

Park High School

Raising Aspirations



Mathematics Teacher

Application Pack 2018





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No one gets left behind

Advertisement



Maths Teacher

(Permanent & Full-time)

MPS/UPS (an additional enhancement is available for a suitably qualified practitioner)

We welcome applications from Newly Qualified Teachers

Required from 01 April 2018

Closing Date for Applications is Thursday 01 February 2018.

We are seeking to appoint a teacher with an excellent track record of raising student attainment through outstanding teaching and learning to join our successful Mathematics Faculty.

Park High School is a successful 11-16 comprehensive school situated on the edge of Colne and close to the Yorkshire Dales National Park. There are 1050 students on roll and we are pleased to be oversubscribed. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each young person and are driven by an unswerving determination that no pupil in our school will be left behind.

We are a school committed to:

Raising aspirations and bringing out the best in all students
Exceptionally high levels of academic achievement and personal development
Our mission of developing young people with active and creative minds

Park High School will provide:

Staff who will unfailingly reassure students that by working together there are no barriers that they cannot overcome to achieve their full potential
Students who strive to attain exceptionally high levels of academic achievement and personal development
Excellent opportunities for your professional development
Friendly and supportive colleagues, who go the extra mile

We are looking to appoint a colleague who will:

Be an outstanding classroom practitioner, providing engaging and creative learning experiences for all students
Motivate, challenge and inspire students within the Mathematics Faculty to be the best that they can be.
Are committed to raising the achievement of every student
Have high expectations and a commitment to the wider life of the school

Park High School is committed to the welfare and safeguarding of children.



Dear Applicant

Mathematics Teacher

I am delighted you have expressed an interest in the post of Mathematics Teacher at Park High School and I hope that after considering all the information provided you will decide to make an application.

Park High School is a successful 11-16 comprehensive school situated on the edge of Colne and close to the Yorkshire Dales National Park. There are 1050 students on roll and we are pleased to be consistently oversubscribed. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each young person and are driven by an unswerving determination that no pupil in our school will be left behind.

Strengths of our school highlighted in our recent Ofsted report include:

- There is a nurturing ethos in the school that creates an environment in which pupils can thrive.
- Pupils are polite and friendly, take pride in their school community, behave extremely well around school.
- Leaders are not afraid to take bold strategic and radical decisions to bring about long-term sustained improvement through visionary leadership.
- The school is driven by an unassuming yet unswerving determination that no pupil will be left behind.
- The work the school does to keep its pupils safe is exemplary.
- The school curriculum is organized into personalised learning pathways in both key stages, enabling pupils to be appropriately supported and challenged.
- The governance of the school is of a very high quality.

Headteacher Letter continued....



We are seeking to appoint a well-qualified, talented and enthusiastic teacher to join our supportive and innovative Mathematics Faculty, who will:

- Be an outstanding classroom practitioner, providing engaging and creative learning experiences for all students
- Motivate, challenge and inspire students within the Mathematics Faculty to be the best that they can be.
- Be committed to raising the achievement of every student
- Have high expectations and a commitment to the wider life of the school

The successful applicant will be expected to teach Mathematics across the full age and ability range up to and including GCSE level. We are currently working closely in partnership with our main feeder primary schools to develop a visionary KS3 curriculum which provides continuity between the primary and secondary phases and accelerates the progress of all students.

Park High School will provide:

- Staff who will unfailingly reassure students that by working together there are no barriers that they cannot overcome to achieve their full potential
- Students who strive to attain exceptionally high levels of academic achievement and personal development
- Excellent opportunities for your professional development
- Friendly and supportive colleagues, who go the extra mile

We are proud of our school and its achievements and welcome applications from individuals who can contribute to our "unequivocal drive to continually improve the learning experience for all our pupils".

I look forward to receiving your application.

Yours faithfully

Dr Paul Parkin
Headteacher

Job Description



The fundamental responsibilities applying to all classroom teachers are set down in the current Professional Standards for Teachers document which are summarised below.

All teaching staff will be responsible to the appropriate Head of Department or Faculty for their teaching role and to the appropriate Head of Year for their pastoral role.

"All teaching staff shall perform, in accordance with any direction which may reasonably be given to him by the Headteacher from time to time, such particular duties as may reasonably be assigned to them'."

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
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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.



