

Director of Maths

Information for Candidates



Wolfreton School and Sixth Form College
Well Lane
Willerby
East Riding of Yorkshire
HU10 6HB

CEO
Headteacher

Dave McCready
Susanne Kukuc

Telephone
Email
Website

01482 659356
enquiries@wolfreton.co.uk
www.wolfreton.co.uk



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Dear Applicant

Thank you for your interest in our vacancy for a Director of Maths (L8-L11).

Wolfreton School and Sixth Form College is a large and forward thinking school and is a part of a newly formed Multi Academy Trust; The Consortium Academy Trust (TCAT). We are an ambitious community and recognise the impact of exceptional staff on the development of our positive and engaged student body.

We have an exciting opportunity for an experienced and committed teacher to lead our very successful Maths Faculty. The successful candidate will be a talented and creative teacher, equipped to play an important role in leading this high performing faculty. You will join a team of Maths specialists, who are passionate about engaging and inspiring young people in their learning and who have achieved some excellent results in recent years.

In 2016 we moved into our new single site, purpose built school. With state of the art facilities and a real commitment to the values encapsulated in our strapline, 'The Wolfreton Way – Excellence, Endeavour and Respect', the school really is at an exciting stage of its development.

You will find information about the school, the role and the application process in this pack. Please visit our website www.wolfreton.co.uk for further information about Wolfreton School and Sixth Form College.

Yours faithfully

Susanne Kukuc
Headteacher

Our Values and Goals

At Wolfreton, we want everyone to fulfil their potential, to excel and to leave prepared to achieve all of their ambitions. To enable this to happen, we are all committed to simple and straightforward values and goals.

Our Values

Excellence	We encourage our students to be INSPIRATIONAL
Endeavour	We promote the qualities of DETERMINATION and COURAGE
Respect	We are firm advocates of FRIENDSHIP and EQUALITY

Our Goals

Create	An inclusive caring environment that enables every student to enjoy learning and achieve their academic potential.
Prepare	Responsible young adults who value learning, helping them to make a positive contribution to society.
Develop	Self-confidence, motivation, aspiration and commitment in every student, celebrating all achievements.
Respect	Every young person's right to learn while encouraging them to stay safe, be healthy and enjoy equal opportunities.
Provide	All students with a broad and balanced curriculum, enabling them to develop and achieve economic well-being.

General School Information

Wolfreton School and Sixth Form College is a large comprehensive school with over 1500 students on roll, including 230 in the Sixth Form. We are a successful school with a positive and engaged student body and a dedicated and talented staff.

The school is set in the attractive leafy suburbs of the East Riding of Yorkshire close to the Wolds and only seven miles from the market town of Beverley. The catchment area covers the pleasant residential districts of Willerby, Kirk Ella and Anlaby in the East Riding of Yorkshire. These are relatively affluent areas with good quality housing and access to varied leisure opportunities. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically Wolfreton was a split-site school, however in August 2016 we took possession of our new single site school. Having had the opportunity to work with the design team and construction company during the build period, many have had an input into the new school. This has ensured that the building really can deliver. Staff and students alike are now enjoying the benefits of high quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

Wolfreton is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in October 2013, when the achievement of students, quality of teaching, behaviour and safety of students and leadership and management were all judged to be good. Since then, we have seen continuing improvements across the school. Staff are ambitious and students are too. Students are keen to work with staff and take advantage of the many opportunities they are offered.

Standards of attainment at Wolfreton exceed the national average. In 2018, 86% of students gained a grade 4 in English and 80% did so in maths. Students enjoy access to a broad and balanced curriculum, and specialist teaching ensures that engagement and progress can continue to increase for all.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium Sixth Form', a widely recognised successful sixth form partnership with two other local schools. Students are able to study at Wolfreton as well as having the option to study subjects at any of the other Consortium schools. The Sixth Form has a dedicated suite of teaching rooms and facilities within the building, giving it a bespoke Sixth Form College feel in this area. Sixth Form students play a full roll in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

Wolfreton teachers are known for their caring approach with all students and we are committed to providing strong and effective pastoral support. Our established House systems creates a smaller family feel in a large school. Each tutor group belongs to one of our five Houses, with tutors in this team led by a Head of House who is a member of the teaching staff, and a non-teaching House Pastoral Manager. Heads of House are committed to developing the ethos of their House. As well as recognising successes, they focus on student progress and lead valued opportunities to work collaboratively through inter-house competition and charity challenges across the House and the school.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The school prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 250 teams,

clubs, and events. Staff give a great amount of time to these and the students and school have achieved many accolades in the widest range of fields.

