

Park High School

Raising Aspirations



Teacher of Mathematics (Full Time - Permanent)

Application Pack 2021





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Dear Applicant

Teacher of Mathematics (Full Time—Permanent)

Required from 01 September 2021

MPS/UPS

Please allow us to extend a warm welcome from all governors, staff and students at Park High School.

It is hard to encapsulate in words the full dynamism and vibrancy of our school. We are hugely proud of our students and privileged to serve them and this community. We see it as our professional and moral duty to prepare them as individuals to play their part as active citizens – rounded and centred and aware of all they might contribute to the world. In practical terms, this commitment is manifested in the lessons we deliver, the extra-curricular opportunities we offer and in the wider opportunities we promote. Our school mantra is 'no one gets left behind'.

We are a very special learning community filled with talented and creative staff, all of whom share our vision for excellence in teaching and learning. The last four years have seen a positive transformation of every aspect of our work. With rapidly rising results, a collective drive for improvement and a nurturing ethos that creates an environment in which students can thrive, this is exactly the right time to join our family. 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 one in our school will be left behind.

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders walk the talk: they all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We support our leaders in taking bold, strategic and radical decisions to bring about long term sustained improvement through visionary leadership. This has led to our school being recognised as a self improving school with an unequivocal drive to continue improving the learning experience for all.

We hope you can see that this is an excellent time to join Park High School and our Pennine Trust. If successful you will join a staff team of wonderful professionals who have ambition for our students and for themselves. We take pride in ensuring colleagues receive opportunities to develop their skills and experiences – and we have an enviable reputation for delivering high quality professional development.

Headteacher Letter

We hope that you will take the time to come and see and experience for yourself the warm and welcoming family atmosphere which makes our vision a reality.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

Yours sincerely



Mrs C Eulert
Head of School



No one gets left behind

Advertisement



Teacher of Mathematics

Full Time—Permanent

MPS/UPS

Required from 01 September 2021

Closing Date for Applications is noon on Friday 21 May 2021

'This is a self-improving school driven by an unassuming yet unswerving determination that no pupil is left behind'

Park High School is an oversubscribed 11-16 student community situated in Colne on the border between Lancashire, North and West Yorkshire and has over 1091 students. We are easily accessible and whilst some of our current staff are local, many also travel from Preston and the Ribble Valley, Keighley, Bradford and the surrounding areas.

In September 2018 we jointly formed the Pennine Trust with three of our feeder primary schools. As the lead secondary school within the Trust, we have maintained our parental and community confidence and Park High School is the school of choice in the area. We have created a climate of independent learning and embedded a culture where teachers and support professionals can thrive and take risks with teaching and learning which are all very much part of our school.

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

The successful applicant will be expected to teach Mathematics across the full age and ability range up to and including GCSE level.

Advertisement

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



- Closing date for applications is noon on **Friday 21 May 2021**
- Application packs can be downloaded from www.park-high.co.uk or for further information email ggoldstein@park-high.co.uk
- Electronic applications should be emailed to teacherapplications@park-high.co.uk - further information about the application process is in the application advice section of this booklet.

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





Park High School

About Park High School

Park High School is a vibrant, successful 11-16 school situated in the heart of the town of Colne. Over the years we have become the school of choice for our community. We are consistently oversubscribed and have strong partnerships with our local schools enabling us to be outward facing in our teaching and learning and innovative in offering a wide range of professional opportunities for our staff.

As a result of being oversubscribed, we are embarking on the next wave of recruitment for the highest calibre of staff who can help us make sure no one is left behind.

So why work at Park High School?

Teaching and Learning

At Park High School we believe in life long learning; learning that is an enjoyable experience for all. Quality first teaching is at the core of everything we do. Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be. We aim, through successful teaching and learning underpinned by researching practice, to develop the whole child and to enable our students to become life long learners.

Leaders consistently evaluate the effectiveness of teaching and learning within their departments and seek opportunities for regular developmental feedback and training, which creates the strong, supportive and vibrant culture at Park High School.

