FPTA Academies

The Thomas Aveling School

An Academy for Success

January 2020

Dear Applicant

Thank you for your interest in the position of **Maths Teacher** at The Thomas Aveling School. Our application pack offers the following information, which we hope will assist you in deciding if you have the right qualities to be a teacher at our school and whether the school is the best place for you to further your development and career.

- Job Advertisement
- Mathematics at The Thomas Aveling School
- Job description
- Background to the school
- Aims
- Our results
- School Prospectus
  – **AVAILABLE ON SCHOOL WEBSITE - www.thomasaveling.co.uk**
- How to apply
- Application Form
  – **AVAILABLE ON SCHOOL WEBSITE - www.thomasaveling.co.uk**

We look forward to receiving your completed application.

Yours sincerely

Paul Jackson
Headteacher

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Arethusa Road, Rochester, Kent, ME1 2UW
Tel: 01634 844809 Email: office@thomasaveling.co.uk
Headteacher: Mr Paul Jackson Number on roll: 1160

MATHEMATICS TEACHER

September 2020 start (with the opportunity for a 1st July start)
Main/Upper Pay Scale

The Thomas Aveling School is a popular and over-subscribed school and you will join a motivated, supportive and friendly team who make a valuable contribution to the success of the academy. In addition, the highly successful Mathematics Department is both fully resourced and enjoys excellent facilities.

This is a full-time position and full support and induction will be provided, with the opportunity for a 1st July start date. The successful candidate will:

- Be an excellent practitioner
- Have the knowledge and experience, or ambition to teach across the whole range of age and abilities
- Be enthusiastic, resourceful and keen to ensure that the highest possible standards of pupil achievement, personal development and wellbeing are achieved

This post would suit either a newly qualified teacher, for whom full support and induction will be provided, or a more experienced teacher looking for an opportunity to develop their career in a forward thinking and ambitious academy.

We offer:

- A comprehensive induction programme to teachers at all stages of their career
- Private health care cover
- Happy, motivated children to teach

Closing date for applications: 9am on Monday 20th January 2020

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found

Letters of application, together with completed application form (available on the school website) giving full details of qualifications and experience to date should be sent to:

Mr P Jackson, Headteacher, Thomas Aveling School,
Arethusa Road, Rochester, Kent, ME1 2UW
or emailed to jshelbourne@thomasaveling.co.uk

OFSTED – June 2016 said that *"Staff morale and relationships within the school are very positive." And " Pupils enjoy school, have a positive attitude to learning and behave well"*

97% of staff in a recent Staff Survey 2019 said
that they are made to feel welcome at Thomas Aveling and that behaviour in the school is good

The Thomas Aveling School is an Equal Opportunities Employer - committed to safeguarding and promoting the welfare of all students. Any offer of appointment will be subject to satisfactory references and an enhanced DBS check will be required for all successful applicants.

Mathematics at Thomas Aveling

Thomas Aveling is a fantastic choice for a Mathematics professional to further develop their career with many leadership development programmes organised by us and other schools in the consortium. Thomas Aveling offers a huge range of CPD and supported development opportunities. Support at the school and within the Mathematics department is second to none, so a teacher can really see their career go from strength to strength working within a very rich environment. The department is very friendly, where staff support each other and have a shared ambition for all students to succeed and enjoy their Mathematics lesson.

The school has a strong track record of developing leaders. Through its excellent middle leader and senior leader CPD programme experienced staff can rapidly gain the training and experience necessary to become a successful leader. This role would provide excellent experience for the right candidate to further develop their leadership skills. To find out more about the great opportunities that Thomas Aveling can offer, we would welcome you to come on a tour of the department and school prior to application.

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JOB DESCRIPTION

Designation:	**Teacher of Mathematics**
Department:	**Mathematics**
Responsible to:	**Subject Leader Mathematics**
Payscale:	**MPS/UPS**
TLR:	**N/A**

STANDARDS FOR TEACHERS

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge Pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.