The school has a strong community ethos. We have built close links with the world of business and have developed links both nationally and internationally, for example with the Rushanje School in Uganda, who we continue to support through charity initiatives.

Wolfreton remains a popular choice for secondary education. Our annual intake of 270 students is taken mainly from five neighbouring primary schools, with whom we have excellent and close relationships. We are also committed to high quality induction and ongoing training and staff development. Wolfreton has retained the Investor in People Award for 18 years; in our most recent assessment we were awarded the IIP Gold Standard.

Multi Academy Trust

In September 2017, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and The Hessle Academy Community Trust founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust and Holderness Academy and Sixth Form joined most recently on 1 October 2018. The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

Standards of Achievement – Exam Results 2018

In the 2018 GCSE exams:

86% of students gained a grade 4+ in English
80% of students gained a grade 4+ in maths
76% of students achieved a grade 4+ in English and maths
Maths 9 – 4 = 80%
Maths 9 – 5 43%

The school's Progress 8 score indicates students made progress in-line with expectations between Key Stage 2 and Key Stage 4.

In the 2018 A Level exams:

At A Level / L3 Vocational 46% of students gained passes at A* – B grades
At A Level / L3 Vocational 99% of students gained passes at A* – E grades
A2 Maths A* - B = 61%
A2 Maths A* - E = 100%
A2 Further Maths A* - B = 100%
A2 Further Maths A* - E = 100%

Curriculum

Key Stage 3 Curriculum

Wolfreton aims to offer a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

The curriculum is more than selected content; it is an entire planned learning experience, which includes lessons, events and learning that takes place out of school.

All students follow the National Curriculum. The Key Stage 3 curriculum includes Art, Computing, Drama, English, Geography, History, Maths, Languages, Music, Society and Ethics, PE, Science and Technology. At Wolfreton they will complete their Key Stage 3 in 2 years, to enable a more personalised approach to their curriculum when they reach year 9.

In year 8 students will be placed on personalised pathways according to their potential and current progress. Within each pathway students will make option choices suited to their individual interests.

A key feature of the curriculum at Wolfreton is the programme of Deep Learning Days, where all Key Stage 3 and Key Stage 4 students complete a different learning programme for the day. This enables students to focus in depth on a particular subject or learning activity and gives a greater opportunity for the development of personal learning and thinking skills. PSHE covers aspects of personal and social development, health, sex and economic education, as well as developing the personal, social and moral education of students. This is also delivered in part through the subject curriculum in PE, Maths, Science, Humanities and Drama, and on Deep Learning Days.

Citizenship is also delivered through other subjects such as Society and Ethics, History and Geography.

Key Stage 4 Curriculum

The Key Stage 4 curriculum is organised to enable students to follow more individual learning programmes that meet their individual needs and aspirations. We provide high quality vocational options, work related learning and work based learning to ensure our students are better prepared for the world of work. Our students will have the chance to mix different types of learning, in terms of location of delivery, style of teaching and content.

At Key Stage 4 students are maturing and developing and are more aware of their own strengths and interests. All students make some choices about their programme of study from a diverse selection of opportunities within a broad and balanced framework.

The opportunities provided are part of the overall provision from 14 – 19. Students should see that subjects chosen at Key Stage 4 lead to further opportunities post 16 either in the Sixth Form at Wolfreton or at other post 16 providers. Our BTEC courses help some students experience a different learning environment, and recognise the opportunities for work based learning.

