



Wyvern St Edmund's  
Learning Campus

# APPLICATION PACK



## TEACHER OF MATHS

required for

**1<sup>st</sup> September 2019**

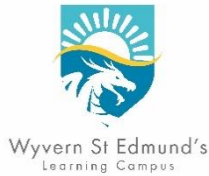
**Closing date for applications: Tuesday 23<sup>rd</sup> April 2019**

**Headteacher: Nicola Bull**

**Wyvern St Edmund's Learning Campus  
Church Road, Laverstock, Salisbury,  
Wiltshire,  
SP1 1RD  
Tel: 01722 328565**

St Edmund's Girls' School and Wyvern College are part of Magna Learning Partnership





## Dear Prospective Applicant

Thank you for your interest in applying for this post. This is an exciting opportunity to join two happy and successful schools with excellent achievement and delightful students.

We require an outstanding teacher (with a good sense of humour), to join the **Maths department** at the Wyvern St Edmund's Learning Campus from September 2019. The successful candidate will join an outward-facing, passionate and supportive team in an innovative environment where two schools (one boys' and one girls') have co-located to share facilities and teachers to create a large mixed setting of approximately 1200 students.

The position is:

- Permanent, full time post
- Required from 1<sup>st</sup> September 2019
- Closing date for applications: **Monday 22<sup>nd</sup> April 2019**
- Suitable for an experienced teacher or an NQT

We are hoping for someone energetic, passionate and fun to work with. We are a creative and forward-thinking team of teachers and leaders who pride ourselves on developing positive relationships with students; we believe that being approachable and caring is what helps us safeguard students and drive progress.

We are currently basking in the success of record exam results at both schools in August 2018 and are seeking to move into the top 5% of schools nationally for progress in the near future. We are committed to staff well-being and demonstrate that through our behaviour management and written feedback policies and by offering a few perks; the reduced corporate gym membership and the Wiltshire Rewards cashback programme are very popular. Staff also benefit from our commitment to professional development and, in working as part of a multi-academy trust with four secondary schools, groups of subject leaders and teachers are able to meet regularly to share ideas, schemes of work and to moderate together.

### Wyvern St Edmund's Learning Campus

In May 2018, I was asked to take over the Headship of Wyvern College (in addition to my role as Headteacher at St Edmund's) with the aim of 'co-locating' the two schools and creating one 'learning campus'. Both schools are academies and are situated next door to each other in an outstanding location on the outskirts of Salisbury, with a beautiful backdrop of the Laverstock Downs and acres of playing fields. Both schools currently have a 'Good' OFSTED rating.

Whilst we haven't fully merged the schools, departments are mostly located together and lead by a single head of department, and one senior leadership team work across the whole learning campus.

It is an innovative and rare project but we believe that by working together we can offer an even better education to both boys and girls, resulting in higher attainment and progress for all students. Single-sex teaching has remained in most classes and tutor groups but where we believe there is educational benefit for students, some classes are mixed.

New staff joining the school can be assured of a warm, supportive environment along with robust professional challenge and a strong sense of shared vision and ethos: our aim is that every student becomes the best possible version of themselves that they can be. We are very proud of our caring Christian ethos that runs through every aspect of school life.

St Edmund's Girls' School and Wyvern College are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. The successful applicant will be subject to enhanced DBS checks. References will be sought on shortlisted candidates before interview.

### How to Apply

Please take time to look at the information about St Edmund's School and Wyvern College, which is on our websites. Should you have any specific queries that are not answered by the information we have provided, or wish to visit the school prior to making an application, please contact my PA, Jacqui Wardley ([jwardley@wyvernsted.org](mailto:jwardley@wyvernsted.org); 01722 328565).

Please email your application to Jacqui, remembering to include three documents:

- Application Form (can be found [here](#))
- Equality & Diversity Form
- Letter of Application (no more than 2 sides of A4 paper) in which you should detail the skills, attributes and experiences which make you an appropriate candidate for the post. Please try to include information in this letter that helps us get to know you as well as your professional skills.

### Disclosure & Barring Service

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

We look forward to receiving your application

Yours sincerely



**Nicola Bull - Headteacher**

## The Mathematics department at Wyvern St Edmund's Learning Campus

### Mathematics Mission Statement

To challenge and engage students to build a secure framework of mathematical reasoning, which they can use and apply with confidence.

The Maths Department consists of 10 teachers who are fully supported by Teaching Assistants where required. The department is well resourced, with a wide variety of materials necessary for effective teaching of Mathematics.

### Key Stage 3

Students are assigned to sets towards the end of the first term in Year 7 according to their mathematical aptitude. Pre and post assessment reviews take place every term on the topics that have been taught.

We are developing a Mathematics Mastery Scheme of Work. Teaching Mathematics for Mastery involves employing approaches which help students to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning, and then use and apply this knowledge to a range of contexts.

Regular low stakes testing enables us to assess how well students have acquired the skills being taught, and through focused reflection and feedback time, students are given the time to review and improve their understanding of topics that are not yet secure.

