



**Second in Charge of Maths Department**

**MPS/UPS + TLR 2b (£4,442 p.a.)  
Full-time**

**Permanent from September 2019**

**Applications to be received by 12 midnight,  
- Sunday 17th February 2019**

*‘Working together to achieve success’*

[www.josephrowntreeschool.co.uk](http://www.josephrowntreeschool.co.uk)

[joseph.rowntree@york.gov.uk](mailto:joseph.rowntree@york.gov.uk)



*'Working together to achieve  
success'*

Dear Prospective Applicant

**Welcome to The Joseph Rowntree School.** Please read the information about the school contained in this letter prior to completing your application.

## **GENERAL INFORMATION**

The Joseph Rowntree School is an oversubscribed 11-18 mixed comprehensive of 1,268 students including 179 in the Sixth Form. It is situated to the north of the attractive and historic city of York, in the village of New Earswick. It is 500 metres from the outer ring-road (A1237) and is easily accessible from the towns and villages of the Vale of York, or the cities of Leeds and Hull.

In 2018 we achieved the best ever set of GCSE results in terms of progress measures for our students: Our provisional P8 score was +0.19. Students achieved very highly in English, Maths, the "Humanities" area and especially in the new Science GCSEs. The positive Progress 8 score is a real reflection of the hard work of students, staff and parents to achieve these outcomes for all abilities of learners. We were also delighted with the large number of students gaining 9 and A\* grades, with over 20% of all grades being 8/9/A/A\*. This success is also reflected in a very successful set of results at AS and A Level, where again, as well as many notable stories of individual success, our progress measures place us as a very high performing Sixth Form. We are delighted with this well-deserved success for our students, and are determined to build on this and continue to improve the learning experience for students at The Joseph Rowntree School. We are not a complacent school and recognise there are further improvements that can be made and we need to replicate the successes in all subject areas and with all groups of students.

## **ORIGINS**

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

## **GROUND AND BUILDINGS**

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities, including a 3D Lecture Theatre.

## **THE EDUCATIONAL CONTEXT**

The school is part of the City of York Council's education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools. There is a school wide broadband network extending into all classrooms.

## **OUR STUDENTS**

The students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 8% of students receive free school meals and there are 240 on the SEN register, 26 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hard working and well motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

## **OUR STAFF**

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of age, experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Everyone works very hard and there is a genuine concern to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school. We have a Learning Team which supports colleagues in their CPD and professional development.

## **ORGANISATION**

There is a simple academic structure based on departments. Guidance and welfare is based on a House system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working. Leaders at all levels are expected to provide leadership and support to their teams. There is a supportive Governing Body composed of a range of talented people. As Headteacher I am a great believer in openness, consultation and collaboration with colleagues. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads, three Associate Assistant Heads and a School Business Manager.

## **CURRICULUM**

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. A strong emphasis is placed on assessment and the tracking of students against 4 Levels progress from KS2 to KS4 or ALPS targets in KS5. We currently have Gold ArtsMark status that demonstrates our commitment to providing opportunities in Art and the Performing Arts subjects. All subjects continue to be equally valued, notwithstanding the particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have developed an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible in order to match their needs.

## **IN CONCLUSION**

The Joseph Rowntree School is a hard working community with a high level of cohesion and mutual support. It is a civilised school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to do the same in return. Relationships are good.

We always seek to appoint staff with intelligence, enthusiasm, and a willingness to be committed to the students' education. You should like and understand children, but be prepared to demand high standards from them.

Please note that this is a totally no smoking school, which is committed to equal opportunities and investing in its staff.

## **APPLICATION INFORMATION**

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. We can accept application forms electronically so please email your application once completed to:- [tb@josephrowntree.york.sch.uk](mailto:tb@josephrowntree.york.sch.uk).

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Our policy in relation to expenses when attending an interview is that the school will not reimburse any costs incurred.

Further information about the school is available on our website at [www.josephrowntree.co.uk](http://www.josephrowntree.co.uk)

Thank you for the interest you have shown in The Joseph Rowntree School.

**Lynne Hardcastle**

**Headteacher**

# IMPORTANT INFORMATION

## Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

## Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

## Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

## Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

## Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

## Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

## Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

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**Induction and Continuous Professional Development**

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

**Dress Code**

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

**School Policies**

All school policies are available on our website or upon written request.



# Person Specification — Second in Charge of Maths



**Post:** 2i/c Maths Department  
**School:** Joseph Rowntree School  
**Pay Scale:** MPS/UPS + TLR2b

**Responsible to:** Head of Maths

**Purpose of post:** To support the work of the Head of Department in raising the standards of teaching, learning and achievement in the department, with responsibility for a Key Stage.

