



Colston's Girls' School

Simply Outstanding

KS4 Maths Co-ordinator



INFORMATION FOR CANDIDATES

colstonsgirls.org



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Full-time, permanent to start in September 2019.

MPS (£23,720 - £35,008) per annum plus an allowance of £2,785 (2 LOLS) per annum + Health Cash Plan and Benefits package .

Colston's Girls' School is one of the finest schools for girls in Bristol. We accept girls of all talents and abilities and pride ourselves on being culturally diverse, welcoming students of all faiths and backgrounds.

We wish to appoint a well-qualified and enthusiastic KS4 Maths Co-ordinator to join our team of dynamic and motivated teachers who strives to deliver outstanding lessons across all phases.

Candidates for this post should be:

- inspiring and able to motivate and challenge students to make rapid progress.
- able to establish strong relationships and have excellent interpersonal skills.
- bold, optimistic and tenacious in setting and achieving high standards.

In return we can offer you:

- A genuine opportunity to make a difference where it is needed.
- Well-resourced classrooms, necessary IT equipment and structured administrative support.
- An exciting and vibrant environment, which includes a fabulous outdoor space, in which to work.
- A fantastic community of children, parents and carers who deserve the best.
- To join a wonderful team and have every opportunity to further your professional development and career with an excellent benefit package including; Wellbeing Health Cash Plan, Higher Degree Support Funding, Retail Discounts, ICT Loans, Professional Induction Incentive plus others.

If you are hardworking, reflective, resilient, and looking to further develop your talents and skills at Colston's Girls' School then we would love to receive an application from you.

Closing Date: Tuesday 23rd April 2019 at 9:00.

Interviews: Friday 3rd May 2019

Colston's Girls' school is part of Venturers Trust and is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.



Venturers Trust and our Sponsors



Venturers Trust is a new Multi Academy Trust based in Bristol formed through the merger of CGS Trust and Merchants' Academy Trust in September 2017. Comprising Primary, Secondary, all-age schools and a Special school the Trust has 3,200 pupils and 700 staff. The Trust is sponsored by the Society of Merchant Venturers and the University of Bristol.

The Society of Merchant Venturers is a private entrepreneurial and charitable organisation that actively supports enterprise in Bristol. It has been involved in improving the city's education for at least 400 years. As a sponsor, the Merchant Venturers are heavily involved in all aspects of the Trust including Governance. They bring first class expertise in governance and a wide range of business acumen to the benefit of our schools.

The University of Bristol ranks as one of the top 10 universities in the United Kingdom. It is committed to encouraging the number of local students seeking a place within Higher Education. The University is actively involved in the development of the Trust's curriculum and Governance and allows our pupils and students to access its excellent academic facilities. The University has created an extensive programme of opportunities for our pupils which no other schools have. The University also offers support in other areas, such as research and mentoring.

Both sponsors seek to ensure that all our young people receive a truly inspiring education. Their support, challenge and expertise are greatly valued.

The Academies of Venturers Trust comprise of:

- Bannerman Road Community Academy
- Barton Hill Academy
- Colston's Girls' School (consisting of Secondary and Sixth Form phases)
- The Dolphin School
- Fairlawn School
- The Kingfisher School
- Merchants' Academy (an all-age school consisting of Primary, Secondary and Sixth Form phases)
- Venturers' Academy





Venturers Trust is fortunate to be able to recruit and retain the very best staff. In addition to contractual entitlements such as annual leave and occupational pension, we recognise the important role our staff play by providing for them a range of benefits as well as flexible employment arrangements and a family-friendly approach.

Our current benefits (*for all staff on Venturers Trust contracts and working over 10 contractual hours per week*) include:

WELLBEING HEALTH CASH PLAN - A valuable Health Cash Plan that provides cover for routine healthcare such as dental check ups, eye tests, physiotherapy, and specialist consultations. Benefits for children of employees up to the age of 18 are included free

EMPLOYEE ASSISTANCE PROGRAMME - The EAP offers cover for employees and their immediate family members residing at the same address, including children in full-time education

TRAINING AND DEVELOPMENT - First class training and development opportunities are provided within the Trust, including an outstanding induction programme for newly qualified and experienced teachers.

HIGHER DEGREE SUPPORT FUNDING - Significant contribution to the funding of Master's Degrees at the University of Bristol by the Trust and the University of Bristol as our sponsors

PROFESSIONAL DEVELOPMENT - w.e.f. Sept 2018 : 5 Professional Learning days per year

BICYCLE PURCHASE LOANS - After having successfully passed the probationary period employees are eligible to request a Bicycle Purchase loan up to the value of £1,000 through the 'Cycle to Work' scheme

ICT LOANS - A loan repayable over a 2 year period as part of a Salary Sacrifice scheme

RETAIL DISCOUNTS – An extensive range of free goods/services and discounts available to staff

INTEREST FREE SEASON TICKET LOAN - The option to purchase a season ticket with an interest free loan, deducted from salary in monthly installments over a 12 month period.

