

Kirk Hallam Community Academy



Teacher of Maths



Candidate Information pack

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01 Welcome

Dear Applicant

Thank you for your interest in the post at Kirk Hallam Community Academy.

The continuing success of the Academy has come from strong leadership from the Headteacher and the Senior Leadership team, working closely with all the staff and Governors and other partners; to create a shared vision of Academy developments to meet students' needs.

'This is a good and highly inclusive school that provides well for its students. Standards are consistently high. Students respond well to the outstanding curriculum, which captivates their interest'. Ofsted 2012.

Over the last 20 years the school has been in the vanguard of many of the educational changes in the county and nationally- including specialisms in Technology and Sport and Applied Learning, Leading Edge status, the opening of the Sixth Form, and most recently Academy status – converting to Academy status on March 1st 2011.

The word 'Community' in the Academy title goes back to the opening of the school in 1973, and 40 years later it continues to be a major community hub, providing a wide range of facilities used by partner schools and community groups.

This is an Academy with lively students, a committed and enthusiastic team of staff and governors; and one which is financially robust and has an excellent campus.

I hope that you will take the opportunity to look at the Academy website which will give a much fuller picture of the school- www.kirkhallam.derbyshire.sch.uk

We are very proud of who we are, and of the successful journey we have been on over the last 40 years, but we are not complacent. Education is in a constant state of change and we are constantly adapting and modifying our practice to ensure the very best for all our students.

I hope you will see this as a fantastic opportunity and I look forward to receiving your application.

Yours Sincerely



Martin Ebbage, Headteacher

About Kirk Hallam Community Academy

The Historical Context

Kirk Hallam Community Academy is a very successful school with impressive Examination Results and high levels of Added Value. This success and status has been hard won over its 40 year history. After a period of steady, but marked improvements in students' examination performances it has been during the last 14 years that we have enjoyed excellent results. These very significant improvements were prefaced by the school gaining Specialist Technology status in 1998 and Beacon status in 1999 and both these developments were influential in bringing about these results. The advent of Specialist Technology status marked a major turning point. It provided an injection of much-needed funding to support curriculum development and improve staffing levels, and an opportunity for some capital projects. Staff rose to the challenges and demands of being a Specialist School and set about attaining the ambitious targets with real passion and commitment. The evidence of their success is clearly demonstrated in the recognition we received from the Specialist Schools Trust. Our levels of performance have previously secured 2 DfE Achievement Awards and 9 Achievement, Improvement and Added Value Awards. The SSAT Community Programme Award reflected the emphasis we place on collaboration with both our Primary and Secondary school partners as well as with our wider community.



Kirk Hallam is an outward-looking school which recognises the many benefits which come from strong partnerships and the sharing of good practice. The school was identified by the DCSF as a 'High performing Specialist School' and was also designated as a sports college having the additional specialism of Applied Learning.. When we gained Beacon School status in 1999 we established the South-East Derbyshire Secondary Schools Improvement Partnership [SEDSSIP] as the best vehicle for developing and sharing Good Practice in Teaching and Learning. SEDSSIP was formally recognised as a DfES Leading Edge Partnership and provided a varied and ambitious programme bringing staff together to

develop innovative practice and devising effective mechanisms for sharing the outcomes for the benefit of all students and staff in the area. The Academy is a member of the George Spencer Teaching School Alliance



Over the years the school has been awarded a number of Quality Marks including: Investor in People, Sportsmark, Artsmark Silver, The Basic Skills Agency Quality Mark Careers Mark, Leadership Development School, Local Authorities Caterers of the Year. We have used these Quality Marks as a way of externally benchmarking the quality and extent of our provision and assisting us in achieving continuous improvement. For example, we were one of the first Derbyshire schools to gain Investors in People status in 1996 and have used the standards involved along with the re-appraisals to help us improve our practices in staff management and development. In the last re-appraisal report we were described as 'an Exemplary Investor in People' and are working hard to maintain this standard. As a high performing specialist school, we successfully applied to become an 11-18 school and received £6million funding to build a Post 16 centre. This was originally part of the Ilkeston Post Sixteen Partnership but, in September 2013 the Kirk Hallam Sixth Form created; we now have a thriving Sixth Form of our own with excellent facilities.

Academy status

Following a full and thorough period of consultation with the Local Authority, staff and their professional bodies, the school became a Converter Academy in March 2011. Since becoming an Academy we have noticed a number of benefits including: greater independence, extra revenue and control of the appeals process. Academy status has also brought a number of new responsibilities for the Academy Trust to oversee.