At Key Stage 4 all students must study a core curriculum of English, Mathematics, Science, Computing, Humanities, Society and Ethics, PE, and PSHEE (health, sex, careers and citizenship). The most able students will also follow Triple Science and at least one modern foreign language. Students then choose

options from a personalised pathway. These cover a wide range of GCSEs including modern languages, expressive arts, technology subjects and vocational courses.

Our aim is to maximise the opportunity every student has to succeed. This may be through studying groups of similar subjects, choosing a vocational pathway, or continuing with a wide range of subjects. We place a strong emphasis on the value of work related learning. In addition to our Careers Education programme and our work experience provision, students will participate in work related learning activities in their Key Stage 4 courses and participate in tasks to develop their enterprise and employability skills.

Key Stage 5 Curriculum

The Key Stage 5 Curriculum at Wolfreton Sixth Form College offers students the opportunity to follow their own strengths and interests, building on what they have achieved at Key Stage 4.

Students are able to choose a programme of study from a very wide range of courses at AS, A2, A Level, Applied A level and BTECs, which are available both at Wolfreton and in The Consortium.

The Consortium Sixth Form Partnership (Cottingham High School, Hessle High School and Wolfreton School and Sixth Form College) opens up a vast variety of resources for students to develop as individual learners. This increases the number of subjects on offer, and enables students to study a very diverse range of subjects.

The main focus of the curriculum is Level 3 courses; however some students will need to continue with GCSE English and/or Maths post 16.

The Extended Project Qualification is undertaken by many sixth form students. This course is designed to help the students develop the necessary skills in research, analysis, problem solving and other independent study skills required by higher education establishments.

At Key Stage 5 Wolfreton aims to maintain the highest standards to encourage every student to achieve their potential. There is also a full range of enrichment opportunities available to students across all three schools, this includes the provision of self-canvassed work experience and bespoke support for future university and training applications.

Staff Development

The development of all staff is a key feature of Wolfreton, the school has held the Investors in People Award since 1997 and was awarded the Gold Standard in our most recent assessment. This is a nationally recognised standard of good practice in staff development and training. This good practice includes a high quality CPD programme for all teachers and opportunities for professional development related to the range of career stages and aspirations. As a school we recognise the value of investing in staff development and the impact this has on new and experienced teachers, aspirant and developing leaders and ultimately our young people and their experience in school. Our approach includes a wide range of opportunities to meet individuals' differing and developing interest, needs and aspirations.

The Maths Faculty

The Maths team consists of 11 full time equivalent staff who share a passion for their subject and the desire to achieve the very best for our students. The Maths Faculty occupies a suite of new classrooms, fully equipped with resources including interactive SMART panels. Within the department area, there is also a dedicated staff work area for the Maths team.

The Maths team is hardworking and innovative and they work together to develop their practice. Sharing good practice is at the heart of what the Maths department values. The carefully planned schemes of work are structured around learning objectives and assessment outcomes and they continue to be developed by the team. Assessment is built around key pieces of work with formative assessment strategies used throughout teaching.

Teaching and Assessment

Students are taught in ability groupings throughout their time at Wolfreton. In years 7 and 8 students follow a two year Key Stage 3 programme of study. Students commence preparations for the Edexcel linear GCSE in Year 9, however, this is not taken until the summer of Year 11. In year 11 students are offered a variety of pathways dependent on their progress in Years 9 and 10. The faculty is exploring the use of the AQA Level 2 Certificate in Further Mathematics in Year 11 to help prepare GCSE students for A-level study. Learning support is provided for low ability classes throughout the school. Classes are taught using a range of interactive resources, with an emphasis on the use of Smartboards developed within the faculty to ensure pace, challenge and differentiation. There is strong emphasis on the use of a range of teaching styles and constant development of schemes of work. Staff are very supportive in the sharing of ideas and experience. In the Sixth Form there are 2 groups of AS students, and 3 groups of A2, and a Further Mathematics group. We follow the AQA syllabus. In addition, there is a GCSE re-sit course in year 12.