Selection Criteria	Essential	Desirable
Knowledge & Understanding	<ul style="list-style-type: none"> • Pedagogy and the process of teaching & learning Maths • Knowledge of current policies and procedures related to the welfare of students • A good knowledge and understanding of current curriculum developments in Maths • A knowledge of the NC requirements in the subject • Experience or knowledge of the requirements of a form tutor 	
Qualifications	<ul style="list-style-type: none"> • A good honours degree in Maths or related subject • Qualified teacher status • Successful experience teaching Maths (NQT/Trainee acceptable) 	<ul style="list-style-type: none"> • Evidence of further professional development
Skills & Experience	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills. • Ability to raise aspirations of students and inspire them to work towards shared goals • Ability to effectively organise and prioritise workload • Ability to self-evaluate and commitment to own professional development • Ability to learn from experience • Strong written and oral skills 	
Qualities	<ul style="list-style-type: none"> • Ability to collaborate effectively as part of a team • Commitment to the safety and welfare of all people • Good attendance record • Strong references 	<ul style="list-style-type: none"> • Commitment to extracurricular activities in Maths and whole school • Willingness and ability to attend meetings/events outside normal school day

Faculty Information

The Mathematics & Computing Faculty

Staffing

The staff are enthusiastic, hardworking and highly committed to delivering a high quality curriculum throughout KS3 and KS4.

Director of Mathematics and Computing	Mr M Calvert
Assistant Curriculum Leader	Mrs K Wheeler
Lead Practitioner (Mathematics)	Mr J Ashley
Lead Practitioner (Mathematics)	Miss N Johnson
Lead Practitioner (Mathematics)	Mrs S Thompson
Teacher of Mathematics / Assistant SENCO	Mrs K Baines
Teacher of Mathematics	Miss C Davy
Teacher of Mathematics	Miss B Richardson
Teacher of Mathematics	Mr M Wilkinson
Teacher of Mathematics	Mr J Tillotson (Progress Leader)
Subject Coordinator for Computing	Mrs C Lunney
Teacher of Computing	Mr D McDermott
Teaching Assistant (Maths Specialist)	Mrs S Hallworth

Curriculum

Mathematics is taught in set groups throughout the school and students in KS4 are currently entered for the Edexcel GCSE course. In addition we offer GCSE Additional Mathematics to the most able students in KS4.

Resources

The Mathematics Faculty has 8 suited rooms with interactive whiteboards and a Maths staffroom / work area. All the GCSE past papers, core content sheets and revision materials are available to all students both on the school's Google Classroom and in the students' area on the schools computer system for easy access and download. There is a wide range of practical resources for use in the classroom environment and the faculty is now developing further teaching methods to allow students to learn collaboratively using independent enquiry skills. All students receive frequent emails about the performance of their son / daughters tests throughout each term.

Extra-curricular Activities

Students take part in a number of Mathematical competitions and challenges including the UK Junior Intermediate and Team Mathematics challenges and the Lancashire Mathematics Challenge. Teachers are available every lunch time and most evenings to help students with their work. After school revision classes are also timetabled for all Year 11 students in the spring and summer terms. In addition breakfast clubs also run every morning for targeted KS3 & KS4 students.



Faculty Information

Community Links

The Mathematics Faculty has established links with our main partner primary schools through the provision of activities for students and INSET opportunities for teachers. The faculty have excellent links with Higher Education establishments in the area, encouraging a high proportion of students to opt for Mathematics and related subjects post 16. As part of STEM activities the faculty has benefitted from various visits to and from local universities. Students enjoy their Maths lessons and are aware of its importance to their education and also the wider role Maths plays on leaving secondary education.



How to Apply



How to Apply

If you do decide to apply, and I do hope you will, I would be grateful if you would complete and return the application form, together with a letter of application of not more than two sides of A4 in font size 11/12, noting the closing date of **noon on Thursday 01 February 2018**.

In your letter of application please include:

- Your philosophy on the teaching of Mathematics.
- How your experience has prepared you for this post.
- How you would contribute to the wider life of the school.

Please note we accept electronic applications via **teacherapplications@park-high.co.uk**. An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

We are happy to discuss the role over the telephone and/or organise a visit to the school before you make an application. If you require any further information, please do not hesitate to contact the school at **kdobney@park-high.co.uk** or telephone on 01282 865200.

Park High School is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2015.



Contact Information:

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