



Teacher of Maths with Teaching and Learning Responsibility of Key Stage 5 & Entry Level Coordinator Information for Candidates

Welcome to Woldgate

Woldgate is a school with a distinct vision for education. Our view of an outstanding school is based on shared values, where every child is known and cared for as an individual. To cultivate this, we build a supportive and caring community, where a child's talents can grow through academic study and the opportunity to participate in the many activities, productions and visits that make Woldgate School unique. We are a school with a positive, welcoming, warm atmosphere, in which pupils take pride in their achievements and where each individual pupil achieves academically through consistently good teaching, in an environment that seeks to nurture their love of learning and challenges them to excel.

Founded in 1958, Woldgate's original school motto celebrated the distinct education the school sought to bring. This motto is, for me, an integral part of our school life; it defines who we are as a community.

"Everything you do should be worthy, of great merit, character and value."

Of great merit:

The quality of being particularly good or worthy, especially deserving of praise or reward.

Of great character:

The moral qualities that define an individual.

Of great value:

The principles or standards of conduct we work to; our judgment of what is important in life.



We truly believe that part of what makes this community so special is the holistic education we provide for our pupils. Our Performing Arts status, extra-curricular clubs, sporting activities and House competitions, combined with our wonderful visits programme, provide pupils and students with a unique opportunity to appreciate the world around them. We have long believed that the creative arts provide an exceptional platform upon which pupils and students can develop new skills, grow in confidence and, as people, develop qualities, in an environment where their talents are nurtured and then celebrated. The arts offer us something special, whether it be learning an instrument, acting in a play, dancing, singing or just being involved in a production as part of a company. This holistic approach to school life is integral to a good education and wonderful preparation for future life.

As we look to the future, we are committed to ensuring Woldgate School continues to develop with a clear, confident and strong identity based on shared values and with every pupil and student known and cared for as an individual. Our culture of collaboration and success will be matched by our determination to do the very best, both pastorally and academically, for the children in our care.

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

Woldgate Sixth Form College also provides exciting opportunities for both pupils and students to continue their educational journey, to build upon their GCSE results and progress onto qualifications that provide

academic rigour and challenge. There is also a wide variety of enrichment opportunities, with students participating in the wonderful range of expeditions, visits, internships and leadership programmes.

About Us

Woldgate School and Sixth Form College

Age range 11 – 18

Students on roll – 1130

Gender: Boys and Girls

Admissions policy: not selective

School Type: an Academy which is part of the Wolds Learning Partnership a Multi-Academy Trust

Ofsted Grades – 2019

Overall effectiveness **GOOD**

Achievement of pupils **GOOD**

Quality of Teaching **GOOD**

Leadership and Management **GOOD**

In Summer 2022 our pupils and students achieved:

GCSE

9 - 7: 56%

(Pupils achieving a Grade 9 to 7 or Grade A to A equivalent)*

Sixth Form

A* - A: 53%

(Grades achieved or equivalent. The highest in York)





Job Title: Teacher of Maths with Teaching and Learning Responsibility of Key Stage 5 & Entry Level Coordinator

Scale Point: MPS/UPS plus TLR2 £2,953 p.a

Responsible to: Director of Studies for Mathematics

Overall Purpose of the Job: To plan and deliver challenging and well organised lessons, and sequences of lessons, in a safe and stimulating learning environment, across the age and ability range. To assess and report on learners' progress.

Woldgate School & Sixth Form College Mathematics department needs its post holders to be leaders as well as managers. In supporting the Director of Studies for Mathematics they should be key players within the departmental teams contributing to the shared sense of loyalty, enjoyment and of pride in the team's professional development and in their ability to deliver on the school's aims and targets. At the same time they must manage the work of others so that any pupil or student learning mathematics in any area of the department they have responsibility for, learns effectively in a structured, and interesting way, utilising all the techniques and marking advice that we can bring to bear.

Your success in this role will therefore be defined by the academic achievement of our students.

The Key Stage 5 & Entry Level Co-ordinator reports to the Director of Studies for Mathematics, and their main focus is to take leadership responsibility and accountability for all activities involving students and staff (as designated) in Key Stage 5 mathematics as well as those pupils who qualify for Entry Level Certificate and their progress.

Permanent Position Available

September 2023

Overview of key areas of responsibility.

- Be a lead teacher who through their daily practice exemplifies best practice in-line with the Director of Studies for Mathematics' vision for teaching and learning.
- Raise standards of student attainment and achievement within Key Stage 5 mathematics and monitor and support student progress.
- Be accountable for student progress and development within Key Stage 5 mathematics.
- Identify Entry Level Certificate pupils in Years 9, 10 & 11 and effectively deliver the Mathematics Specification to pupils either personally or through delegation.
- Develop and enhance the teaching practice of others.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying Key Stage 5 mathematics and ensure the provision of the Entry Level Certificate.
- Have oversight and liaise with all mathematics staff as necessary to tackle underachievement and ensure all students achieve their target in mathematics. Personally lead Key Stage 5 mathematics intervention as required.
- As a Key Stage 5 & Entry Level Co-ordinator you will be required to undertake additional duties and responsibilities, including leading on staff training, attending after school meetings and

representing the school in the community, as required by the Director of Studies for Mathematics or Headteacher.

