



ST GEORGE'S SCHOOL HARPENDEN

A non-denominational Christian day and boarding school



**Application Pack for Mathematics
Teacher (Temporary, maternity cover)**



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About St George's School

St George's is a thriving, busy and heavily over-subscribed 11-18 all ability, co-educational school with 1370 pupils including 400 in the academic Sixth Form and approximately 118 boarders. There are over 98 well qualified and committed full-time and part-time teachers: the full complement of adults employed by the Governors is over 200.

The school has been rated outstanding by Ofsted in its last three inspections; and for the last six years we have continued to have success at both GCSE and A level. This year, 97% of all GCSE outcomes were graded at grades 4-9 and at 'A' Level, 76% of all outcomes were at grade B or above with an average points score per student of 130.

We believe that our staff are the best asset that our school has. We appreciate the skills, knowledge and understanding that staff have of the craft of teaching, and other areas of expertise. We are always encouraging staff to **continue to develop** their own skill base and experience, as well as provide opportunities for the sharing of that knowledge with others. We consider ourselves to be a supportive and friendly environment. We ask all of our day school staff to take an interest in our Boarding community and to be involved whenever and wherever that is possible.

As St George's is a **Christian foundation school**, we ask our staff to support us in this endeavour, even if it is not their personal belief or faith. We consider that it is our duty to provide pupils with good role models, and to that end we request that staff have high personal standards in dress, manners and behaviour. Our **Chapel** is central to the life of our school, and as part of our teaching community you would attend Chapel once a week with your House and tutees. Many of our staff choose to take an active part in chapel life, and we are grateful that many are willing to share their own experiences of faith and life with students. Part of our expectations of pupils is for them to attend Sunday Chapel three times per term. Staff are very welcome to attend Sunday Chapel, but it is not part of our formal expectations for most staff.



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About St George's continued...

The **Pastoral System** at St George's is centred around four **Houses**. These form a "school within a school" culture. Students are known by their house, are loyal to it, and are passionate about being a part of it. Staff are also appointed as tutors and have an extensive range of responsibilities attached to this position. Tutor groups are arranged on a partial vertical system with lower school tutor groups comprising pupils from Years 7 and 8, middle school tutor bases, Years 9, 10 and 11 and the Upper School tutor bases having a mix of Year 12 and Year 13 students.



We encourage all staff to contribute to our **extra-curricular programme**. Our pupils are fun to be with, are grateful for the effort that staff put into extra-curricular delivery, and are supportive of it. Our strong behaviour ethos means that they are excellent companions of trips and are keen to learn from these educational and cultural activities. We are a busy school, with a great many things happening.

In November 2018 we were recognised as The Sunday Times Comprehensive School of the Year 2019. The accolade recognises not only our outstanding examination results but also our excellent pastoral care and our work on behalf of various charities within our community.

At St George's we often refer to ourselves as the "**St George's family**" or the "**St George's Community**". We consider that our "school" includes our parental body, and the many external agencies that we work with. We are grateful that we enjoy considerable support from our parents who provide valuable assistance. They raise much needed funds through the Cecil Grant Trust Fund, and provide entertainment and fun, as well as financial assistance through our active and engaging PSA. We also have a number of parental volunteers, who support the school in helping to run the school shop, provide assistance to the Chartered Librarian, coach sports and support our Science Technicians. In addition to this the school has an active Alumni Association.



I look forward to welcoming you to our school community.

Helen Barton MA
Headmistress



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St George's School Vision "Aim Higher"

"A school does not exist to send out men and women solely to play a part in life whereby they achieve a competence and honourable life of useful work, but it exists to send out for posterity and for their own generation, men and women who by their character shall leave the society in which they live, the better for their presence and hence the world much nearer the Kingdom."

Dr Watts

For over 100 years the vision for our school has not changed. We firmly believe that the principles and vision on which our school was founded are as fit for purpose today, as they have always been.

We seek to encourage all within our community to "Aim Higher"; through Personal development and leadership; Academic achievement; the exploring and expression of our Christian Faith and through "service beyond self".

