

“AIM HIGH”



Teacher of Mathematics

Our Guide for Prospective Employees

Tibshelf Community School





Contents

Information about the school

School Improvement Plan

Staff Wellbeing

The Application Process

Job Profile

Person Specification

Information about the school

Tibshelf Community School opened on a brand new £17m purpose built site in November 2013. We were inspected by Ofsted (September 2021) and were judged to be a 'Good' school in all categories.

We are a popular, over-subscribed, 861 strong 11-16 school serving a rural area of North East Derbyshire. We draw students from a geographically dispersed catchment area of nine villages. The official PAN is 150 students per year group but numbers are well above this in all year groups. The proportion of students from minority ethnic groups is very low and significantly below national averages. 30% of the intake are 'disadvantaged' and are supported through Pupil Premium funding; 43 pupils have an EHC Plan, including a number of pupils with ASD. The school's deprivation index is very close to the national average, but it is in the top third within Derbyshire LA and contains a number of wards with extremely high levels of deprivation. Prior attainment data suggests that students are close to national average.

Student Achievement

Ofsted September 2021 said:

"There are high expectations of every pupil at Tibshelf Community School. Teachers and leaders are ambitious of what pupils can achieve academically and how they can develop personally. Pupils have very strong relationships with staff at the school. There is a feeling of family and community which is evident and pupils say they are happy and feel safe"

Key Stage 4 Examination Results:

**All results are provisional at this stage*

	<u>2019</u>	%	<u>2020</u>	%	<u>2021%</u>
English and Mathematics 'Standard Pass'	69		67.8		76.7
English and Mathematics 'Strong Pass'	41		50.6		60.2
EBacc 'Standard Pass'	26		27.6		36.9
Attainment 8	44.39		49.56		52.7

Information about the school cont...

Ethos

Ofsted also commented that 'the values of tolerance and respect were a core part of the school's ethos' and we seek to promote these at every opportunity. We believe that children learn best when they are happy, secure and well-motivated. Student safety and well-being is central to all that we do. We offer all our students a wide range of opportunities both within and outside the taught curriculum and we are fully committed to doing this within a framework of support and inclusion. Students feel safe and secure and enjoy their education as evidenced through their high levels of attendance and participation. Our aim is to build on this and create a genuinely dynamic and innovative learning community based on high expectations and aspirations.

Governing Principle: "Working together to make our school even better"

Mission:

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

We Aim High Through Our Unrelenting Focus On:

1. The Learner is at the heart of everything we do
2. Learning is exciting, engaging and inspirational
3. Working together as a professional community to ensure best outcomes for all

Looking Ahead

I am highly ambitious for the school and its community. I sincerely believe that we can make our school even better. We are absolutely committed to attracting the very best staff to Tibshelf and fully supporting their ongoing professional development, with improving the quality of teaching and learning, our core purpose.

If you are excited at the prospect of playing a key role in this, we look forward to hearing from you.

Lucie Wainwright

Headteacher

Our School Improvement Plan

Alta Pete : Aim for the Highest

Governing Principle:

"Working Together To Make Our School Even Better"

Mission:

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

We aim high through our unrelenting focus on:

The Learner is at the heart of everything we do

- 1.1 We aim high through our 'I can' culture building a climate of resilience to create independent 21st century learners
- 1.2 We aim high by having excellent practices for facilitating mental health and well-being
- 1.3 We aim high through developing an innovative KS3 curriculum that stretches, challenges and prepares independent learners for the increased demands of KS4
- 1.4 We aim high through developing a relevant KS4 curriculum that is accessible for all and develops independent learners as lifelong learners
- 1.5 We aim high to ensure that all learners achieve their potential and that all gaps are closed
- 1.6 We aim high through having the highest expectations of ourselves, each other, our school and the community

Learning is exciting, engaging and inspirational

- 2.1 We aim high through creating exciting, engaging and inclusive learning spaces
- 2.2 We aim high through challenge in our teaching to enable learners to be aspirational and make significant progress
- 2.3 We aim high through every lesson being challenging, exciting and engaging for all students
- 2.4 We aim high through ensuring that all our parents know what learning looks like at Tibshelf
- 2.5 We aim high through excellent professional development to ensure that all staff are experts in subject knowledge
- 2.6 We aim high by collaboratively working to deliver learning that enables students to be independent, reflective and resilient

Working together as a professional community to ensure best outcomes for all

- 3.1 We aim high by being cutting edge with new initiatives and legislation
- 3.2 We aim high through professionalism at all levels with a 'no excuses' culture
- 3.3 We aim high through using expert staff to develop others and actively promote an 'open door' culture
- 3.4 We aim high through collaborative working to highlight potential CPD
- 3.5 We aim high by ensuring that we have 'excellent' strategic and operational resourcing by having all staff (including Governors) in the right jobs with the right skills and specialist knowledge supported by outstanding CPD
- 3.6 We aim through a rigorous Performance Management system linked to accountability and school improvement
- 3.7 We aim high by developing consistently excellent leadership at all levels across the school
- 3.8 We aim high through high quality of services and products
- 3.9 We aim high through safe and secure working environments
- 3.10 We aim high through recognising the health and wellbeing of our staff to enable effectiveness, high levels of productivity and innovation

Staff Health and Wellbeing

We recognise the importance of ensuring that all staff at Tibshelf Community School enjoy a healthy work-life balance in order to ensure they can not only provide the best teaching and learning outcomes to our students, but that the school can promote a culture of progress and wellbeing at all levels.

