

PEWSEY VALE SCHOOL

Maths/Science Teacher

CANDIDATE PACK

**Pewsey Vale school**

**Wilcot Road**

**Pewsey**

**Wiltshire**

**SN9 5EW**

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01672 565000

Dear candidate,



Welcome to Pewsey Vale School. I am delighted that you are requesting information for the post of Teacher of Maths/Science and I look forward to reading your application.

I am very privileged to lead Pewsey Vale School and am proud at what we can offer our students

Pewsey Vale provides a supportive and challenging learning environment where all students are empowered to succeed. We are passionate about ensuring our students have access to the best opportunities which will help them achieve and prepare them for their future.

Our school community works together to ensure that all students reach their full potential in their academic and personal development.

I strongly believe in a holistic approach to education where personalised learning is at the forefront of a school’s vision. As a small school, we can facilitate this where every student is an individual. Our staff know each young person and their families very well; they encourage everyone to develop and flourish in all areas of school life and beyond.

Attracting the best staff is the most effective way of growing and if you have the passion to contribute to our school then we look forward to receiving your application.



Neil Pritchard

Head Teacher

**Pewsey Vale School**

We are a small, mixed 11-16 comprehensive school catering for students from widely varied backgrounds. We are a fully inclusive school and are passionate about empowering all students to succeed, and taking an active role in our local community enhances this.

Our core values are supporting students to be ‘Exceptional’, ‘Resilient’, ‘Innovative’ and ‘Aspirational’, ‘Themselves’ & ‘Successful’.

As a single academy trust it is important for us to maintain our individuality and as a small rural school we pride ourselves on offering our students personalised learning experiences. Therefore it is vital that we embrace collaboration and build outwardly facing strategic partners. Through these partnerships we are able to build capacity that offers a myriad of opportunity for our school community to engage in, which will be of benefit to their schooling and life long learning.

These partners currently include:

* Compass for Life
* Marlborough College
* Bitterne Park Teaching Alliance
* Education Strategy Partnership
* Thriving through Venture
* ParticipationPeople

**Ethos of Pewsey Vale School**

**Curriculum Statement**

At Pewsey Vale School we offer a broad curriculum to all learners. This aims to stretch and challenge students whilst providing opportunities for a range of subjects to be studied.

We wholeheartedly believe that all children should be given the opportunity to study all subjects in Key Stage 3, giving them the time to experience and develop the skills necessary to take on the challenge of GCSE courses when they join Year 10.

**Core Values**

Our curriculum is underpinned by our core values of: 

* Exceptional
* Resilient
* Innovative
* Aspirational
* Yourself
* Successful

Our Ethos at **Pewsey Vale School**, is to provide a supportive and challenging learning environment where all students are empowered to succeed. We are passionate about ensuring that every child has access to the best opportunities which will help them achieve and prepare them for their future

Our school community works together to ensure that all students reach their full potential in their academic and personal development.

We believe that teaching needs to engage students and be challenging in a way that encourages them to take risks and endeavour to break through their perceived barriers. Our teachers have high expectations and students are supported in reaching these. We want our students to be resilient, creative and successful individuals.

We strongly believe in a holistic approach to education where personalised learning is at the forefront of our school’s vision. As a small school, we can facilitate this where every student is an individual. Our staff know each young person and their families very well; they encourage everyone to develop and flourish in all areas of school life and beyond.