The Geographical Context

The Academy is located in Kirk Hallam which adjoins the town of Ilkeston, mid-way between Derby and Nottingham. Our catchment area encompasses Kirk Hallam, West Hallam, Stanley, Stanley Common and Mapperley with a significant number of students also coming from the town of Ilkeston itself. The area has a mixed-economy of employers mainly small to medium-sized with an increasing tendency towards new technologies. Agriculture still figures in the area with many small family farms still operating.

The area is easily accessed from all parts of the country. The M1 is just 10 minutes away from the Academy, the nearby A52 provides the direct route to the East and the A38, A50 and M42 to the West. For those travelling by train there are Midland Mainline stations at both Nottingham and Derby.

The Socio-Economic Context

The table below is the Socio-Economic profile of the Academy's catchment. Intake figures vary a little from year to year but this is a fair indication of the present situation.

Wards from which students are drawn

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Overcrowded households
Kirk Hallam	34.3	5.4	8.3	1.7	12.2
West Hallam and Dale Abbey	22.0	21.0	26.7	2.7	2.6
Hallam Fields	10.0	11.7	14.9	3.3	5.3
Stanley	8.2	15.1	19.0	0.7	3.5
Little Hallam	6.2	13.7	18.8	2.5	3.2
Others	14.5	10.2	15.34	2.1	6.18
England	19.2	20.7	10.3		14.6

As you will note the catchment does contain one area of social deprivation from which around a third of students originate. A further third of students however originate from a neighbouring village which is almost at the other end of the Socio-Economic Scale. The remainder live in communities where social deprivation remains an issue.

The following pages provide some details of the Academy but we would recommend that you also look at our Website www.kirkhallam.derbyshire.sch.uk for further insight.

The Governing Body

The Academy has a very supportive and hard-working Governing Body. It is quick to recognise the achievements and commitment of staff and offer thanks. It is equally vigilant of areas of concern or difficulty and closely monitors the management of the Academy through its Committee structure.

Academy Personnel

The Academy employs approximately 85 teaching and 70 associate staff.

Cleaning is managed 'in-house' with a team of staff led by the Cleaning Manager

School Meals are contracted to the County School Meals Service and delivered by a team of staff led by the Catering Manager

Staffing is stable with only a small percentage turnover in any area each year. Teaching staff are organised into Faculty Areas each lead by a Head of Faculty.

The Leadership Team

The Academy Leadership Team consists of:

- The Headteacher
- 2 Deputy Headteachers
- 6 Assistant Headteachers, including the School Business Manager.
- Two seconded middle leaders.

The team meets weekly to share updates on developments in all areas and to plan future strategy and events. The Head and Deputy Heads share an Open Office and operate an 'open-door policy' whenever practicable.

Academy Buildings and Site

The Academy has a very attractive campus. It is fronted by a Lake which is home to a variety of birdlife. An area of ancient meadowland, through which the Nutbrook Canal used

to run, lies to the West of the campus, whilst the Sustrans long-distance path and cycleway skirts the northern boundary of the site. There are extensive Playing Fields to the west of the buildings along with tennis courts and an all-weather Sports area. To the East lies a conservation area of meadowland and the Academy's Land and Environment Unit and Herb Garden.

The majority of the Academy buildings date from the early 1970s and is of CLASP construction. A large teaching block was built in 1985 to house additional numbers. All areas of the building are linked around a pleasant open courtyard area containing garden beds and paved and tarmac areas. The buildings are in excellent condition and full use has been made of all available internal space, with some imaginative alterations, to house the increased numbers of students and staff in recent years. The Academy is very well decorated internally with an abundance of first-class displays of work in classrooms, corridors and open spaces. Academy staff pride themselves on creating a stimulating and attractive environment for learning.



A purpose built sixth form building was opened in 2009. A Sports Hall opened in early 2011 along with a Multi User Games area and Floodlit 3G pitch[part funded by the FA]. As well as being a great resource for the Academy and its students, these facilities are also extensively used by members of the local community during the evening and at weekends.

The Academy has recently been able to access considerable maintenance funding from the DfE which has replaced boilers, windows and roofing as well as the construction of new classrooms.

The Pastoral System

The Academy has a very strong and effective Pastoral Support Team. It is led by one of the Deputy Heads who has overall management responsibility. She is supported by the Head of Key Stage 4 and Head of Key Stage 3. Each Year Group is led by a Head of Year. A non-teaching Pastoral Support Manager in each Key Stage supports this work.

One of the assistant Headteachers is the Head of Sixth Form where he is supported by an Assistant Head and by a non-teaching Student support Officer.

The Faculty System

The Curriculum is managed and delivered through a Faculty System. There are 10 Faculties – English, Mathematics, Science, Design and Technology, Computing and Business, Humanities, Modern Foreign Languages, PE, Expressive Arts, and Learning Support. A Head of Faculty leads each Team of staff and they are supported in each case either by a Second in Faculty or Heads of Subject.. All Heads of Faculty have a Leadership Team Link, meeting regularly in a timetabled slot with a member of the Leadership Team to discuss issues and consider developments. LSAs are attached to each Faculty area.