This Vision is reflected in our Governors Aims that state that as a School we strive to:

- Providing a first class education which helps all of them to achieve their full potential.
- Encouraging respect for moral and spiritual values which reflect the Christian Foundation of the school.
- Helping all of them to grow into mature, self-disciplined citizens and caring members of society prepared for the challenges they will face.
- Having an environment which provides for equality of opportunity and promotes good relations between individuals within the school and in the wider community on the basis of mutual respect.





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About St George's Mathematics Department

This post provides an opportunity for a well-qualified and ambitious teacher to gain valuable teaching experience in a department which values sound classroom management and consistently good results. In 2019:

- 96.7% achieved Grade 9 to 4 at GCSE
- 62.1% achieved Grade 9 to 7 at GCSE
- 75.2% achieved Grade A* to C at A Level with an average of 49% A*/A over the last three years.

Furthermore, all of our Further Mathematicians passed the full A Level in Year 12, with 88.4% of them attaining an A* to B.

The Mathematics Department has been consistently graded as in the top 1% of Maths Departments in England for Progress and the top 4% in the UK for attainment with a non-selective intake. It consists of fifteen full-time or part-time specialist teachers and other colleagues who each contribute part of timetable. There are presently seven A Level Maths groups and three Further Maths groups between Years 12 and 13 with a total of 182 A Level Mathematicians; of these 182 students, 40 also study for A Level Further Mathematics.

In the first half term of the first year, classes are taught in mixed ability groups; after which groups are set according to ability. The main text used in Key Stage 3 is Essential Maths. At Key Stage 4 pupils presently follow the OCR Syllabus (J560) and enter the appropriate GCSE level. The main text used is David Raynor, GCSE Mathematics. The top set Key Stage 4 students in each year group are also given the opportunity to be entered for the OCR Advanced Free Standing Mathematics Qualification (6993).

In the Sixth Form, the OCR courses H240 and H245 are followed. Main A Level Mathematics students complete the course over a two year period. Further Mathematicians complete the main A Level course in Year 12 then go on to complete the Further Mathematics course in Year 13. Most of these Further Maths students are studying for four A Levels and are therefore given the opportunity to take the A Level at the end of Year 12.

Departmental Resources

There are six specialist Maths rooms grouped in one area of the school and serviced by a good stock room with two further rooms in other parts of the school. There is a very well equipped Maths Staff Room. This enables staff to share both resources and ideas. All members of the Mathematics team are expected to contribute towards the work of the Department, bringing a variety of skills and approaches.



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About the role

This post will suit a high calibre professional seeking experience in a school of high achievement, unparalleled discipline and high aspirations. The position would suit an experienced professional or a strong NQT. The successful candidate will possess good inter-personal skills, great enthusiasm for the subject and the ability to engage and enthuse our students who are highly motivated and hardworking.

Above all, the right candidate will be passionate about enabling students to achieve their very best, inspiring them through positive role modelling and encouragement.

In return, we can offer:

- Additional training and support
- Free Lunch on working days
- Use of the school's fitness suite
- Childcare Voucher Scheme
- Free parking on school site

The school is committed to safeguarding children and young people. All post holders are subject to a satisfactory full enhanced, with list checks, Disclosure and Barring Service disclosure.





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OUTLINE OF ROLE/ JOB DESCRIPTION:

Pay Spine: 1-9

Reports to: Director of Learning, Maths

Job Purpose

To carry out the duties of a school teacher as set out in the current Pay & Conditions Document.

To maintain and build upon the standards achieved in the award of QTS (Secondary) as set out by the Secretary of State.

Teaching and Learning

To manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.

To ensure continuity, progression and cohesion in all teaching.

To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and to ensure equal opportunity for all pupils.

To set homework regularly, (in accordance with the school's homework policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning.

To work with SEN staff and support staff (including prior discussion and join planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.

To work effectively as a member of the department team to improve the quality of teaching and learning.