Through bespoke collaboration with a range of partners and other organisations we endeavour to raise our students’ aspirations and significantly increase the opportunities available to them throughout their schooling and beyond. We endeavour to:

Secure development and achievements

* Provide opportunities for students’ personal development
* Allow students to achieve their personal best

Prepare students for “life beyond Pewsey Vale”

* Challenge, motivate, inspire and lead to a lifelong interest in learning
* Prepare students for further education whether academic or vocational and for the world of work

Promote active community involvement

* Ensure students are prepared for life in modern Britain
* Offer a wide range of quality extra-curricular opportunities for personal development
* Involve working with the community to promote local, national, and global awareness



**Expectations**

At Pewsey Vale School we expect our Teachers to:

* Be an enthusiastic and qualified teacher with a passion for your subject
* Have a commitment to achieving excellence
* Contribute to raising standards of student attainment
* Offer enrichment and extra-curricular experiences related to your subject
* Contribute to the overall development of the school

In return we offer:

* A happy and supportive working environment with high expectations and standards
* The opportunity to develop an innovative curriculum for your subject
* The potential for further management opportunities
* Competitive salary, based on skills and experience

**Job Description**

Job Title Teacher Maths/Science

Report to Head of Departments

Hours Full time

Salary Dependent on skills and experience – we adopt Wiltshire Council Teacher scales

**Maths at Pewsey Vale School**

**Curriculum Intent - Mathematics**

The Mathematics curriculum aims to enable all students to acquire mathematical skills and knowledge and to provide opportunities for them to use these skills to undertake problem solving with confidence, enjoyment and success. Students are encouraged to think for themselves within a clear, rigorous mathematical framework, to be critical of their own thinking and prepared to test, justify and improve their conclusions or solutions.

The Key Stage Three curriculum adopts a mastery approach to promote deep learning of core mathematical topics that develops the ability of the learner to synthesise skills and information and to apply it to mathematical problems both in and out of school. At Key Stage four these skills are enhanced as more sophisticated concepts are introduced, as the learners become more rounded mathematicians whilst also building in opportunities to prepare for their formal examinations.

**Secure developments and achievements…**

The curriculum provides opportunities for all learners to succeed in their learning of Mathematics and these successes are celebrated. The curriculum encourages the personalising of learning to ensure that all pupils are working at an appropriate level and within this students are able to make the progress expected whilst also being satisfied at their level of understanding. Formal assessments provide opportunities for students to demonstrate their learning and take pride in their progress. This success can be celebrated on an individual or classroom level depending on the individual.

**Prepare students for “life beyond Pewsey Vale”**

The Mathematics curriculum aims to develop the mathematical fluency of our learners providing them with fundamental numerical skills to function in society and an ability to apply knowledge to a variety of situations in order to solve complex problems. These include but are not limited to topics involving money and finance, the ability to read and interpret graphs and also to make sense of statistics and data. The curriculum provides opportunities for students to apply these skills to real life and authentic issues thereby developing an understanding of challenges they may encounter upon leaving school.

The curriculum provides significant opportunities to challenge students in their learning and celebrate their success, thus inspiring a love for Mathematics and the satisfaction that it brings. It is the aim that students will be inspired to pursue Mathematics as part of their further education or career.

**Promote active community involvement**

The Mathematics curriculum seeks to equip students with essential numerical and mathematical knowledge to function in society. Students are exposed to examples of Mathematics being used in a variety of professions, which in turn develops the interest of the pupils in these fields.

**Curriculum Implementation**

**Through Transition**

The aim of the curriculum in year seven is to ensure that the learners’ experience of transfer to secondary school is positive and challenging. Students are initially taught in their mixed ability tutor groups to provide stability during the transition. After the first term of year seven when the students are more confident in the new setting, the year group is put into sets based on prior ability. The mastery curriculum initially covers and develops understanding of the core topics taught at primary school to reassure, to build confidence and to challenge, whilst providing significant opportunity to stretch and challenge the most able whilst supporting those who struggle. Mathematical activities are planned which enable teachers to get to know students individually and which encourage students to work cooperatively. Emphasis, encouragement and support is given to the establishment of the standards of organisation (equipment, books, deadlines) and of presentation of written work that are expected in a secondary school.