- Line manage staff as directed.
- Ensure effective communication with parents of Key Stage 5 students & those who qualify for the Entry Level Certificate to celebrate success and to relay onto the Director of Studies for Mathematics any concerns, promptly as they arise.
- Ensure effective transition from KS4 to KS5.
- Manage the resources of the department within the limits of the delegated budget and in accordance with the school's financial procedures.
- Contribute significantly to the department's planning (both short and long term) and provide leadership to department developments, as required.

Leadership and Management

- To be responsible for Key Stage 5 staff within the department.
- Communicate clearly with the delegated teaching staff of the Entry Level Certificate pupils within the department.
- To ensure meaningful and effective delegation of teaching and learning responsibilities.
- To implement school/department policies and using this information to help students improve.
- To ensure that the department implements other school/department policies which include: setting, classroom management, homework and rewards.
- To ensure the efficient input of Key Stage 5 data into a central records system.
- To complete all records and examination entries for Entry Level Certificate pupils.
- To use relevant research, internal and inspection evidence to inform department practice.

Quality Assurance

- To conduct a regular scrutiny of students work and the quality of feedback and marking received, relaying findings onto the Director of Studies for Mathematics as well as relevant members of staff.
- To evaluate not only their own practice but the practice of other Key Stage 5 staff; to identify good practice and areas for improvement.
- To use data effectively to ensure that all students make appropriate progress and that underachievement can be identified.
- Gather relevant information that will feed into the Departments developmental plan in order to improve the quality of teaching and learning.

Communication and Consultation

- Communicate effectively with parents/carers of Key Stage 5 students & those who qualify for the Entry Level Certificate with regards to concerns, queries or to celebrate success relaying any staff issues to the Director of Studies for Mathematics.
- Consult with students on a regular basis about the teaching and learning activities given both in school and out. This will feed directly into the department's developmental plan.
- Participate and lead meetings as required.
- Listen to and respond substantively to student concerns on a timely basis.

Performance Management

- To provide guidance on appropriate teaching and learning methods and styles to meet the needs of different students.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To monitor and evaluate the teaching and learning of the subject; to identify good practice and areas for improvement.
- Support and encourage the professional development of departmental members in terms of: knowledge of their subject area; teaching-related skills; advising-related skills; familiarity with the specific skills related to successful teaching; and pursuing new subject interests.

- To contribute to the Performance Development process and to act as reviewer for staff within the department.

Leadership and strategy implementation

- To assist the Director of Studies for Mathematics in implementing the vision and work collaboratively on policy.
- Be a lead teacher, sharing exemplar practice, an advocate for school practice. As a lead teacher deliver consistently good or better lessons.
- Be an advocate of the Woldgate Lesson Structure.
- Be an advocate of Woldgate Behaviour for Learning strategies.
- Lead and take responsibility for student progress and achievement at Key Stage 5.
- Lead in the progression of those following the Entry Level Certificate.
- Monitor the progress of the Entry Level Certificate pupils and pass on the appropriate data to teachers and the Assistant/Director of Studies for Mathematics to facilitate raising attainment.
- To lead the development of appropriate Key Stage 5 syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To ensure curriculum coverage, continuity and progression for all students.
- Monitor the progress of all students in Key Stage 5 and pass on the appropriate data to teachers and the Director of Studies for Mathematics to facilitate raising attainment.
- Monitor the behaviour of all Key Stage 5 students and pass on the appropriate data to teachers and the Director of Studies for Mathematics to facilitate the raising of standards.
- Ensure data is presented in a manner that is easily understood, actionable and helpful to all staff.

General Information:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.
3. The above duties may involve having access to information of a confidential nature which may be covered by the Data Protection Act, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.

Prepared by (block capitals): MR K MCCAUSLAND

PERSON SPECIFICATION

| | Essential | Desirable | How Measured During Recruitment and Selection Progress |
|--|--|------------------|---|
| Experience | Recent experience of teaching within 11-18 Maths. Experience of A Level teaching | | Application & Interview |
| Education/Training Qualifications | Relevant qualification: degree and postgraduate programme | | Application |
| Special Knowledge | Maths curriculum and strategies, assessment, use of data to inform practice, Safeguarding Procedures | | Application, Interview and Reference |
| Skills | Classroom management skills Ability to communicate at all levels Attention to detail Self Evaluation and Reflection Ability to negotiate | | Application, Interview and Reference |
| Personal Qualities | Suitable to work with children Knows professional boundaries and establishes professional relationships with children Self-motivated but able to work in a team Able to act on advice Resilient and able to work under pressure Enthusiastic about teaching and subject Adopts a positive approach to change Seeks solutions and thinks creatively Able to contribute positively to the School, its aims and ethos | | At interview motivation and attitudes appropriate to working with vulnerable groups will be discussed along with any issues arising from References. DBS check Application, Interview and Reference |

Completed by: Mr K McCausland

Date: May 2023

How to apply

If you would like to apply for this vacancy, please download a Teaching Staff application form from the school website.