To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.

To ensure positive management of behaviour in an environment of mutual respect, which allows pupils to feel safe and secure, and which promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting and Accountability

- 1 To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.



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Job Description continued

- 2 To contribute towards the implementation of IEP's as detailed in the current Code of Practice, particularly the planning and recording of appropriate actions and outcomes related to set targets.
- 3 To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
- 4 To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- 5 Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the school policy.

Subject Knowledge and Understanding

- 1 To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, standards and specifications for examination courses.
- 2 To keep up-to-date with research and developments in pedagogy and the subject area.

Professional Standards and Development

- 1 To be a role model to pupils through personal presentation and professional conduct.
- 2 To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- 3 In accordance with National Guidelines, to cover for absent colleagues as is reasonable, fair and equitable.
- 4 To co-operate with the employer in all matters concerning health and Safety, and specifically to take reasonable care of their own Health and Safety and that of other persons who may be affected by their acts or omissions at work.
- 5 To be familiar with the school and department handbooks and support all the school's policies, particularly duty requirements.
- 6 To establish effective working relationships with professional colleagues and associate staff.
- 7 To strive for personal and professional development through active involvement in the school's appraisal system and performance management procedures.
- 8 To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay & Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.



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Job Description continued

- 11 To be aware of the role of the Governing Body of the school and to support it in performing its duties.
- 12 To follow school procedures in relation to first aid.
- 13 To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- 14 To consider the needs of all pupils within lessons (and to implement specialist advice), especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English and/or are from minority groups.
- 15 To meet all the standards for Professional Practice, outcomes, relationships, development and conduct.
16. Every subject teacher will be expected to have pastoral responsibilities, part of which is to attend Chapel with their tutor group.

NOTES

- a Staff are encouraged to contribute to the wide variety of activities which take place within the school. Many of these activities are entirely voluntary but they do enrich the life of the school, assist the personal and professional development of staff and give students more opportunities to develop. Your contribution to these activities will be much appreciated.

Subject Specific Expectations

There is an expectation that members of the department will be willing to participate in any additional opportunities which are deemed important to the delivery of the curriculum.





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MATHS TEACHER - PERSON SPECIFICATION

	Essential	Desirable
Qualifications	Good Honours Degree QTS	Evidence of continued professional development in area of expertise
Experience and Training	Be an excellent teacher with the ability to inspire students in their learning Have the ability to make accurate judgements with regard to the quality of learning and teaching and student progress Have an enthusiasm for developing innovative approaches to learning, teaching, mentoring and guidance Knowledge of the National Curriculum and Ofsted Assessment Criteria	Have some understanding of wider school issues.
Ethos	Support the ethos of the Christian Foundation of the school and all support systems Work with and encourage all pupils irrespective of capability. Demonstrate commitment to achieving outstanding results	
Personal Qualities	Be able to communicate effectively at all levels Exhibit enthusiasm and passion for subject area Possess integrity, optimism, credibility and resilience Have qualities which earn the trust of and respect of students, staff, parents and governors	



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Important Information and How to Apply

Salary Information:	MPR 1—9 (currently £26,948—£42,780)
Contract:	Full-Time or Part Time, Temporary maternity cover for two terms (Autumn 2021 to end of Spring term 2022)
Start Date:	September 2021
Closing Date for application:	9 am Monday 1st March 2021
Interview Date:	TBC

Applications will be shortlisted throughout the process and we may interview and close the advert early if we are in a position to recruit a suitable candidate.

Completing the application form

Using the schools application form provided (CVs are not accepted), please complete all aspects of the form fully. Include your full work history, with no unexplained gaps, since leaving school education.

Personal Statement

When writing your responses ensure to evidence additional aspects such as training, qualifications, together with your background and experience within the personal statement.

Covering letter

You may also wish to include a covering letter , of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher.

Please send your application to: recruitment@stgeorges.herts.sch.uk

St Georges School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. This post will require a Full Enhanced , with List Checks, Disclosure and Barring Service check (DBS)