ROUNDHAY SCHOOL
All-through education from 4 to 18

Ofsted Outstanding School

Job Application Pack

TEACHER OF MATHEMATICS

www.roundhayschool.org.uk 0113 3931200 info@roundhayschool.com Gledhow Lane, LS8 1ND

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Job Application Pack

For the Position of

TEACHER OF MATHEMATICS

Secondary – Permanent – Full Time –
MPS/UPR + possible recruitment & retention may be available for an exceptional candidate – Start: September 2019

To apply for this position please go to the following link and complete the online application form in full:

https://roundhayschool.current-vacancies.com/v?id=ROUNDHAYSC&t=Careers

Please remember to detail all your experience, the impact your appointment will make in terms of raising standards at Roundhay School and why you are the ideal candidate.

Please note that we are not permitted to accept CVs.

The application deadline for this position is **9.00am on Monday 25 March 2019**

For our Ofsted Report:
http://www.roundhayschool.org.uk/our_school/ofsted/

To view our prospectuses:
http://www.roundhayschool.org.uk/our_school/prospectus/

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ROUNDHAY SCHOOL

EST. 1903

March 2019

Dear Prospective Applicant

WELCOME

Thank you for expressing an interest in the advertised position at our **'outstanding school'** (Ofsted).

We are looking for an enthusiastic and committed colleague who is willing to do ***'whatever it takes'*** to ensure that our amazing pupils get the very best school experience. As one of the first all-through schools, educating children from 4 to 18 with an outstanding sixth form of 500+, we are absolutely dedicated to continuing to improve in all areas. Despite our impressive results and history of success, we continue to have unrelenting ambition for the young people we serve and you will not find the slightest hint of complacency.

Our truly comprehensive community reflects the cosmopolitan nature of Leeds, which we see as a real strength of the school. We also pride ourselves on having a strong ethos and our work is centred around our core values of being ***Responsible, Resilient and Ready to Learn*** and what it means to ***be Roundhay***. We place real emphasis on traditional values of being respectful, wearing uniform with pride, having good manners and showing gratitude. As a result of this approach, you will find a school which has the highest standards of behaviour, a calm atmosphere and very positive staff-pupil relationships. We see this as everyone's' responsibility and all staff, including those who are not classroom based, help support and uphold these values with our pupils.

Any member of staff joining our school will be offered a very warm welcome and unwavering support in all that you do. We genuinely value our staff and place real emphasis on staff induction, continuing development and wellbeing.

Despite our size, we have an incredibly low staff turnover, which is clear evidence that Roundhay School is a remarkable, infectious place to work and learn; staff morale is incredibly high.

If you share our desire to make a difference to the life chances of our pupils and feel that Roundhay School is the right community for you, we would very much welcome your application!

Yours sincerely

Matthew Partington
Headteacher

HEADTEACHER
Matthew Partington

ASSOCIATE HEADTEACHER
Jenny Hogarth

DEPUTY HEADTEACHER
John Mattinson

Old Park Rd, Leeds, LS8 1ND | 0113 393 1200 | secondary@roundhayschool.com | www.roundhayschool.org.uk

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Job Description

TEACHER OF MATHEMATICS

Secondary – Permanent – Full Time – MPS/UPR + possible recruitment & retention may be available for an exceptional candidate – Start: 2 Sept 2019

Introductory Statement: The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

Accountable to: Team Leader of Mathematics, the Headteacher and his nominated Assistant Headteacher linked to the subject.

Purpose of the Job: To teach and help further develop the provision of Mathematics at Roundhay School. To vigorously support the school ethos of courtesy, cooperation and commitment to underpin all that we strive to achieve. To further raise the performance and expectation of both colleagues and pupils.

1. To contribute, as directed, to the teaching of Mathematics and play a full and active role in school life.
2. To contribute to departmental meetings, to help with implementing the annual action plan for the department.
3. To contribute as required to the preparation and working of internal exams in Mathematics.
4. To implement the school/departmental reward system and contribute to the celebration of achievement.
5. To use ICT and new technology in innovative ways to enhance learning in the classroom.
6. To ensure that all school policies are implemented.
7. To participate in Appraisals in line with our performance management policy.
8. To assist with the production of all departmental schemes of work.
9. To keep and maintain accurate pupil records relating to the teaching of Mathematics including active pupil target-setting procedures in line with department policies.
10. To help ensure that high quality displays are produced for Mathematics in and out of the classroom and are updated regularly.
11. To help consolidate links with feeder schools.
12. To ensure that furniture and fittings within the department are well kept and graffiti free.

Other duties:

13. To be a Form Tutor and mentor pupils as appropriate and be fully involved in all aspects of school life.
14. To teach other subjects if/when required by the Headteacher.
15. To attend all meetings, as appropriate, within the school time allocation, with colleagues.
16. To carry out all supervisory duties, as rostered, and any other duties commensurate with the post.
17. To work flexibly and positively across departments and job roles to ensure the very best provision for our students.