Expectations

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders walk the talk: they all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We have invested in a comprehensive pastoral system in order to support the well-being of all. Each form has two form tutors to allow for wrap around care and support the independent studies of our children in our innovative Prep sessions at the end of the day. We also have a specialist well-being team who work with students and staff to create a nurturing environment in which no one gets left behind. Park High School whole heartedly promotes the raising aspirations of young people and subscribe to our strap line of **'Nil Sine Labore' – which is nothing without work.**

We are delighted to have developed our own bespoke RQT programme 'spotting early leadership' with our university partners Liverpool John Hope University. This programme is now offered Pendle wide and provides participants with the skills required for early leadership. We also offer the NPQML and NPQSL programme with Star Academies Trust (in partnership with Chester University). In addition, we are the lead school within the Pennine Teaching Alliance working with Manchester University on the recruitment of ITT students.

Information about the School



The Pennine Teaching Alliance

The PENNINE Teaching Alliance (PTA) is a Multiple Teaching Alliance spanning across the full age spectrum that places students and staff at the heart of everything they do. Collectively we strive to encourage all individuals to be the best they can possibly be. Our alliance offers EYFS settings, primary and secondary schools in the Pennine area opportunities to work collaboratively and collectively to drive improvements within the education system for the benefit of our children. There are 4 main strands within the PTA to ensure rapid and sustained school improvement across the alliance: Recruitment and Training; Professional Development; Research and School Improvement (Primary and Secondary). Each of these strands focus on a research driven approach with a common aim to drive educational success across the alliance.

Recruitment and Training

The PTA works in collaboration with multiple educational establishments to ensure the recruitment and training of the very best initial teacher trainees. We are currently working with three main PGCE providers to offer training opportunities for their ITT students. Furthermore, the Alliance runs a Schools Direct Programme with accreditation from the University of Manchester for both primary and secondary recruitment. Participants apply through the UCAS system directly to the Alliance, whose responsibility it is to interview, recruit, place and train. The PTA is currently in the second year of primary recruitment and after a successful application in 2018 is now offering Secondary Schools Direct recruitment and training.

Following successful recruitment of 3 ITT students for the Primary phase in 2017-18 the Alliance is providing effective training in 2018-19 in collaboration with the University of Manchester, East Lancs Teaching School Alliance (ELTSA) and STAR Academies.

Professional Development

The PTA provides quality first bespoke professional development for all stages within a teaching career from initial teacher training (ITT) through to Leadership. This continuum of professional development ensures our staff have access to training to ensure they are the best they can be, our children receive quality first teaching and the Alliance maintains healthy recruitment and retention figures. The high quality student centred provision is led and delivered by a diverse group of current and experienced leaders from very different school settings. These leaders are able to provide first-hand knowledge, support and guidance on driving school improvement and student success.

NQT (Newly Qualified Teacher) Programme

This programme is an assessment and training period lasting 3 terms, which is usually completed in one academic year, and is designed to ensure newly qualified teachers have a solid grounding in which to continue to build on their skills throughout their teaching career. Training is provided by PTA, ELTSA, STAR and LCC. The Appropriate Body for PTA is LCC.



Information about the School



RQT (Recently Qualified Teacher) Programme

This programme supports the development of professional practice for those teachers in the early stages of their careers. It is intended to help participants acquire the knowledge, skills and understanding essential to becoming effective, informed and reflective professional practitioners and early leaders. Training is provided by PTA and Liverpool Hope University. Masters Accreditation is provided by Liverpool Hope University.

NPQML (National Professional Qualification for Middle Leadership)

This qualification is aimed at those in their first years of middle leadership and those hoping to move into a middle leadership position. The programme tackles issues surrounding leading a team within an organization. On completion of the NPQML middle leaders will have the skills, knowledge and confidence to drive their teams forward and play a critical role in successful school improvement. Training is provided by PTA and STAR. Masters Accreditation is provided by the University of Chester through STAR.

NPQSL (National Professional Qualification for Senior Leadership)

This qualification is the leading qualification for current or aspiring senior leaders. On completion of the NPQSL senior leaders will be equipped with the skills, knowledge and confidence to drive their school forward as part of a Senior Leadership Team. Training is provided by PTA and STAR. Masters Accreditation is provided by the University of Chester through STAR.

Joint PENNiNE Teaching Alliance CPD

The Alliance offer training events according to need. Most recently these have been in Metacognition, Safeguarding, Autistic Spectrum Disorder and Primary Geography.