PROFESSIONAL INTRODUCTION INCENTIVE - Payable following the successful completion of the probationary period of the new member of staff to the member of staff who made the introduction

Further details of our employee benefits can be found on the Academy website.





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Colston's Girls' School is one of the finest schools for girls in Bristol. We accept girls of all talents and abilities and pride ourselves on being culturally diverse, welcoming students of all faiths and backgrounds. Quality teaching and an inspired curriculum have ensured our place as the highest attaining non-selective school in the South West and our long history of outstanding achievement. Since 1891 generations of students, staff and parents have been proud to be a part of this vibrant, caring and highly successful learning community.

Our students are taught to be independent, curious and resourceful in their learning, to seek knowledge and opportunities and to achieve more than they ever thought possible. They are supported in their learning through the very best personalised teaching while mutual respect and responsibility lie at the heart of the school.

We have created a challenging, engaging and values led curriculum which focuses on the characteristics and habits that last a lifetime – curiosity, creativity, confidence, ambition, resilience, optimism, responsibility and emotional intelligence.

The curriculum is enriched through Foreign Languages, Music, Sport and Drama and extended by way of numerous clubs and societies designed to stimulate and nourish intellectual curiosity.

Girls are encouraged to take on leadership roles, to actively seek to shape their own future and that of the school.

We are academically ambitious for each and every girl, but more importantly want them to grow as happy and fulfilled young women ready to lead and succeed in their chosen path, whatever that may be.





Mathematics at Colston's Girls' School



The Mathematics department is dynamic, motivated and strives to deliver outstanding lessons across all key stages. The most striking strength of the department is its openness to challenge and consideration of how to move things forward. The quality of lessons taught across the department demonstrates clear links to skills, effective lesson planning, progression of all students, differentiated teaching techniques and clear feedforward dialogue between pupils and staff. Lessons, homework and assessments are well suited to the ability levels of the children.

The department currently consists of eight full-time and one part-time members of staff. The team is managed by a team consisting of a Head of Department, a KS5 Coordinator, a GCSE coordinator and a Maths Mastery lead.

The courses taught are Edexcel GCE Mathematics at A2 and AS level in the Sixth Form and the new AQA GCSE Linear Mathematics for GCSE. The top sets in each year group is accelerated through their GCSE and take an additional Mathematics qualification. Currently set 1 in Y 11 are working towards OCR Additional Mathematics in addition to their Mathematics GCSE.

We use a Maths Mastery approach to the teaching of Y7. This ensures that the pupils develop a deep understanding of the mathematical ideas they are taught.

Mathematics and Further Mathematics are popular choices at A Level. Students are well motivated and enjoy their studies, with many studying related subjects at university. The department offers a variety of enrichment and support activities and attends Maths competitions and challenges. Lessons are delivered in classrooms offering interactive whiteboards and chrome books are available for classroom use.





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Living in Bristol



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Colston's Girls' School is located in Bristol very close to the open fields of Bath and North Somerset and easy travelling distance from the city, country villages and further afield. Academy staff have an enviable choice of places to live within a city and region that is viewed as one of the areas with the highest quality of living in the UK. The local economy remains buoyant, benefiting from a strong knowledge economy and particular strengths in the creative, financial and legal businesses. Within 90 minutes you can be in London or on the coast.

Bristol itself is a beautiful, vibrant and fashionable city. Its harbour, which weaves its way through the heart of the city is lined with restaurants, clubs and bars, museums, arts, science and media centres. The narrow winding streets, radiating from the water's edge, reveal elegant parks and squares and stunning architecture. Recently the city celebrated Brunel 200, the 200th anniversary of the birth of Isambard Kingdom Brunel, one of the most inspirational engineers of the 19th century and the person responsible for some of the great icons of Bristol's industrial heritage. Bristol is the 8th largest city in the United Kingdom with a population of over 400,000. Built on the confluence of the Rivers Avon and Frome, it has been in existence from well before the time of the Romans.

Bristol grew to be one of the most important cities in England during the Middle Ages as a result of its port and in 1497 the brothers Sebastian and John Cabot, sponsored by the Merchant Venturers, sailed from the docks to mainland America, landing in Newfoundland. A working replica of their ship, The Matthew, can be seen in the harbour today.