2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning Environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
    - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
    - Showing tolerance of and respect for the rights of others
    - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
    - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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OUR BACKGROUND

Thomas Aveling is a great place to work and develop yourself further. The support you receive from colleagues is amazing, both formally and informally. There is a great atmosphere in school where everyone shares in the success of others, wants the very best for our students and really does leave no stone unturned in our support for our students and each other. Please see our last two OFSTED inspections for an independent view of what we do at this marvellous school.

The Thomas Aveling School is one of seven secondary-modern schools in the Medway area. We were the first High School in Medway to be allowed to convert to an Academy as a single establishment; this enabled us to spend additional funds on the needs of our school and hence improve achievement faster. We have since merged with another local Academy Trust and are now one of 5 schools in the FPTA Academies Trust. This provides all staff with additional opportunities to mix with colleagues from other schools and take part in cross-Trust initiatives – providing an extra dimension to your development.

Through the selective system, the top 30 percent of potential students are admitted to local Grammar schools through Medway's selective process rather than to the secondary modern schools. Due to our excellent local reputation, we are regularly oversubscribed by a factor of 3 to 4 applications for every place in Year 7.

Our increasing success at Key Stage 4 (Progress 8 in three of the last four years significantly high) has resulted in our Sixth Form expanding. Students are able to choose to study over 25 subjects, combining academic and vocational qualifications, this is further extended by our collaboration with the grammar school in our Trust.

Success in Level 3 courses has risen dramatically to 100% pass rate and average grade has risen from a U(!) to a C grade within the last 5 years, though we are now ambitious to crack into the B average! We have our first students applying to Cambridge this year with a very good prospect of being accepted.

The school draws its students from across the whole of the Medway area. The majority live in rented accommodation and the proportion from advantaged backgrounds is much lower than average. This is a school where you really do feel that you make a difference every day!

Please visit our website for a flavour of the soul of Thomas Aveling

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OUR AIMS

- To embrace students of all abilities, enabling each one to achieve their very best
- To provide inspirational teaching and learning for the young people at our school within a caring environment
- To reward all achievements
- To offer challenging experiences
- To develop qualities of self-discipline, integrity, respect, honesty, trust and compassion
- To develop an effective partnership with all parents
- To encourage links with, and an understanding of, industry and commerce
- To prepare students for the responsibilities, opportunities and experiences of adult life

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OUR RESULTS

Key Stage 4

Students achieving a Grade 4 or above in English and Maths = 55%
Students making expected progress or better in Maths = 53% based on 3+ levels
Students making expected progress or better in English = 72% based on 3+ levels

Key Stage 4 Results	2019	2018	2017	2016	2015
No. of students entered for exams	182	176	183	168	180
% gaining 5+ 9-4 grades (A*-C)	62.09%	61%	61.4%	73.21%	68%
% gaining 5+ 9-4 grades incl En & Ma (A*-C)	52.75%	53%	50.0%	61.31%	57.7%
% gaining 5+ 9-1 grades (A*-G)	98.9%	98.3%	98.9%	100%	98.2%
% gaining 1 9-1 grade (A*-G)	100%	100%	100%	100%	99.8%

Key Stage 5

YEAR 13 ATTAINMENT	2019	2018	2017
A*-B	25%	25%	63%
A*-C	60%	60%	83%
A*-E	98%	99%	100%
APS – Academic	C- 27.74	C 29	C- 27
APS - Vocational	D 34.5	D- 33	D* 47

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HOW TO APPLY

To apply, please complete and forward a School Application Form, together with a supporting statement of no more than two sides of A4, outlining your suitability for the role and stating how your qualifications and previous experience have prepared you for this position.

Your completed application should be returned to:

Mr P Jackson
Headteacher
The Thomas Aveling School
Arethusa Road
ROCHESTER Kent ME1 2UW

Or by e-mail to: jshelbourne@thomasaveling.co.uk

no later than:

9am on Monday 20th January 2020

Early applications are encouraged. We reserve the right to close the vacancy early if a suitable candidate is found

Interviews will take place shortly after the closing date