Conclusion:

The job description and allocation of particular responsibilities may be amended through appropriate consultation from time to time.

Person Specification

TEACHER OF MATHEMATICS

Secondary – Permanent – Full Time – MPS/UPR + possible recruitment & retention may be available for an exceptional candidate – Start: 2 Sept 2019

In order to effectively undertake the above role (see job description) the following attributes have been identified as important for the post holder to have:

Mode of Assessment	A = Application I = Interview C = Certificate	Essential	Desirable
Qualifications			
A C	Degree in Maths or related subject	X	
A C	Qualified Teacher Status	X	
Special Knowledge			
A I	Capability of teaching Maths across a range of abilities and ages	X	
Experience			
A	Teaching KS3/4 age range	X	
A I	An outstanding knowledge of secondary curriculum issues	X	
Skills			
A I	Excellent communication skills	X	
Leadership & Management			
A I	Be a member of an effective team	X	
Attributes			
A	Excellent classroom management and organisational skills	X	
Safeguarding Children			
A	Ability to maintain appropriate relationships and personal boundaries with children and young people	X	
A	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline	X	

These attributes will be identified by means of the application, interview and references as appropriate.

Roundhay is committed to safeguarding and promoting the welfare of its pupils and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS disclosure.

Department Overview
MATHEMATICS

Profile
The Mathematics department is thriving, well led and highly regarded within the school by pupils and parents. The members of the department form a cohesive team who enjoy excellent professional relationships.

Staffing
There are fifteen well-qualified specialist teachers in the department. All members of the department teach across the ability range and it is departmental policy that, where possible, all teachers do so. The department has a Team Leader and a Deputy Team Leader. There are also TLR holders for KS3, KS4 intervention including GCSE Statistics and KS5 respectively.

The department also benefits from the services of a full time interventionist and three part time interventionists. We also have a full time cover supervisor who is also the Mathematics department administration assistant.

Accommodation
All classrooms in the Mathematics department have interactive smartboards. Teachers use the same classroom for most lessons. There is also a stockroom, maths hub with photocopier and an office.

The Curriculum – Organisation
- In Years 7 and 8, each year group is split into three blocks with four sets in each block. In Year 9, the year group is split into two blocks with five sets in each block. Pupils are placed in sets on the basis of their KS2 results and setting is reviewed regularly.
- In Years 10 and 11, each year group is split into two blocks with five sets in each block. Pupils are set according to ability. Pupils stay with the same teacher during Years 7 and 8 whenever possible and have a different teacher for Years 9, 10 and 11. In Year 11 there is **one Further Maths class** in each year group.
- In each of Year 12 and 13, there are currently three A-level Maths classes and **one Further Maths class**.
- Pupils in Year 7 are taught 10 50 minute lessons per fortnight. Pupils in Year 8 and 9 are taught 8 50 minute lessons per fortnight.
- Pupils in Year 10 are taught for 10 50 minute lessons per fortnight. Pupils in Year 11 are taught for 9 50 minute lessons per fortnight.
- A level students have 10 50 minute lessons per fortnight and Further Maths students have an extra 10 50 minute lessons per fortnight.

The Curriculum – Courses and Assessment

- At KS3 pupils follow the new KS3 Maths Curriculum with an emphasis on Mastery (Years 7 to 9 with Year 9 accessing the GCSE specification).
- At KS4 all pupils follow a linear course leading to the Pearson Edexcel GCSE 9 – 1 examination. A small number of pupils are entered for the OCR entry level accreditation as well as or instead of GCSE.
- Pupils in Set 1 in Year 11 also study the AQA Further Mathematics qualification.
- We now offer GCSE Statistics to both Year 10 and 11 students. They follow the Pearson/Edexcel 9-1 GCSE Statistics specification.
- Year 12 and 13 pupils are following the new Pearson Edexcel linear A-Level specification. In Years 12, and 13 we have students studying AS Maths and the Further Maths A level specification.

The Curriculum – Standards

GCSE Mathematics Results

2018

The following figures are based on the total cohort of 241:

- 26% of pupils achieved grades 9 – 7
- 59% of pupils achieved grades 9 – 5
- 79% of pupils achieved grades 9 – 4
- Results for 2018 were above national figures for grade 7+, grade 5+ and grade 4+

A progress 8 value of 0.412

2017

The following figures are based on the total cohort of 247:

- 19% of pupils achieved grades 9 – 7
- 55% of pupils achieved grades 9 – 5
- 82% of pupils achieved grades 9 – 4
- Results for 2017 were above national figures for grade 7+, grade 5+ and grade 4+

A progress 8 value of 0.2

What is enclosed in this pack?