Bristol is the largest city in the South West and the region's leading centre for business, culture and education. It has been the subject of a massive programme of investment and regeneration that has had a major impact on its retail, leisure and business facilities. The city has a long tradition of trade and engineering, and is also home to many of the newer financial services and creative and media industries. It is also close to some of the most beautiful countryside and coastal areas.



Post: KS4 Maths Co-ordinator

Responsible to: Head of Maths

Responsible for: KS4 Maths

Budget responsibilities: N/A

Salary scale/allowance: 2 LOLs (Leader of Learning Points) and 2 Periods Free per Fortnight

KS4 CO-ORDINATOR: MATHS

The KS4 Co-ordinator will be responsible for the quality of Teaching and Learning of GCSE classes in the Department and will strive to ensure that each girl has mastered the basics and is GCSE ready in a stimulating and lively environment.

In addition to normal classroom teaching duties she/he will normally assume the role of a form tutor.

The KS4 Coordinator is answerable to the Head of Department and appropriate Assistant Principal/Vice Principal and the Principal. The areas of responsibility fall into the following broad categories:

- Teaching and Learning
- Staff development and training
- Internal and external assessment, recording and reporting
- Management of budget and resources
- Communications
- Using data to monitor and evaluate the progress of students with particular focus on target groups, particularly Disadvantaged students

TEACHING AND LEARNING

To produce and grade the assessments to provide evidence of pupils' current performance grade in relation to expected performance.

The quality of Teaching and Learning is the prime concern of the GCSE Coordinator:

- 1.1. To work with Head of Department to produce a curriculum which ensures that by the end of the year all pupils have mastered the basics and are GCSE ready. This curriculum will allow for the range of abilities including ensuring the most able demonstrate mastery with greater depth.
- 1.2. To ensure that the quality of Teaching and Learning in GCSE lessons is outstanding, including the implementation of Learning Walks and Book Looks.
- 1.3. To use data to monitor and evaluate the progress of students.

- 1.4. To raise attainment at GCSE and to ensure that the a significant proportion of students make at least very good progress relative the national average and their starting point, which is reflected in value added measures.
- 1.5. To have an awareness of key progress measures such as Narrowing the Gap, RAISE online, FFTD and the best 8 attainment measures and work together with Head of Department to ensure the department is having a positive impact on these.
- 1.6. To set up the intervention programme which will allow those pupils who need additional support receive it in a timely and effective manner.
- 1.7. To be well informed on key developments in GCSE and KS5 Maths
- 1.8. To contribute to and implement the school assessment and feed forward and preparation policy, as well as ensuring that all GCSE assessments are recorded in an appropriate way.
- 1.9. To assist the Head of Department in the allocation of pupils to specific teaching sets.
- 1.10. To support in observations of staff to promote outstanding learning and progress across the department.
- 1.11. To set work appropriate to his/her classes in all cases of absence.
- 1.12. To promote a real growth mindset and a belief that everyone can achieve at GCSE Maths.
- 1.13. To work with the Head of Department in ensuring the additional qualifications in Year 11 are effectively taught, assessed and excellent outcomes assured.
- 1.14. To produce and grade the assessments to ensure pupils are ready to take the new style GCSE either early entrants in year 10 or within the normal examination period of Year 11.

2. PROGRESS OF TARGET GROUPS OF STUDENTS

- 2.1. To monitor and track the progress of targeted groups of students;
- 2.2. To devise and implement intervention and support strategies as necessary to ensure **all** students in GCSE make outstanding progress and ensure that these strategies are clearly communicated to all Maths teachers and embedded within their practice.

3. STAFF DEVELOPMENT AND TRAINING

- 3.1. To support in monitoring the quality of teaching and learning in GCSE Maths. This will include the scrutiny of lesson plans, book sampling, ensuring that work is regularly and thoughtfully marked providing effective feedforward.
- 3.2. To support in observations of staff teaching Maths Mastery to promote outstanding learning and progress.
- 3.3. To help to establish an atmosphere of enthusiasm and commitment within the department;
- 3.4. To identify development needs of team members and support them in finding appropriate mastery training both in school and externally.
- 3.5. To establish awareness of development of the following in GCSE Maths:
 - new methodology
 - new materials
 - new resources
 - evaluation of department

To support new entrants to profession in their teaching of GCSE To support in observations of staff to promote outstanding learning and progress across the department.

- 3.6. To take part in the BlueSky appraisal programme;

4. EXAMINATIONS, ASSESSMENTS, RECORDING AND REPORTING

- 4.1. To produce and grade the assessments to provide evidence of pupils current performance grade in relation to expected performance.
- 4.2. To record, review and evaluate, in the context of target grades, the performance of GCSE students in internal examinations.
- 4.3. To develop strategies in response to GCSE student performance in internal examinations.
- 4.4. To inform the Head of Department of any concerns regarding student performance in internal examinations.
- 4.5. To ensure that work is marked, moderated, recorded and students receive diagnostic feedback on their performance in line with School Policy.
- 4.6. To contribute to the design and content of reports to parents and ensure that reporting is carried out consistently throughout department.

