RODBOROUGH

"Students' achievement is at the heart of everything they do."
OFSTED



TEACH MATHEMATICS AT RODBOROUGH

INFORMATION PACK

2018-2019

RODBOROUGH

Dear Candidate

Thank you for showing an interest in teaching Maths at Rodborough. We are looking for a full time teacher to join the team in September 2019. I hope you find the information in this booklet helpful and that you go on to submit an application for the advertised post.

The department comprises a core of six staff and teaches in its own building, the Shaxton Centre. All classrooms are equipped with interactive whiteboards, which have been upgraded for 2019 and we have started using visualizers. This year developments in the department include consolidating and extending our approach to problem solving.

This post offers an opportunity to gain a wide range of experience and expertise in an organised and supportive department that has a reputation for making Maths enjoyable for its pupils. We have high expectations of our pupils and they expect to work hard in Maths.

Over the previous three years our percentage of A*-C or 9-4 grades at GCSE has varied between 81% and 84%. Rodborough's 'fftaspire' report highlights our success and shows progress to be in the top 10-20% of schools nationally. For a number of years we have also had rewarding experiences working with trainee teachers.

We use a combination of "Collins AQA GCSE Maths", "SMP Interact", "Framework Maths" and "Key Maths" texts. We aim for our schemes of work to provide clear guidance and suggest useful teaching ideas and resources. In the Lower School, teaching groups are organised in parallel sets in four ability bands. In the Upper School, pupils are set in seven groups. The top four groups prepare for the Higher paper and the remaining three groups, usually in smaller sets, prepare for the Foundation paper. Homework is set and marked on a fortnightly cycle. The successful candidate will have the opportunity to teach across the range of abilities in both the Upper and Lower School.

Extracurricular activities this year have included all years participating in the UK Maths Trust Maths Challenges, a Numeracy Day at Lingfield Racecourse for Year 9's, Masterclasses at the University of Surrey for selected Year 8's, and a peer mentoring programme for Year 11.

I look forward to hearing from you.

Yours sincerely

Simon Ricketts

Simon Ricketts
Head of Mathematics Department

JOB PROFILE FOR A TEACHER OF MATHS

Job Title	Teacher of Maths
Job Purpose	To support the school in the implementation of its aims and objectives as specified in Department and School Development Plans
Responsible to	Head of Mathematics
Responsible for	The provision of a full learning experience and support for all students in Maths. Including the development and delivery of the Maths curriculum.

KEY ACCOUNTABILITIES:

You are required to:

1. ensure a high-quality Maths education for all students at Rodborough;
2. teach Maths within the age range 11 - 16 and, if necessary, other subjects commensurate with your expertise;
3. carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions Document;
4. act as a member of the school's pupil support and guidance organisation as directed by the Headteacher;
5. contribute to raising standards;
6. share with and support the school in providing opportunities for personal and academic growth.

KEY TASKS

To undertake the effective management of the following tasks:

Teaching

- Use appropriate teaching and learning strategies to ensure and enable pupils of all abilities and backgrounds to make optimum progress;
- secure a good standard of pupil behaviour in the classroom by establishing high expectations in the context of the school's Behaviour Policy;
- keep appropriate records of pupils' current and predicted attainments in classwork, internal tests and coursework;
- set challenging targets for pupils based on all relevant available data;
- set and mark homework according to school and department policies;
- write reports as directed on pupils' progress and attainment;
- ensure that resources are organised and available to promote a purposeful environment for teaching and learning to take place;
- ensure that the classroom presents a stimulating environment through the display of pupils' work and other exemplar materials;
- where applicable, deploy other adults effectively in the classroom, involving them, where appropriate, in the planning and management of pupils' learning;
- support pupils with Special Educational Needs by providing appropriate work and guidance and, where applicable, contribute to the preparation, implementation, monitoring and review of Education, Health and Care Plans.

JOB PROFILE CONTINUED

Professional

- attend scheduled department and school staff meetings and take part in Open Evenings;
- attend parents' consultation meetings as directed;
- engage actively in the appraisal process;
- participate in the school's performance management scheme;
- participate in the in-service training programmes organised by the school and other relevant bodies;
- implement school policies;
- take responsibility for own professional development, setting objectives for improvements;
- participate in activities outside school to promote liaison with other schools and agencies;

Class Tutor

- promote the progress and well-being of all members of the tutor group;
- attend year group meetings as directed;
- maintain an accurate register of pupil attendance, including lateness, in accordance with school guidance;
- register pupils, accompany them to assemblies, encourage their full attendance at school and their participation in other aspects of school life;
- retain absence letters and telephone messages;
- continue to monitor pupils' house points;
- ensure effective communication to parents and pupils through distribution of written material and collection of acknowledgements where appropriate;
- contribute to the PSHE, Citizenship and enterprise programme according to school policy.