- How to Apply
- School Overview
- School Policies
- Important Information
- Job Description
- Person Specification
- Department Overview

Please note the Secondary Campus entrance is on Old Park Road and a map is available to download from our website, www.roundhayschool.org.uk. If you use SatNav, please use the post code LS8 1JT.

Our School Magazine, Primary, Secondary and Post-16 Prospectus and Ofsted report are available to download from our website.

How to Apply

Please complete the online application form in full, which can be found on the Vacancies page of our website (www.roundhayschool.org.uk) or by following this link:

https://roundhayschool.current-vacancies.com/v?id=ROUNDHAYSC&t=Careers

You will need to provide full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why.

We will require details of **two referees**, one of which must be your current or most recent employer. Please provide their names, **email addresses** and daytime contact numbers. (See 'References' on the Important Information page of this Pack)

CVs are not accepted as part of the application process. Please ensure you fully complete the application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

When will I hear if I have been shortlisted?

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview programme will be confirmed after the closing date.

If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future. **Due to the volume of applicants, we are unable to give feedback to non-shortlisted candidates.**

School Overview

Our Mission Statement
"Courtesy, co-operation and commitment" are key to making the school a happy, safe and caring place of learning, where every child matters. We are dedicated to enabling our pupils to raise their aspirations and achieve their full potential to "be the best they can be". We aim to help our pupils to take their place in society as healthy, responsible and independent citizens, who have respect for themselves, one another and the wider community.

'Student and staff relationships are extremely good. Students' personal development is exceptional and behaviour is exemplary.' … 'The core values of courtesy, cooperation and commitment permeate every aspect of the school.' Ofsted

Our Pupils
The school population reflects the cosmopolitan nature of modern Leeds. The pupils come from a very wide variety of socio-economic and ethnic backgrounds; more than 27 languages are represented, with around 60% of our pupils drawn from the black and ethnic minorities. This gives the school great strength in its many endeavours and relationships.

'The atmosphere in lessons is very positive and supportive' … 'Learning moves at a lively pace'. Ofsted

We currently have around 2000 pupils, which will grow to 2500, in this 4-18 co-educational community comprehensive school, making it one of the largest within Leeds. Our specialist Dyslexic Base, catering for 16 pupils, our SEN provision and our 450+ strong and very successful Sixth Form (one of the biggest in the region) are just some of our many strengths.

'Behaviour in lessons is exemplary' … 'Movement around the school is extremely orderly and students show consideration and respect for each other'. Ofsted

In September 2012 we became one of the first 'all-through' schools in the region, growing with a new intake every year. Our first primary cohorts will join up with the secondary aged pupils in 2019. We have a separate £4.8 million purpose built Primary Campus located just a mile away from the Secondary Campus.

We are proud of examination success at all key stages. At A-Level over 30 subjects are taught and with excellent achievement we find that the majority of our students are able to progress to higher education including seven students going to Oxford and Cambridge Universities in 2013 and four in both 2014 and 2015. At KS4 we achieved over 70% five of more A*-C including Maths and English. We have the highest expectations of every pupil and strive to achieve high standards in all that we do, both academically and socially.

'The atmosphere in lessons is very positive and supportive. As one student said, "It is cool to want to learn at Roundhay". Students are comfortable admitting that they do not understand a particular point and others often try to help by offering alternative explanations. Students are keen to volunteer ideas and participate.' Ofsted

'Students, from a very wide range of backgrounds, work and socialise together extremely well.' Ofsted

Our Staff

We are fortunate to have highly-committed, professional and friendly staff, who have worked hard and successfully to establish a thriving learning community. Many staff have sent, or currently send, their own children to Roundhay, which is a real vote of confidence.

'Student and staff relationships are extremely good. Students' personal development is exceptional and behaviour is exemplary.' Ofsted

'Teachers have an infectious enthusiasm for their subject which is communicated to the students' … 'Professional development is a strength of the school' … 'The quality of teaching is outstanding'. Ofsted

We also have other pupils who come from families with parents professionally involved in education, which helps to keep us on our toes! We take seriously the professional development of all our staff. As a school, we are heavily involved in Initial Teacher Training and are a strategic partner within a Teaching School Alliance (Red Kite) which involves sharing outstanding practice across four local authorities. School improvement and self-review are central to our drive to raise standards. We have around 250 staff, both associate and teaching, who work very hard as a team to ensure they support both the pupils and each other.

Our Area

The school's two campuses are situated in north-east Leeds, adjacent to Roundhay Park, and are surrounded by highly sought-after owner-occupied houses. The settings can only be described as impressive. The schools grounds are magnificent; the campuses cover over 30 acres of parkland combined. We also serve some of the most economically and socially-deprived areas of the city, as well as more favoured wards, giving us the rich mix of pupils that makes us a 'true comprehensive'. Currently, around 25% of our pupils are classified as being Pupil Premium children with 14% currently entitled to free school meals.

