ISLEWORTH & SYON SCHOOL
FINIS CORONAT OPUS

ROLE INFORMATION

Maths Teacher (Mainscale)

In this document, you will find more information about this particular role. Use the contents page below to skip to a specific section.

The department has a dedicated page on the school website: www.isleworthsyon.org/subjects/mathematics.

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Reminders

The closing date for this post is **9.00am** on **Monday 17 May 2021**.



About

The Post

The post will offer the successful candidate a fantastic opportunity to join our excellent, over-subscribed school, and to work within an inspirational and supportive team of staff. This post is permanent and will suit a colleague wishing to progress their career. The position is required to start in September 2021; NQTs can be employed in July.

The Role

DEPARTMENT ETHOS

The mathematics department has high expectations and offers a well-designed learning experience for all students. The key aim is to provide an excellent education in mathematics across the age and ability profile. The commitment to meet the abilities, skills and attributes of all, allows our students to work towards, and achieve, their maximum potential.

At present, there are seven full-time members of staff, and four members of staff who contribute on a part-time basis. The Curriculum Leader is supported by a Deputy Curriculum Leader and an Assistant Curriculum Leader, who share the responsibilities of leading the team.

Staff teach all age groups with as wide a range of abilities as possible. Our current teaching team is a dedicated group of individuals committed to seeing all students achieve their potential. Colleagues collaborate closely and work exceptionally well together, with a clear philosophy of openness, sharing and mutual support. Collaboration across the school takes place, with mathematics a key component of several cross-curricular projects.

CURRICULUM

In support of a whole-school commitment to the development of thinking skills and Assessment for Learning, the mathematics programme of study promotes learning skills of a more general application, such as analysis and problem solving. It also aims to develop in our students the ability to plan and organise their work effectively; to self-assess; and to work independently when necessary.

Members of the department employ a flexible variety of teaching and learning strategies using a range of differentiated resources. Teaching methods involve individual, pair and group work. Within each Key Stage, students work either at or above their current level of attainment.

Students are clear as to the nature and purpose of the tasks they undertake, and confidence is maintained through effective use of Assessment for Learning and student self-evaluation of progress.

Staff are expected to contribute to the development and production of resources through the department's areas on Microsoft SharePoint and OneDrive.

SCHEMES OF WORK

Currently, all students at Key Stage 3 follow a modular scheme, using the National Curriculum Programmes of Study as a framework. Teachers are expected to utilise a variety of teaching styles and resources.

The start of Key Stage 3 is focused on core skills which we believe to be the building blocks of mathematical understanding. In Year 7, students complete the Isleworth & Syon Numeracy Award. Informal assessment in class takes the form of fluency sheets aimed at developing problem-solving skills and deep understanding. These provide an additional opportunity to provide students with formative feedback.

At Key Stage 4, students follow the Edexcel linear course and all students take a GCSE in statistics in Year 10. Mathematics is popular and over-subscribed at Advanced level. Additional time is given to further mathematics for the most capable mathematicians, and there is a very good record of students continuing their mathematical education at degree level.

As we work in a Sixth Form consortium with other local schools (several of which are girls' schools), students from those schools will often be in the teaching groups.

TEACHING GROUPS

After the first few weeks in Year 7, and throughout Key Stage 3 and 4, students are taught in ability groups.

Our aim is to set challenges and provide support to enable students to make progress and achieve their full potential. We foster success by using termly assessment tests, with commendation related to improvement in performance.

Movement between sets is encouraged and takes place regularly. The use of tests to provide formative feedback is an integral part of the department's teaching. Our approach to setting is flexible and we aim to ensure that all students make more than expected progress.

FACILITIES

In Autumn 2018, we opened our new £6.5 million building which houses nine mathematics classrooms. These room use state-of-the-art touchscreens to enhance learning.

The faculty is well-resourced with textbooks, games and puzzles. The department encourages the use of nrich to develop problem-solving skills and deeper understanding. Progress & Preparation (homework) activities alternate between written work and tasks completed on the Diagnostic Questions site. Staff contribute to constantly updated schemes of work stored in a shared online area. Display boards are largely electronic, with students' work displayed and updated regularly to encourage motivation and to continue to engage student interest.

EXTENDED SCHOOL

Our extra-curricular provision is extensive across the age and ability profiles, ranging from the Maths Challenge; Chess Club, involving local and national competitions; booster classes; and revision sessions. Students are entered at all levels of the UKMT Challenges. Students enjoy their involvement in these additional opportunities.