Associate Staff

Associate staff provide support in all areas of Academy life including but not exhaustively, financial management, HR, Health and Safety, the management of Data and Examinations, Work Experience, Staff Cover, Reporting to Parents etc. Higher Level Teaching Assistants and Learning Support Assistants provide support within Faculties as well as to individual students. We have five cover supervisors to cover for absent Teaching Staff.

The Academy Curriculum

From September, the Academy Curriculum will be delivered across a 25-period week, and will operate a two week timetable. Periods will be of an hour's duration

The Key Stage 3 Curriculum is fairly standard and includes:

English, maths, science, humanities (geography, history and RE), modern languages (French or German), design and technology, expressive arts (art, drama, music and dance), computing, PE and PSHE

The Key Stage 4 Curriculum *is a mixture of the core curriculum (studied by all students)*

ENGLISH English Language & English Literature

MATHEMATICS

SCIENCE Core and Additional Science or 3 separate sciences

RELIGIOUS EDUCATION

PHYSICAL EDUCATION

And options of which students select four eg:

ART & DESIGN, CHILD DEVELOPMENT, DRAMA, FRENCH, GERMAN, MUSIC, PHYSICAL EDUCATION, HISTORY, GEOGRAPHY, COMPUTER SCIENCE, DESIGN TECHNOLOGY

For those students for whom the full curriculum is considered to be inappropriate we offer an Alternative Curriculum of work-related learning, work-experience, outdoor education and other activities in place of some of their subjects.

Key Stage 5 Curriculum

Is an academic programme, all at Level 3 and largely consisting of A Levels; we offer well over 25 subjects and are always looking to amend and extend our offer in response to student demand. Most students study four subjects in Year 12, dropping to 3 in Year 13. There is also a personal development programme to support Post 16 students in, for example, applications to university and employment.

The Extra-Curricular Programme

The range of Additional Educational Experiences available to young people at Kirk Hallam is enviable. The staff as a whole are totally committed to providing a full programme of visits, trips, exchanges, clubs, teams, events, competitions and the students respond enthusiastically. Details appear in the half termly Newsletters as well as on the Academy website. We are very proud of our involvement in the Derbyshire/Toyota City Exchange Programme which sees 20 Derbyshire students exchanging with 20 Japanese students. These are just two examples of our programme which sees an equal emphasis on sporting opportunity Arts events, visits to France and Germany, Theatre Visits and Public Speaking competitions etc.

'The Academy's curriculum is excellent, and is significantly enriched through its technology college status. It also benefits enormously from the extraordinary range of extra curricular activities offered to all its students, including many sporting activities, expressive and performing arts, modern foreign languages and model formula one racing car club'.
Ofsted

Numbers of Students on Roll

Numbers of students on roll has increased markedly over the last 10 years as the Academy has become an increasingly popular choice for parents. Today numbers stand at 1282. Although numbers of students in our normal area are falling, we continue to be oversubscribed.
The vast majority of students are from a white English background.

03 Job Description

The job description for a main scale teacher appears below and is closely based on the Teachers Standards 2012

Will be expected

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

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.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Academy operates a safe recruitment process appointment to the post will be subject to suitable references and an enhanced Criminal Records Bureau check. The Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

04

Person Specification

Teacher of Geography

Education, Training and Experience

Candidates should have:

- Specialist subject degree, equivalent qualification or experience

Education Philosophy

Candidates should have:

- A commitment to comprehensive education
- A commitment to equal opportunities
- A concern to help each child develop their full potential

Knowledge and Skills

Candidates should:

- Candidates should:
 - Be highly competent teachers
 - Be familiar with a variety of teaching and learning styles
 - Be able to teach maths to KS3 and 4 and, ideally to KS5.
 - Be able to motivate and earn the respect of students of all abilities

Personal Qualities

Candidates should:

- Have an enthusiasm for the subject and the ability to enthuse students
- Have a capacity for hard work
- Be able to work co-operatively with team members
- Show initiative and enthusiasm for their subject
- Have an interest in Information Technology and its applications to education
- Be keen to make an extra-curricular contribution
- Enjoy good relationships with pupils and colleagues
- Have a good health record

Equal Opportunities

- Awareness, understanding and commitment to the pursuit of equal opportunities.
- Ability to challenge discriminatory practice.

05

About the Faculty

Mathematics

The Mathematics Faculty comprises of 12 teachers. In addition to the Head of Faculty, there is also an Assistant Head of Faculty, a Head of Key Stage 3 and a teacher with a responsibility allowance for curriculum development. Accommodation is in the form of 8 teaching rooms, most of which are equipped with an interactive white board. The Faculty also benefits from a dedicated ICT suite.