### Key Stage 4

At Key Stage 4 students follow the Edexcel GCSE 9 to 1 course. Students are taught in groups set by prior attainment which are regularly reviewed. Between the end of Year 10 and Christmas of Year 11, decisions are made with students and parents/carers about whether students enter the Higher (grades 9-4) or Foundation (grades 5-1) tier.

As for Key Stage 3, for each unit of work students are assessed using low stakes tests in order to identify topics where they are not yet secure so that time can be given to support them with improving in these areas.

The department runs a comprehensive revision programme at Key Stage 4, as well as a range of support programmes that enable all students to achieve the best possible grade in the final exams. We work hard but we also love what we do and have a great team ethic too!

**Mr Mike Thain**

**JOB DESCRIPTION: TEACHER OF MATHS**

**Job Purpose**

To promote student **enjoyment** and **achievement** through outstanding teaching that inspires learning.

**Responsible to: Head of Maths or Second in Maths**

**Teaching and Learning**

- To manage student learning through effective teaching in accordance with subject schemes of work and policies.
- To embrace whole school initiatives.
- To teach MATHS at Key Stage 3 and Key Stage 4 and possibly a second subject through mutual agreement.
- To give feedback to students in line with the school's policy.
- To set homework regularly in accordance with the school's policy.
- To encourage independent learning and curiosity.
- To promote learner self-esteem and a positive academic self-concept.
- To work effectively as a member of the subject team to improve the quality of teaching and learning.
- To deepen learner knowledge and understanding and to maximise their achievement.
- To use positive behaviour management techniques based on mutual respect and recognising that every child matters.

**Monitoring, Assessment, Recording, Reporting and Accountability**

- To be immediately responsible for learner tracking, recording and reporting.
- To work with the SENDCO where necessary, e.g. to effectively match curriculum materials and approaches to meeting learner needs.
- To assess learners' work and use findings to inform future planning, teaching and subject development.
- To produce informative, helpful and accurate reports to parents.
- To plan lessons and keep an accurate record of learner progress.

## **Knowledge and Understanding**

- To have a thorough and up-to-date knowledge of all the national curriculum and examination courses.
- To keep up-to-date with research and development in pedagogy both within the subject and as a teacher/learner.

## **Professional Standards and Development**

- You are expected to be a role model to learners through personal presentation and professional conduct.
- To be punctual to lessons and meetings.
- To support school policies.
- To strive for personal and professional development.
- To be involved in extra-curricular activities.
- To liaise effectively with parents and other stakeholders involved with education and welfare.
- To be responsible for promoting and safeguarding the welfare of students at the school.
- To undertake any reasonable task requested by the Head of department.

## **Pastoral Duties**

- Every subject teacher is be expected to be a tutor.

## **NQTs only**

- To aim to pass the standards at the end of the induction period to maintain QTS.
- To take full advantage of the school's induction programme.
- To seek advice and guidance.
- To engage in reflective self-analysis of professional practice.
- To play an active part in the everyday life of the school.

This job description will be reviewed annually as part of our Appraisal process and may be subject to amendment or modification at any time after consultation with the post holder. It is not comprehensive but sets out the main expectations of the school.





	Essential	Desirable	Assessed by
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Good Honours Degree</li> </ul>		Application form
Experience	<ul style="list-style-type: none"> <li>Teaching MATHS in a Secondary Comprehensive school to GCSE level</li> <li>An outstanding classroom practitioner</li> <li>Successful curriculum delivery</li> </ul>		Application form and references
Knowledge and Understanding	<ul style="list-style-type: none"> <li>Knowledge and understanding of the National Curriculum for MATHS</li> <li>The ability to recognise good classroom practice</li> <li>The ability to use student data to monitor and improve performance</li> <li>Confidence in using ICT to support teaching</li> <li>Aware of current trends in MATHS teaching</li> <li>Knowledge of the role of the form tutor</li> </ul>	<ul style="list-style-type: none"> <li>How to foster extra-curricular involvement</li> <li>Data management and skills</li> </ul>	Application form, references and interview
Professional Skills	<ul style="list-style-type: none"> <li>The ability to inspire, develop and motivate students</li> <li>Clear and effective communication</li> <li>Ability to manage practical activities</li> <li>Ability to manage young people effectively</li> <li>Organisation and management of resources</li> <li>Ability to set targets for students in relation to achievement</li> <li>Ability to form and maintain positive relationships and personal boundaries with young people</li> </ul>		Application form, references and interview
Professional & Personal Qualities	<ul style="list-style-type: none"> <li>A genuine interest in young people</li> <li>A commitment to inclusive education</li> <li>Energy and drive</li> <li>Ability to work as part of a team</li> <li>High expectations of achievement and behaviour</li> <li>Able to articulate personal values in relation to education</li> <li>Committed to safeguarding and promoting the welfare of children</li> <li>Respect for students, staff, parents and governors</li> <li>A good sense of humour</li> <li>A friendly disposition</li> </ul>	<ul style="list-style-type: none"> <li>A healthy sense of perspective</li> <li>Willingness to seek further professional development</li> <li>Ambitious to further career</li> </ul>	Application form, references and interview