'Students who attract Pupil Premium funding are monitored very closely' … 'making exceptional progress and closing any attainment gap with their peers at a very fast rate'. Ofsted

'Primary provision is outstanding. Pupils make extremely rapid progress, teaching is outstanding, resources are first-rate and leadership is exceptional.' Ofsted

Our Facilities

We have very good facilities, and since our Secondary Campus was rebuilt in 2004 we have invested heavily both in ICT and in improving facilities, such as creating Applemac Media rooms, music practise rooms and improved recital areas to enhance the learning and teaching experience of pupils and staff alike. The newly opened primary building, which is located on a separate campus, is truly wonderful and has excellent resources.

We have an £11 million building project underway with an extended dining centre, additional car parking, artificial pitch with floodlights and a new building (one and a half times the size of the current Primary Campus).

Our School Organisation

Our separate Primary Campus introduces two forms each year and when full in 2019 will house 480 children. The Primary school day starts at 8.50am and ends at 3.10pm. In Years 7, 8 and 9, pupils are grouped for registration and for Personal, Social, Health and Citizenship Education (PSHCE), in mixed-ability form groups that remain together until the end of Year 11. For teaching purposes, pupils are placed in a variety of groupings as appropriate, including setting and some mixed-ability grouping. Each lesson at the Secondary Campus is one hour in length, five per day. The secondary school day commences at 8.25am and finishes at 3.00pm, followed by extra-curricular activities.

In Years 10 and 11, currently pupils may choose two options to study, normally alongside the compulsory core subjects of Mathematics, English, Science, Foreign Language, RE, PSHCE and Games/PE, a number of which at GCSE level may be started in Year 9. We are, like most schools, undertaking a curriculum review. In Year 12, students choose an individual programme of study leading to BTEC and/or GCE 'A/S' levels.

Our Pastoral Organisation and Leadership

The Primary Campus is led by the Primary Leader who is a member of the Leadership Group and as the provision grows so will its staffing structure. At the Secondary Campus Years 7, 8, 9, 10 and 11 are led by Progress Leaders, assisted by teams of tutors and overseen by the Deputy Headteacher: Pupils. We have an Assistant Headteacher: KS5 who works with our Head of Post-16 and her team, supported by Academic Mentors. There is a strong tradition of support for both pupils and colleagues. Our learning mentors, behaviour support workers and social inclusion achievement teams have had a powerful effect on the positive implementation of our social inclusion strategies.

'The senior leadership team is very strong and effective'. Ofsted

'The headteacher has the unanimous support of staff in the mission to create an inclusive school where every student is enabled to 'be the best they can be'. He is very accessible to both students and staff.' Ofsted

Our Extra-Curricular Activities

We have a thriving and exceptional programme of music, drama, sports teams, outdoor pursuits, residentials, art events, project days and charity events! Everyone contributes, as we feel that it is a vital part of our role in developing the potential of all our pupils and building a cohesive community.

Our Community Links

The school has excellent links with the communities it serves and actively seeks to widen these. We believe that this vital 'citizenship work' demonstrates our ethos as a school, where courtesy, co-operation and commitment are more than just words! We deliver a comprehensive programme of family and community learning as part of our Extended Services commitment.

'High ability students out-perform similar students nationally. Students of all abilities make very good progress in lessons.' Ofsted

School Policies

Child Protection
This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the Leadership Team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing
Our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour
The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all its employees and pupils.

The Headteacher and Governing Body regard everyone working at our school as a role model to our pupils. As such, employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values of the GTCE (General Teaching Council, England), and the school considers the principles to apply to all staff employed at the school.

Equal Opportunities
We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment were all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Smoking Policy
Roundhay School is a no smoking building and site and all staff must adhere to this policy.

ICT Policy (Fair Use Guidance)
We encourage the use of ICT across the curriculum. On appointment, staff agree to abide by the ICT policy.

Full details of all these policies are available from the school upon written request.

Important Information

References
If you are shortlisted, we will take up references before the interview date. One of your referees **must** be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Selection Process
As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. Roundhay is committed to safeguarding and promoting the wellbeing of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity
All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK
Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Disclosure & Barring Service
Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. Checks will also be made against the Independent Safeguarding Authority (ISA) 'Barred' lists (previously DCSF 'List 99' and Protection of Children List (PoCA)). All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their worker's ID and other relevant documents when they arrive at school.

Safeguarding
Roundhay is committed to safeguarding and promoting the welfare of its pupils and expect all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete an Occupational Health Medical Questionnaire. This will be sent directly from Leeds City Council Employee Changes with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

Induction and Continuous Professional Development

Roundhay is committed to developing and supporting its staff with appropriate training. Staff are inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at Roundhay School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.