Marylebone Boys' School

STUDIO ET INDUSTRIA

Vacancy details

Job title: Key Stage 5 Specialist Teacher - Further Maths and/or Physics
Department: Maths and/or Science
Responsible to: Head of Faculty
Salary: Negotiable upon experience
Hours of work: Monday to Thursday 08.00 – 17.00, Friday 08.00 – 15.00
Terms: Permanent, full time
Starting: September 2020

Overview

Marylebone Boys' School is a Free School which opened in September 2014. We now have 600 boys in Years 7-11. We launched our mixed Sixth Form in 2019 and will eventually have over 1000 pupils studying at our school.

We are an inner-city boys' school with a cohort of 50% Pupil Premium students. We an academically rigorous school with an emphasis on good behaviour, commitment to learning and outstanding teaching, where knowledge is valued and available to all who are prepared to work for it. Expectations are high for all pupils. Those who need extra time and support will be helped and expected to achieve their full potential. Our motto is "studio et industria", which can be translated as "through application and hard work".

A milestone for the school was our first set of GCSE examination results in August 2019, for which we achieved exceptional Maths results. 84% of our pupils received a Grade 4+, 66% received a Grade 5+ and a very impressive 25% of all Maths grades were 9-7.

Since 2018 we have been in our permanent site, a brand new school located in the heart of the prestigious Paddington Basin area. We are part of a wider development by Westminster City Council, just a stone's throw from Paddington Station with all the benefits of Crossrail as well as the existing Underground and National Rail connections.

We follow safer recruitment practices and appointments are subject to a satisfactory enhanced DBS.

Teaching staff: candidate information brief

The school is looking for someone with the ability to teach Further Maths A-Level and/or Physics A-Level. This is due to our growing Sixth Form and the popularity of these subjects amongst our pupils.

The ideal candidate will be able to teach both subjects and would therefore secure a timetable, the majority of which will be allocated to the teaching of these subjects at a post-16 level. However, candidates with one subject specialism will still be strongly considered and allocated a timetable with above average KS5 teaching hours.

We have a strong Maths and Science faculty with large numbers of students choosing these subjects at A-Level. This is an area we are keen to grow and are looking to invest in a specialist teacher to help us on this journey. Our first set of GCSE science results were among the top 20% nationally, whilst our Maths results showed the most progress within the school.

If you are a specialist in Mathematics and/or Physics, with the ability to teach to the highest level at A-Level, are committed to high quality teaching and learning and want to develop your career at a school which has ambitious plans for its future – then we want to hear from you.

The job would suit a newly qualified teacher or someone who is in the early stages of their teaching career and wants experience of a different school context.

The school is committed to providing excellent professional development and training – be that for an NQT programme (supported by Westminster) or relevant CPD for a person in the early stages of their teaching career.

JOB DESCRIPTION

Purpose:	• Provide a quality of teaching and learning provision that can be judged to be at least 'good' and is often 'outstanding' (according to the Ofsted evaluation framework) which ensures that all students make at least good progress. • Be accountable for the attainment and progress of all students who are taught by the post holder. • Supervise and guide the work of any support staff who are assigned to work with post holder's classes/students. • Provide pastoral support and guidance for all students in the post holder's care, classes, form group or house. • Contribute to the overall development work of the teaching and learning at Marylebone Boys' School.

Responsible for:	• Teaching, learning and assessment in the classroom.
Liaising with:	• Teachers, Heads of Faculty, Heads of Houses.
Teaching responsibilities:	• Set clear learning objectives and plan for and teach across the whole age and ability range for an appropriate proportion of the week. • Use data to plan lessons and learning materials to motivate and support all students to make at least good progress. • Set high expectations for student behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences. • Take account of students' prior attainment, learning styles and needs and use them to set appropriately challenging targets and learning activities. • Due to the number of children in Westminster who speak English as an additional language, every teacher will be expected to be a literacy teacher, and consider literacy within their subject. • Manage the behaviour and discipline of students within the classroom in line with the school's Behaviour for Learning Policy. • Use ICT and other technologies and learning resources as learning tools to inspire and motivate learners. • Run at least one after-school club as part of the school's extended day.
Assessment, recording and reporting:	• Maintain notes, lesson plans and records of students' work along with their attendance and attainment. • Mark, assess and return students' work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement. • Use data and teacher records to set aspirational targets and plan challenging activities.