## **Selection Criteria:**

**1. Qualifications**

- Degree in relevant subject
- QTS

**2. Experience**

- Successful experience of leading a team, coaching and supporting.
- Evidence of sustained impact on pupil's achievement, both through your own teaching and through support for and working with others.

## **3. Skills and knowledge**

- Excellent teaching skills.
- Excellent professional knowledge and understanding, including of recent developments in the curriculum, and of a range of pedagogical approaches to raise attainment.
- A thorough knowledge of the National Curriculum for Maths and all related government initiatives.
- Understand the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity even when under pressure.
- Understanding of the needs of students in a diverse school population.
- Embedded managerial qualities, including effective communication, good time management, ability to prioritise, delegate, make cost-effective use of resources and problem solve quickly and imaginatively.
- Knowledge of how to use data in order to target and intervene with pupils to raise attainment
- A knowledge and understanding of monitoring and evaluation procedures.

## **4. Abilities**

- Ability to deliver outstanding lessons with a proven track record of being rated consistently good or outstanding in lesson observations and via book checks.
- An ability to teach A Level Mathematics.
- An ability to lead and motivate a team.

## **5. Qualities**

- Commitment to treating others with kindness, politeness and consideration.
- Strong ongoing commitment to developing your own knowledge skills and understanding as an educator, including good use of professional development, and capability of running in-house training.
- Commitment to achieving the highest possible results for all students.
- A commitment to equal opportunities for staff and students.

## **Job Description**

<b>Post:</b>	2nd in Charge of Maths Department
<b>Pay Scale:</b>	MPS/UPS + TLR2b
<b>Starting Date:</b>	September 2019
<b>Responsible to:</b>	Head of Maths
<b>Purpose of post:</b>	To support the work of the Head of Department in raising the standards of teaching, learning and achievement in the department, with responsibility for a Key Stage.

### **Key Accountabilities:**

- 1. Accountability for Teaching and Learning – to support the HOD in ensuring that the quality of teaching and learning within the department is outstanding and to lead on the teaching and learning work within the key stage area of responsibility.**

### **Key tasks:**

- Plan, prepare and deliver outstanding lessons to provide students with the opportunity to achieve their potential.
- Ensure that lessons are engaging and stimulating taking into account individual needs of the students.
- Manage, develop and share resources to enhance teaching of Maths including the development and selection of suitably differentiated materials for different student groupings such as gifted and talented students, students with SEN and students for whom English is an additional language
- To ensure that a variety of teaching styles and methods are used throughout the department and are explicit in Schemes of Learning.
- Contribute to the Department Improvement Plan of the curriculum area and of school objectives and take part in an annual review of the subject and curriculum area.
- To be responsible for leading relevant and appropriate curriculum planning incorporating whole-school policies.
- Prepare lesson plans and schemes of work as agreed with the Head of Department.
- To ensure the Behaviour Management Policy is successfully implemented in the department so that effective learning can take place both in classrooms and the department areas.



**2. Accountability for Assessment and Making Use of Data to Track Student Progress – to be accountable for sustained high quality assessment within the department.**

**Key tasks:**

- To ensure that students' progress is assessed in line with the school's assessment policy and that the students receive high quality assessment feedback through book marking and assessment in lessons.
- To lead on and monitor the assessment work in the key stage area of responsibility including producing self-evaluation reports for the key stage and support action plans.
- To track student progress through data analysis, focusing on low-mid-high attaining students, SEN, and pupils qualifying for the Pupil Premium.
- To make use of data to set targets for individual students, ensuring pupils and teachers understand the targets which have been set for them.
- To regularly analyse and evaluate data to ensure that each cohort is on track towards targets set and identify intervention strategies to support progress.
- To oversee reporting to parents on student achievement in the given department.
- To implement and monitor the application of the school's homework policy within the department and to ensure that homework is regularly set and marked providing the students' with high quality feedback.

**3. Accountability for Leadership – to demonstrate appropriate leadership behaviours which inspires confidence in others, whilst also challenging and supporting colleagues, thereby creating a positive impact at school and department level.**

**Key tasks:**

- To implement strategic planning for the department co-ordinated with the School Improvement Plan and Department Improvement Plan.
- To support the Head of Department in school self-evaluation, both at whole school and department level, and in producing an annual department self-evaluation report.
- To promote effective teamwork and motivate staff to ensure effective and professional working relations.
- To deputise for the Head of Department when necessary.
- To participate in the recruitment of department staff, including interviewing for staff and providing effective induction of new staff in line with school procedures.
- To lead the department in implementing the Government initiatives to progress the learning of all.
- To support the department in any open evening or event related to the department as a whole.