**Through Nurture Provision (Individual Needs)**

The curriculum encourages a personalised approach through providing significant opportunities to stretch and challenge more able learners who are secure in their learning thereby allowing them to access a deeper level of understanding, whilst also encouraging those pupils who struggle with Mathematics to develop confidence and understanding of the subject. All pupils will have work that is targeted at an appropriate level to both ensure challenge whilst also allowing opportunities to succeed. This personalising can come in the form of the assigned task, the resources made available to them and teacher interaction and questioning to name a few.

**Through Enrichment**

Weekly after school Mathematics sessions are run for year eleven learners to support their understanding and wellbeing in preparing for their Mathematics examinations.

More able mathematicians in all year groups are invited to represent Pewsey Vale School by participating in the UK Mathematics challenge.

A weekly tutor time maths challenge is provided to tutor groups encouraging students’ engagement and enjoyment of the subject whilst also challenging them to apply their mathematical knowledge to a variety of problems.

**Through Teaching, Learning & Assessment**

The above sections detail a variety of strategies that link to teaching, learning and assessment.

 The teaching of Key Stage Three is using a mastery approach to develop a deep level of learning of key topics that provide a foundation for the more advanced concepts of years 10 and 11. At Key Stage Four the more complex topics are then introduced as students become more fluent mathematicians and prepare for their formal examinations.

Teachers are encouraged to personalise the learning for all students to ensure that all learners are appropriately challenged and supported. This can be achieved by teachers providing specific intervention for pupils, delivering new information using a variety of resources and setting different home learning for pupils to name a few.

Termly assessments are set to track student progress and identify areas for development. These areas for improvement are then communicated to the students to help inform their future learning.

**Through promoting Literacy**

Each subject has a copy of the school’s literacy strategy both in the front of the student’s books and also as a learning mat on desks. This is given to support the accurate use of subject specific spelling and correct use of grammar and punctuation. The subject specific words listed on each document are Tier 2 and Tier 3 language. The aim of this document is to provide learners with a format that is familiar, but developed for the lesson they are in at the time. Classrooms display Tier 2 and Tier 3 language for the specific topics being taught. Spellings of key words are corrected when work is deep marked. A literacy target is given. Both are addressed during DIRT sessions where learners are asked to improve their work in a dedicated section of any given lesson. Students are encouraged to read aloud in lessons and to grapple with difficult texts.

The Mathematics department encourages literacy through the introduction of key terminology and a requirement that all note taking is done using full English. The spelling of these word and required sentences/paragraphs are then assessed and students encouraged to correct it.

**Through homework**

Homework is set using an online platform that provides immediate feedback to students whilst also providing details to the teacher of areas of strength and weakness. The requirement is that students will achieve a minimum score on all tasks before the homework is deemed complete. If students do not achieve the score they are required to speak to their teacher for support or use any revision resources available to improve their understanding before attempting the task again. This ensures that all students will be at the required standard. Tasks are personalised depending on the learner and their results inform future teaching.

**Curriculum Impact**

The impact of the school’s curriculum is measured through several means:

* Outcomes for students at GCSE in Y11
* Progress and attainment data for current year groups
* Number of students taking Maths and Further Maths at A Level
* Engagement in enrichment activities
* Student voice



**Mathematics**
Mathematics is a core subject at GCSE and all students will take a full GCSE qualification or an Entry Level certificate. The Mathematics GCSE encourages students to develop confidence in, and a positive attitude towards, Mathematics and to recognise the importance of mathematics in their own lives and to society. It prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. A mastery approach to Mathematics is used to develop a complete understanding of key Mathematical concepts and processes

**Year 7**
The focus for students is the acquisition of core Mathematics processing skills, Mathematical fluency, Mathematical reasoning and problem solving.

**Year 8**
The focus for students is to develop their mathematical reasoning and problem solving skills whilst applying core Mathematics skills to other areas of the curriculum.

 **Year 9**
The focus for students is to further develop their problem solving skills whilst applying the content from years 7 and 8 to more advanced Mathematics topics. The emphasis changes to preparing pupils for the higher order thinking of the GCSE curriculum.