SLE (Specialist Leaders of Education) Application

SLEs focus on developing leadership capacity. While other roles focus specifically on developing classroom expertise, this role is about developing the capacity and capability of other leaders so that they have the skills to lead their own teams and improve practice in their own schools. Application and designation is provided through ELTSA.



Information about the School

What our staff say about our school

Sarah Huntingdon, Lead Practitioner of Maths

I started at Park High in September 2018 and I have thoroughly enjoyed becoming a member of the Park family. I am a Lead Practitioner in Mathematics and I am responsible for teacher training here at Park alongside the development of our newly qualified teachers.

Park is keen to ensure that all staff are encouraged to develop in their roles and that they are given opportunities and that new challenges are always available. I was thrilled when I was offered the opportunity to develop my leadership skills and have begun to study for my National Professional Qualification for Senior Leadership. This is a nationally recognised qualification which is highly desirable should you wish to move into a senior leadership role. I am extremely proud to be part of the Park family and I look forward to the future here.



Rory Schofield, Teacher of PE

Since day one I have been supported and challenged to use my skills and qualities to have a positive impact on the students. Professionally, I went down the pastoral route and successfully led a number of Year groups as Head of Year, supporting students welfare as well as academic progress. This was one of the most rewarding experiences to date in the profession and the support of all of the school staff and governors was a reason this was a successful and positive experience.

More recently I have crossed over to the academic side of the profession. The school has fully supported my professional development over this period, having recently completed my NPQML course, I am now currently working through the NPQSL course.

Although I've only worked in one school, Park High School is very unique, friendly, warm and very supportive staff, from the dinner ladies to senior management; I have made friends for life. The students are also brilliant, they'll keep you on your toes but will also run through brick walls for you if you show them you care.

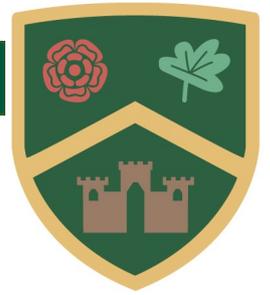


Lisa Derbyshire, Teacher of English

I started at Park High School in September 2016 as my first teaching post after qualifying as a Teacher of English. Throughout my time here, there have been numerous opportunities for development, with a comprehensive NQT training programme and an RQT university accredited course training us in leadership. I am currently studying for the NPQML course, delivered by the Pennine Teaching Alliance and the Star Institute. I have aspirations to use the passion for my subject to become a Lead Practitioner for English, and eventually Head of English, and the opportunities for training and development at Park are helping me to get closer to those goals.



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 them 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 Mathematics • Knowledge of current policies and procedures related to the welfare of students • A good knowledge and understanding of current curriculum developments in Mathematics • 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 Mathematics or a related subject • Qualified teacher status • Successful experience teaching Mathematics • (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 Mathematics and whole school • Willingness and ability to attend meetings/events outside normal school day



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	Mrs K Whitaker
Assistant Curriculum Leader for Mathematics	Mr M Wilkinson
Lead Practitioner (Mathematics)	Mr A Hughes
Lead Practitioner (Mathematics)/Head of Year 11	Mrs S Huntingdon
Lead Practitioner (Mathematics)	Mrs S Thompson
Teacher of Mathematics / Assistant SENCO	Mrs K Baines
Teacher of Mathematics	Miss J Clegg
Teacher of Mathematics	Mrs M Cook
Teacher of Mathematics/Assistant Director of House	Miss C Davy
Teacher of Mathematics/Careers Lead	Mr J Tillotson
Teacher of Mathematics/Assistant Headteacher	Mr M Calvert

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 Level 2 Further Mathematics to the most able students in KS4.

Resources

The Mathematics Faculty has nine suited rooms with interactive whiteboards and a Maths staffroom / work area. Our students follow the Whiterose Maths Scheme of Work, tailored to suit our school community. 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 parents receive frequent emails about the performance of their son/daughter's 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. 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.

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 Friday 21 May 2021**

In your letter of application please include:

- Your philosophy on the teaching of Maths.
- 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 **ggoldstein@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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BB8 7DP

Headteacher : Mrs C Eulert

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