	• Set and mark examinations assessments and coursework as assigned by the Senior Leadership Team. • Attend the appropriate Parents' Evenings and individual meetings to keep parents/carers informed of attainment and the progress of their child towards targets.
Pastoral responsibilities:	• Take responsibility for promoting and safeguarding the welfare of children and young persons. • Participate in the pastoral organisation of the school as a form tutor, including the support of private study for pupils. • Be the first point of contact for parents/carers in the assigned tutor group. • Monitor and set targets for the social and academic progress of individuals in the tutor group. • Undertake responsibility for the delivery of tutorial programmes to the tutor group as required. • Promote good attendance and punctuality and monitor in accordance with the school's attendance policy providing support/intervention for those who find it hard to maintain high standards. • Attend and contribute to school assemblies and a daily act of worship as required in maintained schools and respect the school's Christian ethos.
General professional responsibilities:	• Undertake professional development identified through the performance appraisal structure and as organised for staff to promote individual, teaching and learning area and whole school improvement work. • Support and implement all relevant teaching and learning area policies, including the Code of Conduct for staff and whole school policies. • Act as a role model to students in respect of dress, attendance and punctuality and general conduct.

	• Undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher/Senior Leadership Team (eg duties, emergency cover). • Fulfil the conditions of employment for school teachers, as laid down in the postholder's contract and the 2012 Teachers' Standards in England. • Be willing to 'roll up your sleeves' and exhibit a high level of flexibility within the role that would be necessary within a new and fast-growing school environment.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	Successful teaching experience in teacher training leading to QTS status by the time of the commencement of the post. Qualified to Degree Level in a relevant subject.	2:1 level degree in relevant subject. Strong A-Level grades in relevant subject(s).
Experience	Teaching subject specialism in KS3/4. Urban teaching environment. Use of ICT in the classroom.	Teaching subject specialism/s in KS5. Successful experience of delivering a differentiated curriculum to pupils with a wide range of needs.
Knowledge	Secure knowledge and understanding of the requirements of high quality teaching/pedagogy in your subject area. Evidence of the ability to consult and seek advice and professional support as necessary.	A proven record as a teacher whose students make good progress.
Skills	Accurate and fluent written communication skills. Ability to deploy teaching & learning strategies appropriately to suit the needs of pupils of differing ability.	The ability to inspire, motivate and support pupils, staff, parents/carers and colleagues. Ability to orally communicate effectively with a range of audiences.

	Ability to deploy behaviour management strategies effectively.	Good relationships with: Colleagues, Line Managers, Pupils and Parents.
Attributes	Commitment to inclusion. High expectations of pupil behaviour and achievement. Sees tasks through fully. Is happy to work in an environment of change and growth. A good sense of humour.	

APPLICATION PROCESS

- The deadline to apply for this post is 5.00pm on Monday 27th January 2020.
- Contact us if you would like more information about the school or the position on jobs@maryleboneschool.org.
- Complete the application form fully and provide a supporting statement (maximum 2 pages).
- Send your applications to jobs@maryleboneschool.org.

INTERVIEW PROCESS

- Shortlisted candidates will be invited to attend the interview scheduled to take place during the week commencing Monday 3rd February.
- We will only interview candidates who provide two satisfactory references in advance, of whom one must be your current Headteacher if you are currently working in a school.
- The interview process will include an interview, an observed lesson and a data task.
- We will inform all invited candidates of the outcome of their application and offer feedback to those who are unsuccessful.