 **Assessment**
Assessment: Students will be tested with end of topic tests. Mental arithmetic skills and spelling of mathematical vocabulary will be tested on a regular basis. Assessment of using and applying Maths is ongoing through both class and homework/independent study. An examination, similar in format to those of the National Curriculum tests, is given in the middle, and at the end of the academic year. By the end of Key Stage 3, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Assessment Matrices**

[Click for access to Assessment Matrices](https://pewseyvale.org/assets/Uploads/FINALS-KS3-1920-Maths.docx)

**Equipment**
Students are expected to bring the following equipment to every lesson:

Pen, pencil, ruler, protractor, pair of compasses, scientific calculator. Exercise books are provided. In case of damage students are expected to finance a replacement book.

**Extra-Curricular Activities**
Mathematics intervention runs every Wednesday after school for Year 11 students. Students will have this timetabled.

The UK Maths challenge (Junior and intermediate) is run every academic year for students in set 1 across all year groups.

**Suggested Extension Activities**
Students can visit museums and locations which encourage and celebrate pure and applied Mathematics e.g. Bletchley Park, Techniquest, Science Museums and Mathematics mastery days hosted by universities.

**GCSE Maths**
Examination Board: EDEXCEL
Specification: Mathematics MA01

**Science at Pewsey Vale School**

**Curriculum Intent**

* To offer all pupils the opportunity to develop practical and critical thinking **skills** through a mixture of research, experimental and teacher led learning.
* To offer pupils support and challenge to build resilience.
* To develop an appreciation of the Scientific method and an understanding of the importance of evidence to allow pupils to make informed decisions both now and in the future.

**Secure developments and achievements…**

* Differentiation.
* Essentially assessment for learning.
* Behaviour for learning.

**Prepare students for “life beyond Pewsey Vale”**

* Exposure to current scientific ideas.
* Exposure to eminent scientific professionals.
* Critical thinking **skills** and use of the scientific method.

**Promote active community involvement**

* Offer extracurricular opportunities for personal development.
* Link ideas to awareness of national and global issues.

**Curriculum Implementation**

**Through Transition**

* Year 5 Gifted and Talented afternoon – “Observation”.
* Year 6 Transition – “ Bunsen Burner Operatives”.
* **Skills** Topic at the start of Year 7.
* KS2 Baseline test on entry.

**Through Nurture Provision (Individual Needs)**

* Use of Differentiation including scaffolding, seating plans, by outcome, teacher support etc.
* Assessment Matrices.
* Study Units.
* Tier of Entry.
* Selection for Separate Science.

**Through Enrichment**

* Revision classes during the holidays and after school.
* Science Live trip.
* Ensuring range of practical activities.
* (Resurrect Year 7 Trip)
* (Possible cross curricular links with Geography trips)

**Through Teaching, Learning & Assessment**

Through Key Stage Three a **broad and balanced** range of topics covers the 3 main disciplines up to year 9 when we use a more **theme based approach** to focus on the three main Fundamentals – Cells, Atoms and Energy in readiness for the transition to GCSE. Assessment is vis Homework, class work, Criteria Based Tasks and synoptic testing to identify and fill gaps.

At Key Stage Four we offer both Combined and Triple Science at both Higher and Foundation tier to encompass all learners of all abilities.

Scheduling of lessons across both Key Stages

|  |  |
| --- | --- |
| **Key Stage 3**  | **Lessons/Week**  |
| Science  | 4 |

|  |  |
| --- | --- |
| **Key Stage 4**  | **Lessons/Week**  |
| Combined Science (Trilogy)  | 6  |
| Separate Science (Triple)  | 7  |

**Through promoting Literacy**

Each subject has a copy of the school’s literacy strategy both in the front of the student’s books and also as a learning mat on desks. This is given to support the accurate use of subject specific spelling and correct use of grammar and punctuation. The subject-specific words listed on each document are Tier 2 and Tier 3 language. The aim of this document is to provide learners with a format that is familiar, but developed for the lesson they are in at the time. Classrooms display Tier 2 and Tier 3 language for the specific topics being taught. Spellings of key words are corrected when work is deep marked. A literacy target is given. Both are addressed during DIRT sessions where learners are asked to improve their work in a dedicated section of any given lesson. Students are encouraged to read aloud in lessons and to grapple with difficult texts.