Maths Curriculum

Students in Key Stage 3 are streamed by ability and will complete the key stage in two years. This will enable groups of students to progress into Key Stage 4 at an appropriate pace.

At Key Stage 4 the GCSE courses taught are:

- Maths Edexcel
- Also, for selected students, Further Maths AQA

At Post 16:

- Maths AQA
- Further Maths AQA

The information here provides a brief overview of the school, please refer to our website www.wolfreton.co.uk for full information on all aspects of Wolfreton School and Sixth Form College

Job Description

Job Title: Directors of Maths

Pay Scale: L8 – L11 (actual salary dependent on experience)

Reporting to: Headteacher through Leadership Team Link Manager

Core Purpose

In addition to the generic responsibilities of teaching staff to be responsible for raising the standards of attainment for all students in Maths through a high standard of learning and teaching and to contribute to whole-school improvement at a strategic level.

Core Accountabilities

- Responsibility for standards of attainment and progress
- Responsibility for strategic development
- Responsibility for staff and staffing
- Responsibility for student achievement and welfare
- Responsibility for resources
- Extended Leadership Team Responsibilities

Key Tasks

- 1. Responsibility for standards of attainment and progress in curriculum area**
 - a. Ensure that the quality of learning is the main focus for all work in Mathematics, supporting the implementation of whole school improvements to teaching and learning from staff CPD and outputs from Innovation Working Groups
 - b. Ensure that targets for student attainment and progress are met in line with performance indicators (school and national)
 - c. Maintain accurate and comprehensive records of student progress
 - d. Evaluate the standard being achieved by analysing the performance of all students
 - e. Implement intervention strategies as appropriate to ensure all students make progress towards their targets
 - f. Ensure that assessment procedures in Mathematics are robust, follow agreed school policy to support student learning and achievement and are used consistently by all staff
 - g. Take responsibility for recording and reporting student attainment including the preparation of data for examination and test entries in good time

- h. Liaise closely with leaders in Mathematics and English to ensure that targets for whole school attainment and progress are met in line with performance indicators (school and national)

2. Responsibility for strategic development of curriculum area

- a. Liaise with LT Link Manager as agreed to plan and develop the Mathematics Faculty
- b. Conduct an annual review of the curriculum keeping abreast of and implementing school and national initiatives
- c. Up-date and publish annually, schemes of learning for each year group ensuring appropriate differentiation of material for Most Able and SEN students
- d. Ensure the integration of school policies into schemes of learning and monitor delivery by all staff
- e. Evaluate and report on the impact of all improvement activities on teaching and learning
- f. Produce, cost and implement an annual improvement plan for Mathematics that is in line with the core priorities of the School Improvement Plan and self-evaluation
- g. Ensure all students have access to an appropriately challenging and supportive enrichment programme including DLDs.

3. Responsibility for staff in curriculum area

- a. Maintain personal expertise in Mathematics and share it with others
- b. Act as a role model of good classroom practice for other teachers by being effective and proactive in implementing high quality teaching and learning
- c. Plan the deployment of staff expertise to achieve school improvement objectives in the most effective way including appointment of new staff as appropriate
- d. Delegate appropriate leadership and management activities to other TLR post holders in Mathematics and monitor the effectiveness of their contributions to the development of the area
- e. Monitor and evaluate standards of teaching and learning, identifying areas for improvement. Observe all colleagues in the curriculum area teach at least once per term and provide appropriate developmental feedback
- f. Plan and implement strategies to improve teaching and learning, where needs are identified
- g. Support the development needs of all staff in the Mathematics area and target CPD as appropriate
- h. Induct, support and monitor new staff in the curriculum area
- i. Have full consideration for staff well-being and developing morale

4. Responsibility for students in curriculum area

- a. Ensure that the work of the curriculum area is stimulating and engaging to all students
- b. Provide for the learning needs of all students through appropriate differentiation for SEN and More Able
- c. Liaise with Learning Support through the SENCO to ensure Teaching Assistants deployed are used efficiently and resources used effectively
- d. Maintain a safe and productive learning environment for all students, dealing with discipline issues following the school's Behaviour, Discipline and Rewards policy to avoid disruption to learning.
- e. Seek opportunities to develop the behaviour management skills of the staff
- f. Instil a sense of pride, worth and achievement