We continue to foster good links with our feeder schools, and students benefit highly from participating in the summer programme. Parents/carers are supportive and are kept informed of all aspects of their child's life at school through, for example, the school website, new stories, social media, and the Annual Review. The Student Planner and Insight App records all homework set and is also a means of communicating positive comments, commendations and important dates.

Applying

HOW TO APPLY

You must submit either:

- an application via the GOV.UK Teaching Vacancies site;
- the 'Quick Apply' form from the TES site; or
- our 'Teaching Staff' application form from the school website, ensuring that all sections are fully completed.

The application will include a supporting statement, which should demonstrate how your qualifications and experience make you a good candidate for the post.

SENDING YOUR APPLICATION

Please address your application to the Headteacher, Mr Euan Ferguson. You may submit applications:

- via the Teaching Vacancies site;
- through the 'Quick Apply' process at TES;
- by email to school@isleworthsyon.org (with a subject line of 'Job Application: Maths Teacher'); or
- by post to: Isleworth & Syon School, Ridgeway Road, Isleworth, Middlesex, TW7 5LJ.

Applications must be received by **9.00am** on **Monday 17 May**. Early application is encouraged, as we may well undertake selection processes on receipt of completed forms.

Rehabilitation of Offenders Act 1974 (Exceptions)

Isleworth & Syon School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This Act requires applicants for employment concerned with the provision to persons under the age of 18 of schooling, supervision, training or recreational facilities which allows access to children and young people, to disclose all their previous criminal convictions whether "spent" or "unspent", bind-over orders and cautions, as defined within the Act. The successful applicant will be subject to an Enhanced DBS check, references and other pre- and post-employment checks.

Equal Opportunities

The School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010), and values diversity amongst its staff and for applicants for posts.

The School, therefore, aims to ensure that all individuals are treated fairly and equally. Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of: cultural background; ethnic or national origin; nationality; age; gender; sexual orientation; disability; religion; marital status; or membership of a trade union.

Read the Job Description on the next page.

Job Description

RESPONSIBLE TO:	The Headteacher Governors Line Manager
RESPONSIBLE FOR:	The students and staff in your charge, and the management tasks associated with the extra responsibilities in the job description. The professional duties as set out in the Teachers' Pay and Conditions Document.
RELATIONSHIPS:	HT, SLT, governors, students and parents/carers.

1. Conditions of Employment

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and statement of particulars. Within such conditions of employment, the description of your post is as follows:

1.1. CURRICULUM

To ensure the development of students by teaching the curriculum with due regard to the aims of the school.

1.2. PROFESSIONAL DUTIES

The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school, in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained. You will be required to undertake other duties as may reasonably be expected.

1.3. This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document, in particular to those provisions whereby you may be required to be available for work under the Headteachers direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

1.4. TEACHING - IN EACH CASE HAVING REGARD TO THE CURRICULUM FOR THE SCHOOL

- Planning and preparing courses and lessons.
- Teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the student in school and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of students.

1.5. OTHER ACTIVITIES

- Promoting the general progress and well-being of individual students, and of any class or group of students assigned to him/her.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Making records of and reports on the personal and social needs of students. Communicating and consulting with the parents/carers of students.
- Communicating and co-operating with persons or bodies outside the school; and participating in meetings arranged for any of the purposes described above.

1.6. ASSESSMENTS AND REPORTS

Providing or contributing to oral and written assessments, and reports and references relating to individual students and groups of students.

1.7. APPRAISAL

Participating in arrangements made in accordance with regulations made under section 49 of the Education (No 2) Act 1986 (74), for the appraisal of his/her performance and that of other teachers.

1.8. REVIEW, INDUCTION, FURTHER TRAINING AND DEVELOPMENT

1.8.1. Reviewing from time to time his/her methods of teaching and programmes of work. Participating in arrangements for his/her further training and professional development as a teacher.

1.8.2. In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training.

1.9. EDUCATIONAL METHODS

Advising and co-operating with the Headteacher and other teachers (or anyone or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

1.10. DISCIPLINE, HEALTH AND SAFETY

Maintaining good order and discipline among the students and safeguarding their health and safety, both when they are authorised to be on the school premises, and when they are engaged in authorised school activities elsewhere.

