations in whatever they do. We continually strive to support our students in gaining skills, qualifications and achievements in preparation for their life after school.

To provide this positive environment we strive to employ excellent staff who want to give, and gain, from the enriched learning environment. They work well together to make this school a successful and happy community.

Our Mathematics department has six teaching staff. We have mixed ability teaching in Years 7 and 8. We track pupil's progress through regular assessments, both online and paper based, which are linked to BDB Thresholds (which replaced levels) and grades but also to subject knowledge on the various topics. We regularly review progress and intervene early to ensure students are not able to coast and so reach their potential. We provide opportunities for our more able students to take further maths at GCSE and an additional maths Level 3 qualification.

There is always an opportunity to develop the subject specialism and promote maths within the school. A viewing of the school and department would be beneficial for anyone thinking of applying.







The Maths faculty are based in a fully refurbished department with a central resources area and office.

Students make use of 'MyMaths' for home study and to consolidate their class work.

We have regular opportunities to keep our colleagues across all departments up to speed with numeracy requirements in their subjects. We are committed to providing all students with a high quality of teaching and learning across the 11–16 age range.

As a department we meet regularly both formally and informally to share best practice and develop teaching and learning resources.

In addition to weekly CPD sessions at the school, we have strong links with various schools in the area that affords us the opportunity to continually grow as teachers.





## Location

Sheerwater is a residential neighbourhood on the outskirts of Woking, Surrey. It has excellent transport links being close to West Byfleet and Woking mainline stations with good bus links and quick access to the A3, M25 and M3 road networks.

## Staff Benefits

Alongside our continued focus on professional development we also offer a well-being and medical treatment package with benefits including:

- Physiotherapy
- Online Health Management System
- Relationship and Stress Counselling
- Medical Treatments for a range of conditions

Staff are also able to subscribe to a package that gives a range of flexible benefits that include childcare vouchers and staff discounts.

## A Commitment to Training and Professional Development

We are committed to recruit, develop and support excellent staff and provide a range of opportunities to enable staff to reach their full potential. Staff engage in a full and varied staff development programme that runs on a termly cycle and includes an infrastructure for developing and sustaining improvement with a developed induction course for new staff.



“The school is a calm and happy place for pupils to learn. Pupils value their teachers highly. Relationships between pupils and staff are very respectful”

**Ofsted January 2019**





## Interview Process

### Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

### Interview

Those shortlisted will take part in activities designed to gain an impression of your skills and experience that will include teaching a lesson and an interview.

Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.



**“Pupils appreciate the education they receive on a day-to-day basis”**

**Ofsted January 2019**

*Bishop David Brown School is operated by the Unity Schools Trust which is a charitable company limited by guarantee and registered in England and Wales with company number 07692130. The Registered Office is at Thorpe Road Staines upon Thames TW18 3HJ*



## Job Description

Job Title: Deputy Head of Maths

Reporting to: Head of Science

## Job Purpose

The Deputy Head of Maths has a responsibility to support the Head of Maths in fostering a love of, and raising the profile of, Maths throughout the school. They will ensure high standards of teaching, learning and achievement and creatively develop the Maths curriculum.

The duties detailed in this job description provide a summary of the main areas of responsibility and should be read in association with the current teachers' pay and conditions document, and in the context of professional standards for teachers.

## Key Responsibilities:

- To take the lead in further embedding good/outstanding maths teaching across the curriculum in all subjects. Regularly review policy to ensure it is fit for purpose.
- To support the head of department and deputise as appropriate.
- To lead on the further development and implementation of Key Stage 3 schemes of work which are inspiring for learners and teachers alike and prepare students thoroughly for assessments.
- As part of developing outstanding teaching and learning in the subject
  - a) Regularly lead teaching and learning training for staff as part of the department's programme of CPD
  - b) With the head of department carry out learning walks and other department review processes (eg book scrutiny) as part of on-going quality assurance processes
  - c) Communicate/liase with the head of department
- Observe, mentor and take responsibility for the performance management of the Science technician, acting as the line manager
- Communicate/liase with the head of department in order to move the department forward rapidly to outstanding
- Support the head of department in analysing progress and attainment data to make data driven changes to curriculum design, student intervention and set changes
- To support the head of department in tracking students' progress in order to inform and further improve the effectiveness of teaching and learning
- Lead on providing resources and opportunities for students to take part in additional subject specific activities/trips
- Assist the head of department in updating the departmental SEF as appropriate during the academic year
- Promote excellence in teaching and learning to ensure all students develop their potential.
- Exemplify in own practice outstanding teaching skills and ensure that good practice is shared throughout the department, including good classroom management.