5. Responsibility for resources in curriculum area

- a. Use the accommodation available to create an effective and stimulating environment for the teaching and learning of the subject with available resources. Plan future development.
- b. Monitor use of Mathematics teaching areas to ensure a high standard of condition is maintained reporting defects as appropriate

- c. Be responsible as the Budget Holder for the learning resources allocation for the curriculum area. Administer the budget to ensure the principles of best value at all times and that resources are deployed to meet the teaching and learning needs of the curriculum area. Liaise with the finance office to place and monitor all orders and invoices
- d. Ensure the annual audit of all equipment is undertaken and any irregularities are investigated. Ensure the asset register is kept up to date by liaising with the appropriate support staff
- e. Contribute to the school health and safety file as appropriate

6. Extended Leadership Team responsibilities

- a. Contribute to the leadership of the school as a member of the ELT undertaking responsibilities commensurate with the role.
- b. Participate in the appraisal cycle in line with the school's Appraisal Policy.
- c. Contribute to the provision of high quality CPD across the school, including as a coach to developing middle leaders.
- d. Contribute to the implementation and development of whole school policy and practice.

Your duties may involve access to information of a confidential and sensitive nature which may be covered by the General Data Protection Regulation (GDPR). All employees of The Consortium Academy Trust will be expected to comply with the GDPR when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required by the Headteacher.



THE CONSORTIUM
ACADEMY TRUST

Wolfreton
SCHOOL AND SIXTH FORM COLLEGE



Person Specification

Job Title: Director of Maths

Category	Essential	Desirable	Evidence
Qualifications and Training	<ul style="list-style-type: none"> Degree of equivalent PGCE/Equivalent Commitment to further training 	<ul style="list-style-type: none"> Good Honours Degree Evidence of management training (leading from the middle) 	<ul style="list-style-type: none"> Application Form
Experience	<ul style="list-style-type: none"> Significant teaching experience at KS3 and KS4 in Maths Experience of playing a leading role in Curriculum Development Experience of managing staff Evidence of leading staff development 	<ul style="list-style-type: none"> Experience of A Level Maths teaching Experience of organising extra curricular activities to enhance the Mathscurriculum 	<ul style="list-style-type: none"> Letter of application Interview References
Skills, Knowledge and Aptitude	<ul style="list-style-type: none"> Thorough understanding of the secondary strategy and its impact on raising standards in Mathematics Ability to communicate effectively and appropriately in a variety of situations. Understanding of the use monitoring and evaluation to bring about improvement Ability to work under pressure and achieve deadlines Excellent Mathematics teacher/classroom manager Ability to work with colleagues and give subject specific advice ICT competence Up-to-date knowledge of Health and Safety requirements 	<ul style="list-style-type: none"> Understanding of a variety of staff development opportunities Involvement of Mentoring NQT / ITT Experience of delivering cross-curricular activities 	<ul style="list-style-type: none"> Letter of application Interview References Demonstration on lesson
Personal Qualities	<ul style="list-style-type: none"> Commitment to raising standards and developing literacy, numeracy IT skills for all Energy, ambition and enthusiasm High level of self motivation Good organisational skills Good interpersonal skills Good health record Ability to establish good relationships with colleagues Sense of humour 		<ul style="list-style-type: none"> Letter of application Interview References

How to Apply

Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our school.

Further information about the school can be found on the school website www.wolfreton.co.uk

Tour of the School

We welcome applicants to visit the school prior to making an application. Please contact Sadie Prestwood, Operations Manager, on 01482 659356 to arrange this.

Application Form

An application form can be downloaded from the school website. Within the personal statement please outline how your skills and experience equips you for this role.

Completed applications should be returned to recruitment@wolfreton.co.uk no later than 9.00am on Wednesday 27 February 2019.

Interviews

Interviews are scheduled to take place on Tuesday 5 March 2019. *Please note, this date may be subject to change.*