**Through homework**

* The use of Homework is to embed and consolidate the work covered during lessons.
* The use of Homework is to allow revision prior to assessment.
* The use of Homework in preparation for forthcoming lessons.

**Curriculum Impact**

The impact of the school’s curriculum is measured through several means:

* Outcomes for students at GCSE in Y11.
* Progress and attainment data for current year groups.
* Destinations data.
* Attendance data.
* Behaviour logs.
* Engagement in enrichment activities.
* Student voice.
* Progress towards the Gatsby benchmarks.

**Science**

Science teaching at Pewsey Vale School encompasses Biology, Chemistry, Physics and utilising practical skills. The students are encouraged to experiment, explore issues and ideas, to express themselves clearly and enjoy the intellectual and creative aspects of Science.

**Year 7**

In Year 7 we will be learning the following: Skills, Energy, Classification and Cells, Particles and Matter, Body Systems, Electricity, Acids, Life and Forces. These topics are based on the National Framework for Science and will be at a level appropriate for the mixed ability sets. The rough order of the topics is shown below

**Year 8**

Year 8 Science students will continue to build on the foundations they have established in year 7 and will also increase the breadth of the knowledge base by looking at new areas such as Geology, Heat Transfer and Space.

**Year 9**

Year 9 students will continue to develop their practical skills and their subject knowledge of the three disciplines. They will also go on to look in more detail at some of the fundamental building blocks of the three sciences such as Cells, Energy and Atomic Structure.

**Assessment**

Assessment will take place at the end of each topic. Students will be assessed against Key Stage Three assessment matrices for Science. Teachers will award grades and interim levels to students for individual pieces of work such as assessment tasks, homework, End of Topic tests as well as awarding interim levels for group tasks and project work. During the course of their study these levels can go up and down as students explore new topic areas from the three main disciplines. Final levels will be formed from an overview of the various different forms of assessment from over the assessment period.

**Extra-Curricular Activities**

Science staff are always available at lunchtimes for additional support and enrichment. The Department also runs trips to various science and educational based establishments such as Bristol Zoo, Living Rainforests and Science Live. In year 9 there is also the opportunity to work for the Crest Bronze Award.

**Suggested Extension Activities**

Visits at weekends or during the holidays are a fantastic way to support pupils including visits to Zoos, nature reserves or various museums. There are some excellent science clips on youtube that can be used to extend the learning of pupils. Wider reading using certain periodicals (Nature, new Scientist, National Geographic etc.) or GCSE level books is strongly encouraged. Watch various documentaries and the news for highlighted stories of a scientific nature to keep up to date and read papers where science stories are featured.

**GCSE Science**
Examination Board: AQA
Specification: Combined Science Trilogy or Triple Science

**Overview**

We follow both the 2016 AQA Combined Science – Trilogy GCSE and Triple Science GCSEs.

Pupils who take Combined Science which is worth 2 GCSEs will work through various topics from the three disciplines over the two years. Then they will sit two Biology, two Chemistry and two Physics exams all of which are 1hr 15 minutes in duration, worth 70 marks and come in Foundation and higher Tiers.

Those in Top Set (set 1) will have additional lessons in order to sit the Triple Science GCSEs and they will be awarded GCSEs in Biology, Chemistry and Physics. They will cover the same content as Combined Scientists with additional material hence their exams are longer and worth more marks (1hr 45 minutes, 100 marks). They will also have one extra Physics Topic – P8 Space.