5. MANAGEMENT OF BUDGET AND RESOURCES

- 5.1. To consider the budgetary implications of any initiative or development and discuss with the Head of Department before implementation.
- 5.2. To ensure that all GCSE orders are correctly processed and recorded; receipt to be advised to Finance Office.
- 5.3. To ensure the control of GCSE resources and the management of their proper allocation within the Department. To ensure the secure storage of GCSE equipment, books and consumables and to be accountable for them.

6. COMMUNICATIONS

- 6.1. To keep the Head of Department informed of all GCSE matters within the department which are his proper concern.
- 6.2. To communicate to the Head of Department the concerns of all departmental members in relation to GCSE.
- 6.3. To prepare GCSE text relating to the department for any school publication as required. Update and modify existing text when necessary.
- 6.4. To facilitate communication within the department in relation to GCSE issues by the most appropriate means at all times.
- 6.5. To liaise with the Head of Department, Form Teacher, Pastoral and Academic Leaders over academic or pastoral issues which concern individual pupils through their GCSE course.
- 6.6. To be aware of, and comply with, the School Policies for Health and Safety, COSHH and, Equal Opportunities.
- 6.7. To maintain good order and discipline among the pupils and safeguard their health and safety both on the school premises and when engaged in authorised school activities elsewhere.
- 6.8. To undertake such administrative and supervisory duties that are reasonably assigned to him/her.
- 6.9. To share good practice within the department and across the school.

This job description sets out the key outcomes required. It does not describe in detail the tasks and activities to be done to achieve these outcomes.

Other duties and responsibilities:

- Carry out other duties that the Principal of the Colston's Girls' School may reasonably request.

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Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Relevant first degree • Qualified Teacher status 	
Experience	<ul style="list-style-type: none"> • Excellent classroom teacher, with a clear commitment to improving the quality of pupils' learning • Extensive knowledge of the taught Curriculum • Experience of using a range of classroom management strategies to promote high quality learning for all children • Use of assessment data to raise standards • Experience of successful and innovative teaching in Key Stages 3, 4 and 5 • Excellent ICT skills • Evidence of a commitment to extended learning for students beyond the classroom 	<ul style="list-style-type: none"> • Potential to be an outstanding classroom practitioner • Experience of working with parents and carers and external agencies • Knowledge of the Ofsted Framework
Professional Learning	<ul style="list-style-type: none"> • Commitment to continuing personal and professional learning. Evidence of commitment to own professional development 	<ul style="list-style-type: none"> • A willingness to develop
Knowledge & Skills	<ul style="list-style-type: none"> • Ability to create a happy, challenging and effective learning environment • Commitment to the vision and ethos of the school • A passion for the subject and knowledge and skills to inspire students • A subject specialist • A creative approach to Teaching and Learning to engage and further children's interests • Commitment and ability to ensure all pupils achieve well and an interest in how students learn • Excellent inter-personal skills and the ability to establish good working relationships with a wide range of people including students, parents and carers, colleagues and Governors • Ability to communicate effectively and accurately, in writing and orally • Ability to inspire, challenge and motivate others to work towards common goals • Ability to prioritise, plan and organise self and others • Energy, imagination and personal commitment • A sense of humour • Reflective and analytical • To have high expectations and aspirations of all children • Knowledge, skills and desire to want to be a Tutor • To have a willingness to be involved in the wider side of school life. • Commitment to the safeguarding and promoting the welfare of children • Commitment to Health and Safety, including staff wellbeing and equal opportunities • Carry out other duties that the Principal of the Colston's Girls' School may reasonably request. 	<ul style="list-style-type: none"> • Understanding of the use of ICT as a management tool
Personal Attributes	<ul style="list-style-type: none"> • Flexibility to cope with diverse needs of the role. • Resilience to work under pressure. • Positive, personable and optimistic. 	

HOW TO APPLY



Closing Date for Applications: Tuesday 23rd April 2019 at 9:00.

Interviews: Friday 3rd May 2019

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification.

An Application Form is available in electronic format at venturerstrust.org and should be returned electronically along with the Equality Monitoring Form by following the instructions at the [Work With Us](#) section of the Trust's website.

Please note that due to the expected volume of applications it may not be possible to acknowledge or respond to all applicants.

SAFER RECRUITMENT IN EDUCATION



Venturers Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work. The aims of our Safer Recruitment procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification which will include a specific reference to suitability to work with children.
- A Venturers Trust Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.