### **Knowledge and Understanding:**

- Principles and practices of effective teaching and learning
- Preparation of schemes of work and lessons
- Contribute to the development of teaching and learning materials
- Keep well informed with regards to contemporary issues in teaching and learning
- Ensure that all work is conducted in line with school and departmental policy on health and safety

### **Skills:**

- Promote the school's aims positively
- Demonstrate good personal relationships within a team
- Demonstrate effective communication skills to a variety of audiences
- Create a happy, challenging and effective learning environment
- Deal promptly and effectively with administrative procedures

### **Principal Accountabilities:**

- Support the head of department in their role
- Prepare and teach effectively so that students make good or outstanding progress
- Show evidence of target setting for students so that they are effectively monitored, challenged and able to set targets for their own learning
- Show commitment to the student so that they feel safe and supported
- Enable all students to be included in learning so that all are able to achieve and enjoy
- Ensure that the school's safeguarding processes and procedures are followed and regular training attended

### **Additional Duties:**

- To take responsibility for their own professional development.
- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To engage actively in the performance review process.

#### *Review and Amendments:*

*The job description should be seen as enabling rather than restrictive and will be subject to regular review.*

***Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***





## PERSON SPECIFICATION

Application Form AF; Work-related task T; Interview I; Certificate C; References R

Skills	Essential	Desirable	How Assessed
Teach to Key Stage 4	√		AF/T
Ability to take initiative, lead, motivate, inspire and support students to achieve excellence	√		AF/I/T
Excellent interpersonal and group skills	√		AF/I
Good organisational and planning skills	√		AF/I
Able to ensure that technologies are used effectively to improve learning	√		T
A range of strategies for creating a positive climate for learning	√		AF/T/I
Excellent organisational and planning skills	√		AF/I/T
Evidence of good/outstanding classroom practice with a proven record or exam success	√		AF/T/R/I
A sound knowledge and understanding of current curriculum developments	√		AF/I
Ability to undertake self-evaluation and plan and execute improvements	√		AF/I
The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students	√		T
Have the capacity to manage own work pressure and that of others effectively	√		AF/I



“Leaders have developed outstanding provision for pupils’ personal development and welfare. Pupils are very well cared for. They feel safe at school.”

**Ofsted January 2019**



Qualities	Essential	Desirable	How Assessed
The ability to inspire young people to learn and engage parents in supporting student learning	√		AF/I
A willingness to be involved in extended curriculum opportunities in the subject area and across the school		√	AF/I
Knowledge of changes to SEND		√	AF
The ability to manage time effectively and prioritise work	√		AF/I/R
A commitment to own personal and professional development	√		AF/I/R
Be a successful team player and be able to make sound judgments	√		AF/I/R
Patience, sense of humour	√		AF
Reflective practitioner	√		AF/I
A commitment to inclusive education	√		AF/I
Ability to work under pressure and meet deadlines	√		AF/I
Able to learn and develop pedagogy and practice from others in your team	√		AF/I/R
An ability to understand and appreciate your current strengths and the ways in which these might be further developed	√		AF/I
The ability to form and maintain appropriate relationships and personal boundaries with students	√		AF/I/R

Equal Opportunities	Essential	Desirable	How Assessed
Commitment to ensuring inclusion, addressing diversity and access	√		AF/I
Must be able to recognise discrimination in its many forms and willing to put equality policies into practice	√		AF/I



Experience	Essential	Desirable	How Assessed
An understanding of the use of assessment to inform planning	√		AF/I
Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance	√		AF/I
Experience of working with students with social, emotional and learning difficulties		√	AF
Experience of performance management cycles and systems	√		AF
Recent experience of teaching the subject to all Key Stages		√	AF/I
Promotion of the subject across the curriculum		√	AF/I

Education & Qualifications	Essential	Desirable	How Assessed
Degree level qualification	√		AF/C
QTS Status and experience of teaching across at least two key stages in training	√		AF/C
Post Graduate Qualification		√	AF/C
Relevant professional development over the last 2 years		√	AF/C

### ***Special Requirements***

An enhanced Disclosure and Barring Service (DBS) check will be requested in the event of a successful applicant and references will be requested.