Both of these GCSE pathways are linear and terminal meaning that pupils will not sit any of their exams until the end of year 11.

**Main Duties**

The Teacher of Maths/Science will:

* Plan, develop and implement whole-school and department priorities, including aspects of the school development plan and departmental action plan
* Plan and develop department action plans, audits, curriculum overviews and policies
* Collaborate with other departments to develop literacy and numeracy across the curriculum
* Support and mentor teachers in training as requires
* Ensure that the regulations and procedures relating to Health & Safety are followed, taking responsibility for the safety, welfare and discipline of students within the learning environment
* Support and uphold the schools Core Values
* Create a happy, secure and stimulating learning environment
* Have a sympathetic understanding of every child’s needs
* Have clear aims and objectives for every lesson and communicate them to students
* Have well planned, imaginatively introduced which caters for all students needs
* Engage in continuous formative and summative assessment, tracking progress of pupils in line with the school’s systems and provide guidance to pupils on next steps in their learning
* Maintain student records and report progress to parents, guardians and carers
* Ensure high standards of behaviour in line with the school’s behaviour policy
* Share talents, skills, ideas and enthusiasm for the benefit of the whole school and be ready to accept responsibilities that extend beyond the classroom
* Complete the requirements of the school’s performance management process
* Attend to personal professional development to keep abreast of national, local and school initiative and best practice

**Wider Responsibilities**

All teachers at Pewsey Vale School will:

* Deliver extra-curricular activities
* Partake in activities aimed at promoting the school, including, but not limited to, open evenings, community events
* Carry out other tasks commensurate with their position, as directed by the Senior Leadership Team

**Review of duties**

* The specific duties attached to any individual member of staff are subject to annual review and may, after discussion with the employee, be changed.

**Salary**

Pewsey Vale school adopt Wiltshire Council pay scales. The Salary for this role will be within the Main scale and UPS pay range – currently £25,714 (M1) to £41,604 (UPS 3).

**Person Specification**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Qualifications & Training | Education to degree levelGCSE Maths & English (Grade A\*-C) or equivalentQualified Teacher Status (QTS) | Evidence of relevant recent continuing professional development (CPD) Qualifications/interest relevant to extra- curricular activities |
| Knowledge & Experience | * Outstanding subject knowledge
* Knowledge and application of Assessment for Learning (AFL)
* Thorough knowledge of current subject requirements related to the National Curriculum and examination requirements (GCSE’s)
* Knowledge of the emerging trends and developments related to your subject
 | * Recent experience of successful teaching, leading to high achievement for pupils of all abilities
 |
| Skills & Abilities  | * Ability to motivate, inspire and support all pupils to achieve and succeed
* Ability to reflect and develop your practice for the benefits of all learners
* Ability to work collaboratively
* Able to communicate effectively with a wide range of audiences
* Commitment to Pewsey Vale Schools’ core Values
* Confident use of technology
 | * A desire to develop the use of technology in the classroom
 |
|  | **Essential** | **Desirable** |
| Other qualities | * Passion and commitment for the education of all students
* A desire to succeed in all aspects of the job
* A commitment to the promotion of health, safety and safeguarding of children
* A desire to engage with the wider school community
 | * The ability to teach other subjects
 |

**How to apply**

Please complete the TES on line application form, along with the PVS Monitoring & Diversity form.

In compliance with Safer Recruitment Guidelines, CV’s will not be accepted

Potential candidates may contact Pewsey Vale School with any questions on 01672 565000 or email dcl@pewsey-vale.wilt.sch.uk

Pewsey Vale School is committed to safeguarding and promoting the welfare of children, and expects all staff to share this commitment. In accordance with our Safer Recruitment Policy we are unable to process applications without a fully completed application form. The successful applicant must obtain DBS clearance at enhanced level. The school will also carry out a prohibition from teaching check. Non-disclosure may lead to termination of your employment.



 