Applications should be returned to, the Personnel Team, recruitment@wlp.education

Closing Date: Midnight Tuesday 23rd May 23

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Staff Information

Senior Leadership Team

Headteacher – Luke Sloman

Deputy Headteacher – Mrs Charlotte Nicholls

Deputy Headteacher – Mr Michael Monaghan

Assistant Headteacher – Mr Chay Bell (Standards and Action Research)

Assistant Headteacher – Miss Linzi Hull (Head of Upper School)

Assistant Headteacher – Mr Kyle Macdonald (Head of Middle School)

Assistant Headteacher – Mrs Abi Minton (Head of Lower School)

Assistant Headteacher - Ms Kerry Smith (Head of Sixth Form)

Assistant Headteacher - Mrs Janelle Perry (Head of Inclusion)

Director of Studies - Mr Philip Johnson (English)

Director of Studies - Mr Kieran McCausland (Mathematics)

Director of Studies - Mr Martyn Johnson (Science)

Director of Studies - Mr Matthew Thomas-Peter (Modern Foreign Language)

Key Contacts

Personnel Team, 01759 302395 email recruitment@wlp.education



We are part of a wider family of schools in the Wolds Learning Partnership along with Pocklington Junior School, Melbourne Primary School and Stamford Bridge Primary School. The Trust is passionate about working in partnership to provide the best education for our children along with ensuring colleagues are supported in career development.

Our ethos is very much about our schools retaining their uniqueness and being true to the communities they serve. As the Trust enters a period of change launching under the name Wonder Learning partnership* their values are defined as:

Educate | Empower | Engage | Enrich

Educate—we are committed to educating the whole child and believe every child should reach their potential

Empower—we will empower our whole school community through support, development and value in the pursuit of excellence

Engage—we will engage in best practice to develop the personal qualities and aspirations of pupils and staff

Enrich—we will ensure our children are exposed to a wealth of experiences and opportunities
The Trust consist of dedicated colleagues for CPD, school improvement, staff wellbeing as well as operational areas of finance and compliance. We are incredibly proud to have dedicated staff with expertise in these areas to help drive forward educational and personal growth.

“Wonder is the beginning of wisdom” Socrates

*Wonder Learning Partnership is part of the Wolds Learning Partnership, a company limited by guarantee, registered in England and Wales with Company Number: 10518602



Child Protection Policy

Woldgate School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.

- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

How to Find Us

**Woldgate School and Sixth Form College, 92 Kilnwick Road,
Pocklington, York. YO42 2LZ Tel: 01759 302395**



A. From Hull - Take the A1079 including the by-passes of Beverley and Market Weighton

1. Take the right hand fork from Pocklington at the Yorkway Hotel
2. Take the 3rd exit from the roundabout; past the Rugby field on your right
3. Turn right at the B1246 signposted Warter, Driffield, Bridlington
4. Woldgate School is the last building on the right as you leave the town.

B. From Humber Bridge - Take the Westward route towards Leeds along the A63

1. Leave the A63 at the slip road and bridge over signposted for Market Weighton, Bridlington
2. Pass through villages of South Cave and Sancton
3. Turn west at Market Weighton bypass, A1079 towards York
4. Follow instructions A3, A4, A5

C. From Leeds - Take A64, York by-pass towards Scarborough

1. Leave A64 at Grimston Bar roundabout signposted York, Bridlington, Hull
2. Exit from roundabout onto A1079 towards Hull
3. Twelve miles approximately along A1079 after Pocklington Industrial Estate, turn left for Pocklington, just after Bonds International.
4. Pass Pocklington School on left, at roundabout take 3rd exit past bus station, fire station
5. Take the first exit from the roundabout
6. Follow instructions A4, A5

D. From North-East England - Take A19 southwards until Northern by-pass of York

1. Follow signs for Hull, Bridlington
2. At A64 turn West for Leeds
3. Follow instructions C2, C3, C4, C5, C6

E. From Scarborough, Bridlington - Follow sign from Driffield

1. By pass Driffield along North and West side
2. Leave by pass where signposted for M62, Market Weighton
3. At Bainton roundabout take second exit along B1246 towards North Dalton, Warter, Pocklington.
4. Woldgate is the first building on the left as you reach Pocklington.