



Teacher of Maths (TLR2a) Recruitment Pack

Queensbury School



FEVERSHAM
EDUCATION TRUST



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About our Trust

Feversham Education Trust (FET) is relentless in its drive to provide outstanding education in a secure learning environment for all learners.

Welcome from the Chairperson

For me, it's quite simple; pupils only get one chance.

It is our role as leaders to provide the best quality of education for all learners, regardless of background, gender, faith and prior experience. I am determined that one's birthplace should not predetermine outcomes for life opportunities for young people. In an ever increasing competitive and challenging society we need to ensure every young person has access to and achieves outstanding learning.

In order to do this we need the highest quality workforce and leadership to secure outcomes for learners. We have full commitment to on-going professional development of all staff and expect the highest standards.

As we all know, education is the key to improving life changes and raising aspirations for young learners and their contribution to communities as economically active citizens.

I am proud that we have consistently provided all of the above for one school, one workforce. Now is the time to unlock the capacity in others.

Our Partners

Feversham Education Trust currently works with a variety of partners to ensure our learners and workforce access the best possible opportunities.

Feversham College is a designated Teaching School, along with Skipton Girls High School. We have committed to a joint venture company with both our Teaching Schools creating the Northern Lights Teaching School Alliance (NLTSA) which serves a wide and adverse alliance of schools. The core offer of NLTSA includes the offer of training and support for the alliance and identifying and co-ordinating expertise to support the following:

- Specialist Leaders of Education
- School to School Support
- Research and Development
- Initial Teacher Training
- Professional Development
- Leadership Development

Thank you for expressing an interest in this position. We look forward to reading your application.



Our Vision Statement

“Everybody will achieve their best”

Our vision is that all learners will be given opportunities for their talents and abilities to flourish. In response to the ever-changing demands of the 21st century, we will provide an innovative educational environment that will encourage and allow students to be aspiring and successful; that will build their capacity to be resourceful and adaptable; that will create in them the qualities of resilience and self-confidence.

Underpinning our vision is the following set of core values to which we require all students and staff to invest commitment:

- Be self-respecting individuals who take personal responsibility for their own learning.
- Show respect for, and tolerance of, others
- Be sensitive to the needs of others and have the capacity to empathise with the experiences of people from diverse communities.
- Display determination, perseverance and a ‘can do’ approach.
- Be able to respond positively to the challenges they will encounter in the changing learning, work and social environments in the 21st century.
- Work hard and achieve their best

At the core of our vision is a concept of our school as the dynamic heart of a flourishing learning community that will extend to the locality and connect with the wider learning communities of the Bradford district.

School Improvement Priorities

Our school improvement priorities are

- To raise standards and accelerate progress
- To further close the gaps for different groups of students
- To further improve leadership and management at all levels

These improvement priorities are expanded upon in detail in the school improvement plan.



School Information

Queensbury School is a friendly, thriving and stimulating place to study and work. We set high aspirations and expectations for every student and we work hard to make success of the three-way partnership between the school, the student and the family. We welcome all parents to take an active part in their child's education and encourage them to form a partnership with us to ensure their children achieve their best.

Across all Key Stages attainment is rising and we are proud of this achievement and determined to build on this success. We have a great emphasis on supporting students to become self-managing and independent learners. We put student leadership at the heart of our plans and policies and the award of Investor in Pupils and Healthy Schools status are examples of this continued commitment and at the centre is a thriving Student Council that are increasingly informed and involved in decisions about their school.

Queensbury School has always had a focus on a relentless drive for improvement: our staff are entirely focused with a real 'can do' attitude. We are looking to appoint staff who are just as passionate about success for all and are committed to supporting our journey. At all times we are look for staff that can inspire, have high expectations and raise the aspirations of young people.

We believe that the welfare and development of our staff is as important as that of our students and that you cannot have one without the other.

On the 1st September 2016 Queensbury became a sponsored academy as part of the Feversham Education Trust. This marked an exciting step forward in the schools journey to becoming an outstanding school. Joining an outstanding, expanding multi-academy trust will support us and allow us to build on the significantly improved summer exam results of 2016.

We have been working with Feversham College, an outstanding teaching school which is part of the Northern Lights Teaching School Alliance (NLTSA). This partnership has opened up exciting opportunities for CPD, school-to-school working and leadership development.

Current and new employees the school will benefit from this partnership as the school moves forward.

We look forward to welcoming you to our rapidly improving successful learning community which is Queensbury School.