We work hard offering a variety of initiatives, services and events to provide a well-rounded sense of wellbeing. A happy working life and career at Tibshelf Community School is supported by some of our key wellbeing initiatives including:

- Whole Staff Induction programme
- 1-1 personalised performance management/appraisal system
- Mentors for ECTs
- Exemplary CPD programme
- Leadership Development Opportunities
- Celebration Events
- Sports & social events
- Dedicated department bases for teaching faculties
- On-site parking
- Laptops with secure home-school access for all teaching staff
- Extended access to school during our wider opening hours
- Access to the canteen and dining facilities

In addition to the above, all staff members have access to complimentary medical and wellbeing support services available 24 hours a day/7 days a week including (but not exhaustive):

- Nurse support service
- Emotional support and counselling
- Workplace assessments
- Occupational health referrals for access to Physiotherapy and workplace adjustments

The Application Process

Closing date: Sunday 12 June 2022

Proposed interview date: Week commencing 13 June 2022

Start Date: September 2022

You can apply online via Derbyshire County Council or alternatively you can download an application form from our school website and email it to b.wright@tibshelf.derbyshire.sch.uk

If you are short-listed, you will be emailed with the arrangements for the interview. Unfortunately, if you have not been contacted prior to the interview day, your application has not been successful on this occasion.

Tibshelf Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff and volunteers are required to undertake a criminal record check via the DBS before they can be appointed.

Unfortunately due to Safer Recruitment regulations, we are not able to accept a CV

Job Profile

Post: Teacher of Mathematics

Grade: MPR/UPR

To commence: September 2022

Base: Tibshelf Community School

Responsible to: Director of Mathematics

Personnel Specification:	The postholder will be expected to have the necessary experience, knowledge and skills to undertake the duties linked to this post.
Job Summary:	To have responsibility for the efficient and effective subject delivery of Mathematics.
General Duties:	Working in accordance with the school's curriculum statement and policies Being actively involved in curriculum review and development Being a Form Tutor Being responsible to the Director of Mathematics Liaising with key staff and SENCO as appropriate Teaching within the designated subject areas Participating in appropriate meetings with parents Carrying out a share of supervisory duties

Specific Responsibilities

The Teacher of Mathematics will be responsible and accountable to the Director of Mathematics for:

Teaching and Learning

- The teaching of Mathematics throughout the school to the relevant examination level
- Participation in the development of appropriate syllabuses, materials and Schemes of Work
- Fulfilling the demands of the National Curriculum in terms of teaching, assessment, recording and reporting
- Planning and preparing appropriate lessons and suitable teaching materials
- Ensuring that the aims of Schemes of Work are consistent with the aims of the Faculty
- Setting and subsequently marking and assessing students' work done both at school and at home in line with Faculty policy
- Maintaining the fabric of the classroom and creating a stimulating environment for students to work in
- Participation in and contribution to Staff, Faculty, Pastoral and INSET meetings
- Planning and organising visits, field studies and special activities connected with the teaching of the subject
- Organising and supporting a range of extra curricular activities
- Keeping up-to-date with new initiatives relevant to the teaching of Mathematics
- Ensuring Health and Safety issues are addressed and practised at all times
- Ensuring correct use and care of equipment and resources is maintained

Job Profile Cont...

Outcomes

- Use attainment data to set challenging targets for the outcomes of students at both Key Stages
- Monitor student outcomes and ensure the production of appropriate data at key points in the year
- Use 3/4 levels of progress data and other forms of data to compare teaching groups
- Use 3/4 levels of progress information to compare individual student progress with their progress in other subject areas
- Provide appropriate analysis of student outcomes for the Director of Mathematics in line with the requirements of Self Evaluation within the School SES Programme
- Compile records and report on individual student progress and attainment by School Calendar deadlines
- Ensure that appropriate student progress information is provided to Tutors and other key staff to support the mentoring process
- Undertake work sampling within the Faculty on an agreed School focus
- Participate in appropriate meetings with parents

Tutor Responsibilities

- Undertake the pastoral care of a tutor group within an assigned year tutor team and to carry out related duties in accordance with the job description of the Form Tutor. This will involve line management by the appropriate Pastoral staff
- Be fully involved in the School's Student Mentor process

Performance Management

- Participate in the Performance Management process and maintain a personal CPD file

Resources

- Manage resources effectively and ensure appropriate value for money
- Ensure appropriate risk assessments are carried out for a subject activity
- Ensure as far as possible that the fabric of the school buildings, their surrounds and equipment is maintained in good condition and respected
- Maintaining up-to-date classroom displays and ensuring a high quality learning environment
- Carry out a share of supervisory duties in accordance with published rosters

NOTES

- (i) The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
- (ii) This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget policy and have regard to clause 4(1)(f) of A Teacher's Conditions of Employment.
- (iii) This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification and amendment at any time after consultation with the holder of the post.

Carry out any other tasks/duties as required by the Headteacher in accordance with the needs of the school.

Person Specification

<u>Education, Training and Experience</u>	Candidates should have: <ul style="list-style-type: none">• Qualified Teacher Status• Experience of teaching Mathematics in a secondary school as part of present employment or block teaching practice
<u>Education Philosophy</u>	Candidates should have: <ul style="list-style-type: none">• A commitment to comprehensive education• A commitment to equal opportunities• A concern to help each child develop their full potential
<u>Knowledge and Skills</u>	Candidates should: <ul style="list-style-type: none">• Be a highly competent classroom teacher• Be familiar with a variety of approaches to teaching and learning• Have the ability to motivate and earn the respect of students• Have an understanding of the relevant agreed syllabus for Mathematics• Have an ability to use data to inform student progress
<u>Personal Qualities</u>	Candidates should: <ul style="list-style-type: none">• Be committed to outstanding teaching and learning• Have an enthusiasm for the subject and the ability to enthuse others• Have a capacity for hard work• Be able to work co-operatively with team members• Be patient, tactful and diplomatic• Show initiative• Be keen to make an extra-curricular contribution• Enjoy good relationships with students