1.11. STAFF MEETINGS

Participating in meetings at the school which relate to the curriculum for the school, or the administration or organisation of the school, including pastoral arrangement.

1.12. COVER

1.12.1. Subject to paragraph 66.9.2 (Conditions of Employment Document), supervising and so far as practicable teaching any students whose teacher is not available to teach them. Subject to the exceptions in paragraph 66.9.3 (Conditions of Employment Document), no teacher shall be required to provide such cover:

1.12.2. After the teacher who is absent or otherwise not available has been so for three or more consecutive working where the fact that the teacher would be absent or otherwise not available for a period exceeding three consecutive working days was known to the maintaining authority or, in the case of a school which has a delegated budget, to the governing body, for two or more working days before the absence commenced.

1.12.3. The exceptions are: he/she is a teacher employed wholly or mainly for the purpose of providing such cover ("a supply teacher"); or the authority or the governing body (as the case may be) have exhausted all reasonable means of providing a supply teacher to provide cover without success; or he/she is a full-time teacher at the school but has been assigned by the Headteacher in the timetable to teach or carry out other specified duties (except cover) for less than 75 per cent of those hours in the week during which students are taught at the school.

1.13. PUBLIC EXAMINATIONS

Participating in arrangements for preparing students for public examinations, and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examinations.

1.14. ADMINISTRATION

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials; and attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school session.

1.15. This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment, and only after consultation with you. The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their Professional Association.

2. Knowledge and Experience

2.1. The post holder will have experience of working within the secondary sector and have a proven track record of high-quality teaching in the subject area. Appropriate further professional development will be evident.

2.2. The post holder will have a thorough understanding of the relevant Programme(s) of Study and the National Curriculum. They will also have a thorough understanding of the principles of good classroom management and a good understanding of assessment, monitoring, recording and reporting procedures.

3. Performance Standards

Performance will be measured against student progress and outcomes in relation to set targets and progress as measured against team development plans.

4. Organisation Chart

Separately available.

5. Additional Information

5.1. The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare.

5.2. You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained.

5.3. You will be required to undertake other duties as may reasonably be expected.

JOB HOLDER SIGNATURE:		**DATE:**	
PRINT NAME AND TITLE:			

LINE MANAGER SIGNATURE:		**DATE:**	
PRINT NAME AND TITLE:			

Read the Person Specification on the next page.

Person Specification

SECTION	ASSESSMENT METHOD
EDUCATION, QUALIFICATIONS & TRAINING	
• DfE Qualified Teacher Status • Degree or good professional qualification • Evidence of in-service training / higher qualifications if teaching for more than two years	Application form Proof of qualifications
EXPERIENCE	
• Successful teaching experience within the 11-18 sector • Teaching in 11-16 or 11-18 age range • Experience of organising or participating in extra-curricular activities • Experience of lesson planning (examples to be brought to interview) • Written and spoken fluency and accuracy in English	Application form Interview
SKILLS AND ABILITIES	
• Ability to ensure the safety and well-being of students at all times • Ability to plan and evaluate your work with a view to improving school standards and attainment • Ability to maintain records of pupil progress and achievements in order to provide evidence of work, progress and attainment over time • Basic understanding and competence in ICT • Work effectively as part of a team; developing positive relationships with colleagues, students, parents/carers and other agencies as appropriate • Can work collaboratively with specialist teachers and other colleagues to enhance students' learning • Possess good organisational skills • Set high expectations for student behaviour and establish a clear framework for classroom discipline, which promotes self-control and independence whilst managing student's behaviour constructively • To provide opportunities for students to develop awareness of cross-curricular themes and key skills • Energy and enthusiasm for the education of young people • Ability to utilise an effective range of teaching and learning styles • Ability to create a learning environment that values all students equally and enables all to achieve	Application form Interview Tasks
KNOWLEDGE	
• Excellent professional knowledge and understanding • A thorough understanding of the relevant programmes of study • Knowledge of the principles of good classroom management • An excellent understanding of assessment, monitoring, recording and reporting procedures	Application form Interview Tasks

COMMITMENTS	
• Commitment to equal opportunities • Commitment to achieving high standards • Commitment to all aspects of inclusive education • Commitment to the ethos and life of the school • Committed to teaching and to further professional development	Application form Interview Tasks

Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process, an assessment will be made by the appointment panel to determine how far the criteria have been met.

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience. We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.