Staff Benefits

The successful candidate will benefit from an attractive package including:

- Excellent salary
- Childcare vouchers
- Access to term time only Nursery provision (not on Queensbury site)
- Workplace pension scheme
- Free parking
- Westfield Health benefits
- Outstanding professional development



Application Process

We strongly advise applicants to visit Queensbury School before applying and meet the staff and students. Changing employment is a major life event and informed choices often result in more successful transitions for both the employer and employee. We hope this pack along with the school website www.qbury.com gives you a flavour of our school.

Please complete the Queensbury School application form and email it to **sue.hosker@qbury.com** before the advertised deadline (a covering letter is not needed but if you wish to include a supporting statement please do so).

Your application will be assessed, along with the others, against the personal specification for the job advertised (please use this when writing your supporting statement) and then a short list will be created. The school uses a scoring system to generate a short list.

The school will aim to contact the candidates shortlisted for interview at least 48 hours' notice prior to the interview (if you do not hear from us before the interview day please assume you have been unsuccessful on this occasion).

If you are shortlisted, we will take up references prior to the advertised interview date. Please remember that one of your references must be your current or most recent employer. Two satisfactory references must be received before we can appoint anyone to a post at Queensbury School. The referee will be asked to provide information about your last/current role in relation to salary, length of employment, suitability to work with children and any disciplinary records along with being asked to assess your skills and abilities for the advertised role. Your referees may be contacted to provide additional information if something is unclear or there is a discrepancy with other information that has been provided.

The selection process will involve various activities related to the role. For teaching roles, applicants will be asked to teach at least part of a lesson. We are fully committed to safeguarding children so there will always be some questions relating to safeguarding issues regardless of the role applied for. As part of Queensbury School being committed to diversity and the requirements of the Equality Act 2010 we would ask any potential candidate to contact us who would like us to consider adjusting the application and selection process to ensure that any candidates with a disability are not disadvantaged in any way by the academy processes.

Candidates, once short listed will receive a programme for the day outlining the activities that will be undertaken and any additional resources that might be needed on the day. Candidates will be asked to bring proof of qualifications, photographic proof of identity along with documentation to show they are eligible to work in the UK where appropriate.

The interview panel will consist of at least one Senior Leader, usually the Headteacher and up to 3 other relevant members of staff. At least one member of the interview panel will have had recent safer recruitment training.

Once all of the selection activities have been completed by all applicants, the interview panel will consider to what extent each candidate met the personal specification and a decision will be reached. All short listed candidates will receive a telephone call from a member of the interview panel and feedback will be offered.

Shortly after the interview day the successful candidate(s) will receive various documents to read and sign in order to process their employment at Queensbury School. This will include an enhanced DBS check and checks will also be made against the Barred List. All such checks must be satisfactory before any contract can be signed and work can take place at the academy. Any offer of employment is on the condition of satisfactory references and DBS check.



JOB DESCRIPTION

Post Title:	MATHS - TLR 2A
Overall responsibility:	To lead specific elements of learning and teaching and school improvement across a curriculum area.
Reporting to:	Head of Maths
Liaising with:	Head of Maths and SLT as appropriate
Working Time:	195 days per year.
Disclosure Level:	Enhanced
Salary/Grade:	TLR 2A

*The specifics of the **below***will be agreed with SLT line manager, the post holder and the Head of Maths.*

They will be reviewed annually in light of school improvement priorities and a written record made and shared.

The delegation of responsibility will be commensurate with the level of TLR remuneration. The job weight of a TLR 2A being less than that of a TLR 2B or a TLR 2C

Duties:



Strategic leadership within the curriculum area

- Deputise for the 2nd in Maths in their absence
- Contribute to the success and future of the school by implementing improvement strategies that will secure a significant rise in student outcomes and move the school from Requires Improvement to Good and then Outstanding in Ofsted terms.
- With team members, develop a shared vision for the curriculum area, with learning and achievement as the core purpose.
- ***Be accountable for the achievement of a specific groups* of students to be agreed with Head of Maths***
- Engage in and act upon self-evaluation and QA processes as directed by the Head of Maths in line with school policy
- Through self-evaluation and QA identify the priorities for improvement and incorporate into an action plan for the curriculum area.
- Foster high achievement and excellence within the curriculum area ensuring that students are encouraged and supported to aspire beyond their personal best.
- Ensure good standards of behaviour across the area through effective rewards and sanctions in line with school policy. Intervene at the appropriate stage where necessary.
- Contribute to a culture that promotes excellence, equality and high expectations of all students.
- Embody the values of the school by acting as a lead professional and setting a professional example to staff and students.