Teaching groups are set by ability from Year 7: in Key Stage 3, this is in half year blocks and in Key Stage 4, full year blocks. Regular assessment promotes pupil progress and enables students to move groups where appropriate.

The Mathematics Faculty continues to develop schemes of learning that provide an interesting and varied curriculum which inspires enthusiasm for learning and promotes mathematical fluency. Our new schemes of learning highlight the importance of mathematical reasoning and problem solving. Teachers use a wide variety of resources and activities to support learning.

Students in Year 11 currently study the Edexcel Linear course IMAO in Mathematics. Students in Year 10 have begun to study for the new AQA Mathematics GCSE course. We also offer A levels in both Mathematics and Further Mathematics, with students following the Edexcel syllabus.

06 Performance data

The 2015 Key Stage 4 Examination Results

2015 GCSE Results – Closing the Gaps

This year's GCSE results at Kirk Hallam Community Academy are considerably improved from last year.

Most pleasing is the fact that the difference in performance between the majority of students and those disadvantaged in the past has closed considerably this year as a direct result of initiatives the Academy has put in place in response to the Government's 'Closing the Gap' agenda. The gap in achievement between boys and girls has also fallen significantly this year - in fact the gaps in achievement between different groups of students is far better than national averages in all measures. Over two thirds of students achieved A*-C in English and the same is the case for Maths with 55% achieving 5+ A*-C Grades including English and maths.

86 of our students achieved at least one A*/A grade, 42 students achieved at least 3 A*/A grades, 28 students achieved at least 5 A*/A grades - 14 of which achieved 8+ A*/A grades: Kelly Allen, Hannah Askew, Liam Attwood, Sophie Bloor, Jack Bradley, Louise Cardozo, Rebecca Charlton, Bethany Clarke, Skye Frost, Matthew Gadsby, Alexandra Hines, Matthew Hitchcock, Evan Hollis, Katie Houldsworth, Chloe Jackson, Isobel Lee, Jack Lee, Chloe Mccafferty, Jack Minchin, Aidan Norris, Ryan Parkes, Ryan Pigott, Eloise Rogers, Hannah Smith, Adam Watson, Hollie Wheat, Jack Wright, Danielle Wyld.

We congratulate you along with all our students who worked so hard to achieve, including some who have faced severe difficulties during their time at Kirk Hallam – every single student in Y11 leaves us with some qualifications for the future.

The results are testament to all the hard work students and staff have put in over the last five years and students can now reap their rewards as they pass on to the next stage of their lives, be it in employment, training or further education.

Of those students moving on to further education the majority will be joining our Sixth Form this September which recorded its best ever A-level results last week being the 4th most improved Sixth Form in Derbyshire for Average Points Per Candidate and 7th most improved for average points per exam entry.

The 2015 Key Stage 5 Examination Results

Best Ever A-level Results at Kirk Hallam

Kirk Hallam Community Academy is celebrating the publication of this year's A-level results as our best yet. Prior to this year the Academy worked in partnership with another school and it is most gratifying that these, the first set of results for our very own sixth form, show an overall improvement in all important measures, including Average Points Score per Student and Average Points per Entry. All our students achieved at least 2 A Level qualifications at grades A*-E.

Students and staff at Kirk Hallam know that hard work and determination are key to success at A-level and our results are testimony to everyone's efforts.

2015 Results	Total	Percent
Overall APS Per Pupil	715.38	
Overall APS Per Entry	205.75	
Overall Avg Grade Per Entry	C	
Overall 1+ A*- B	36	57.1
Overall 2+ A*- B	21	33.3
Overall 3+ A*- B	11	17.5

Overall 1+ A*- C	57	90.5
Overall 2+ A*- C	50	79.4
Overall 3+ A*- C	30	47.6
Overall 1+ A*- E	63	100
Overall 2+ A*- E	63	100
Overall 3+ A*- E	56	88.9

07 Recruitment Timetable

How to apply

Unless you are submitting your application via the Hire Wire website, applications to be returned to:

Jenni Harrison Hill
Assistant Headteacher
Kirk Hallam Community Academy
Godfrey Drive
Kirk Hallam
Ilkeston
Derbyshire DE7 4HH

Telephone 0115 9301522

or e-mail to admin@kirkhallam.derbyshire.sch.uk

Further information about the school can be found on our website at www.kirkhallam.derbyshire.sch.uk

If you would like to discuss any details of the post, please contact Jenni Harrison Hill to arrange a convenient time.

Closing date for receipt of applications 9am 21st March 2016

The Academy operates a safe recruitment process appointment to the post will be subject to suitable references and an enhanced Criminal Records Bureau check. The Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.