**4. Accountability for Management – to support the Head of Department in the day-to-day management of the department and its staff.**

**Key tasks:**

- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant member staff to secure appropriate cover within the department.
- To accept responsibility for the conduct and behaviour of students within the area of responsibility and to be available to help members of staff as problems arise.
- To work with the Head of Department in providing information for the Assistant Head Teacher/Deputy Head Teacher regarding the timetabling of staff and allocation of teaching groups. Creating sets to facilitate the best use of SEN provision.
- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including department budget, supporting the/acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To implement and promote school policies and procedures, eg. Health & Safety; Child Protection and Equal Opportunities, assessing, recording and reporting.
- To organise Maths Challenge or similar opportunities for students with regard to own key stage and support colleagues in other key stages.
- To write articles for the newsletter which celebrate the success of Maths.

**5. Accountability for Coaching, Mentoring and Enhancing the Professional Development of Others - to develop and enhance the teaching practice of others, including Trainee Teachers, NQTs and RQTs.**

**Key tasks:**

- To undertake regular lesson observations, scrutiny of students' work and monitoring of colleague's performance in order to give professional feedback to department members as well as to inform school self-review.
- To coach and mentor staff in the department in order to support them in their role and in order to raise the standard of both student and staff learning within the department, giving guidance on the choice of appropriate teaching and learning methods in order to help students achieve their full potential.

**6. Other responsibilities - along with the Head of Department and in their absence:**

- To follow the school's policy in respect of safeguarding and child protection and ensure the health and safety of the students.
- To play a full part in the life of the school community, to support its distinctive vision and ethos, including its commitment to the Every Child Matters agenda.
- To accept overall responsibility for all aspects of internal & external examination and testing procedures as relate to the area of responsibility.
- To ensure effective communication with parents and community representatives as appropriate.
- To accept overall responsibility for all aspects of internal and external examination and testing procedures, relating to the area of responsibility.
- Participate in relevant meetings with colleagues and the wider school community, including involvement with external agencies as part of curriculum enrichment.
- Carry out the role of a form tutor.
- To encourage and take responsibility for the learning environment by overseeing visual materials and classroom / school display.
- In liaison with the ICT Co-ordinator and Network Manager to oversee the application of ICT within the Department.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified, and may change over time.

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced criminal record check will be carried out prior to confirming an offer of appointment.

# THE JOSEPH ROWNTREE SCHOOL



*"The right school to grow in"*

## THE MATHEMATICS DEPARTMENT

In the last two years the Mathematics Department has undergone a change in leadership that has enhanced the overall outcomes achieved previously, with key successes shown within many sub-cohorts. The team has remained consistent with seven full time teachers and two part time teachers, all specialists. In addition to the Head of Department, the leadership within the department is supported by two Key Stage Leaders who are responsible for KS3 and KS4, with the Head of Department taking responsibility for Year 11 and KS5. There is also one member of the team who is coordinating the whole school approach to numeracy and one member who is responsible for the G&T cohort. The team within maths are very supportive both internally and across school. Initiatives and developments, as well as difficulties, are overcome as a team, whom are highly respected across the school community.

The curriculum and schemes of work reflect the multitude of changes that have occurred in Mathematics over the last two years. Changes are made in a practical way with a focus on improving the education of all students through effective differentiation, hence schemes are based on student's abilities rather than age. In all Key Stages the AQA courses are undertaken. The department operates a scheme of accelerated learning for about twenty of the most able students, with those undertaking GCSE Further Mathematics and around 10 taking GCE Further Mathematics. At present all students take their GCSE and GCE Mathematics at the end of their respective years, including all Further Mathematicians. With the success of the department at GCSE 'A' level Mathematics is very popular option among Sixth Form students. Students are given the chance to prove their ability at As Level, before they take the challenging step onto the A level course.

Results are very pleasing and GCSE results last year were well above national indicators:

### GCSE Pupil Attainment – Expected Outcomes

Indicator	2018
P8	Sig +
Maths 9-4	74%

### KS5 Pupil Attainment

Indicator	2018 – As	2018 – A2
A*-A	35%	56%
A*-B	41%	63%
ALPS	4	3

The department has an interactive Promethean Whiteboard in every classroom alongside a standard whiteboard, with one classroom containing a class set of computers. Voting technology is available alongside Auto-graph, Sumdog, Methodmaths and Mymaths to support the learning of all.

# THE JOSEPH ROWNTREE SCHOOL



## SCHOOL ETHOS AND VALUES

- Excellence in everything that we do.
- The best possible outcomes for all of our learners – maximising potential.
- Respect for all individuals within and beyond our school.
- Outstanding teaching that inspires a love of learning within and outside the classroom.
- The importance of preparing our students to make an active contribution to the wider world.
- Kind and considerate Behaviour for Learning.
- Being creative and nurturing talent in all of its different forms.
- Being resilient, having self belief and working hard to achieve your goals in life.