Teaching and Learning, Assessment and Curriculum

- ***Support curriculum development in an agreed area(s)**** so that the curriculum area provides courses appropriate to the needs and aspirations of the students.
- ***Monitor and evaluate the schemes of learning*and update*** as appropriate.
- Support collaborative planning and facilitate high-quality teaching and learning through the use of faculty time and sharing good practice.
- Implement effective strategies to assess and track student progress accurately and co-ordinate timely intervention to prevent underachievement.
- Provide information, as necessary, to the Headteacher, parents, teachers and governors about the work of the Curriculum Area, student progress, and exam results.
- Liaise with relevant staff in all matters concerning student learning, progress and behaviour



Behaviour for learning

- To support the behaviour strategy within the department and identify and act upon patterns of behaviour
- To ensure that the subject team proactively support and deliver whole school behaviour strategy and implement restorative practice and hold to account team members who do not.
- To ensure that the subject team contribute appropriately to achievement strategy within the school.
- Liaise with Head of Maths well-being team as necessary in all matters concerning student learning, progress and behaviour

Personnel: Line management and appraisal

- Demonstrates commitment to effective working relationships, distributed leadership and individual and team development.
- Engage fully in the appraisal process and model best practice.
- Take appropriate action and liaise with relevant staff where there are concerns regarding the performance of staff and the impact on student outcomes.
- Support the professional and personal development of staff.

Resources and environment for learning:

- Promote the effective use, care, maintenance and security of resources within the area.
- Monitor the quality and use of display for learning within the area
- Be responsible for good Health and Safety practice within the area.

Students, parents and community:

- Ensure that rewards policies are applied in line with whole school policy, so that students are praised and rewarded appropriately for their progress and contribution to learning
- In line with whole school procedures, contact and involve parents in the learning process as appropriate for praise or behavioural support.
- Liaise with the Learning Support and disseminate relevant student information,
- Provide opportunities for the development of student responsibility and leadership.

General:

- Contribute towards the priorities identified within the School Improvement Plan.
- Comply with the requirements of Data Protection and other legislation specifically relating to personnel records.
- Consistently meet the teacher standards
- Where relevant meet UPS career stage expectations



Health and Safety:

- Comply with all statutory requirements in relation to Health & Safety and be aware of the schools Health & Safety policy.
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Healthy, Safety and Welfare.

Continuing Professional Development:

- Be committed to their own CPD
- Be willing to contribute to whole school CPD

This job description may be subject to amendment or modification, should circumstances change, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your Headteacher who may involve officers of BMDC as appropriate. You may wish to be accompanied at this meeting by a representative of your Trade Union if you so wish.

In addition to the duties specified you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities / grade of the post as defined, subject to the proviso that normally any changes of a permanent nature should be incorporated into the job description in specific cases.

The job description does not form part of the contract of employment.

Signed: _____

Date: _____

Post Holder

Signed: _____

Date: _____

Headteacher



PERSON SPECIFICATION Core (TLR 2A)

Qualifications	Essential	Desirable
First degree (or equivalent) in appropriate subject and Qualified Teacher Status.	✓	
Higher degree, or equivalent.		✓
Recent and relevant leadership / management development / training / CPD.		✓
Teaching and Leadership Experience		
Experience of successful teaching delivering high quality teaching and learning.	✓	
Good subject knowledge in appropriate area.	✓	
Knowledgeable of the latest developments in the curriculum area.	✓	
Ability to motivate, develop, support and challenge staff.		✓
Track record of good examination results.	✓	
Knowledge and experience of writing good schemes of work.		✓
Knowledge of successful improvement strategies.		✓
Understanding of effective pedagogies, proven success of various T & L strategies.	✓	
Understanding of how to meet the needs of vulnerable students, those with SEN or G & T.		✓
Understanding of the use of assessment for learning to demonstrate student progress.	✓	
Experience of target setting & monitoring student performance.		✓
Understanding and experience of self –evaluation and QA processes.		✓



Personal and Professional Skills and Attributes:

A reflective practitioner and strategic thinker.	✓	
Role model for teaching, learning and professional conduct.	✓	
Excellent relationships with students, parents and colleagues.	✓	
A passionate commitment to the academic, personal and social development of children and families.	✓	
Ability to lead, support, develop and motivate teams.	✓	
An approachable & supportive motivator who inspires trust & confidence & behaves with integrity.	✓	
Ability to work effectively under pressure and meet tight deadlines.	✓	
Excellent communication, organisational, planning and ICT skills.	✓	
Excellent interpersonal skills, committed to team working and distributive leadership.	✓	
Actively seeking new approaches, ideas and challenges, willing to take risks.	✓	
Absolute trust and confidentiality.	✓	
Smart and professional appearance.	✓	
Good attendance record.	✓	
Energy, enthusiasm, a positive attitude and resilience.	✓	