Other Specific Duties

- Play a full part in the life of the school community at Rodborough supporting our vision and values and encourage staff and pupils to follow this example;
- undertake any other duty as specified by the School Teachers' Pay and Conditions Document not mentioned above.

General Information about Rodborough

Rodborough is an 11 – 16 mixed Community Specialist Technology and Humanities School catering for 900 students of all abilities. We aim for excellence in all aspects of school life.

Our last Ofsted Report was graded as "Good" (January 2017). The most recent report states:

- Standards are high. The proportion of students achieving 5 or more GCSE A*-C grades including Maths and English is consistently and significantly higher than national averages.
- Students have fantastic attitudes to their learning; they are diligent and want to do well.
- Behaviour in lessons and around the school is excellent.
- Students are extremely polite and show high levels of respect for each other and the adults who work with them.

Academy Status

The school gained Academy status in August 2011. The school uses its Academy status to preserve the current school ethos. The Governors took the decision to become an Academy because they believe this is in the best interest of students at the school now and in the future.

Academic Achievement

The school takes great pride in the achievements of its students. Our last four years GCSE results have been:

Academic year ending	5+ A*-C/9-4 (inc. En & Ma)	% Pass (C+/4+) in both English & Maths	Attainment 8
2015	70%	82%	4.8
2016	67%	77%	4.8
2017	75%	78%	4.8
2018	79%	81%	5.7

Over 98% of our students go on to further education or training. We are proud of the extensive range of vocational courses we offer through the Waverley Federation. This has widened our curriculum offer and has been a key factor in our rate of students staying on in education.

Teaching and Learning

Teaching and Learning is central to all that we do at Rodborough. We devote a high proportion of our INSET time to researching, discussing and implementing effective approaches to learning. There is a teaching and learning team made up of senior leaders and coaches that have created a culture whereby staff are motivated to improve their practice. This includes regular CPD sessions, Star Weeks (where all staff are invited to take part in learning walks), Teach Meets and a coaching programme as well as the more formal observation programme. The school appraisal system puts most of its emphasis on training and development.

The school is currently aiming to increase the level of challenge in lessons by adopting a bespoke "Rodborough Model for Learning". This includes four key elements that we consider crucial to ensure learning is successful: challenging objectives based on Bloom's taxonomy, questioning, the modelling of excellence and scaffolding and supporting students. Staff are currently being trained on this model and are a year into the whole-school programme.

Students

Students are expected to make a significant contribution to the life of the school through their participation and commitment to the full range of activities on offer. We are a child centred school and students are encouraged to take responsibility at all levels.



The School Council plays an important part in school improvement and is led by Senior Prefects. The majority of Year 11 are prefects and take their wide range of jobs and responsibilities very seriously. Year 10 and 11 students join our Junior Sports Leaders Award and are very active in the school and local community.

The school runs a very popular and successful Duke of Edinburgh Scheme. Currently, we have 144 Year 10 students signed up for the D of E Bronze Award and 32 Year 11 students for the Silver Award. These fantastic figures are testimony to the sense of commitment and service of our students.



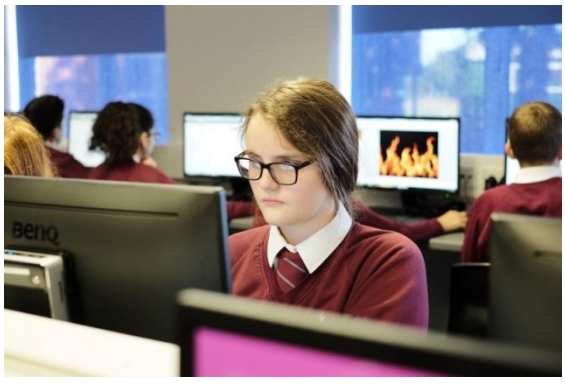


Extra-Curricular Activities and Other Initiatives

We encourage staff to offer extra-curricular activities to widen the experience for students. These include several dance, drama and art groups, choirs and a jazz band. We maintain a busy schedule of theatre visits, trips abroad, work experience in the UK and Europe as well as school fixtures in many sports. The school has a very effective Friends of Rodborough Association and significant links with local industry and commerce.

The school has begun a major initiative on sustainability in the last few years. There has been considerable success with recycling with the School Council taking a lead role in this. We organise an "Eco Week" in the Summer with guest speakers and "green" lessons. We now intend to explore energy conservation and alternative energy supplies. The school has recently been fitted with solar panels. In 2014 we won the National Sustainability Award from the Independent Academic Association.





Governance

We are fortunate to have a strong and supportive Governing Body who were judged "Outstanding" in both our 2009 and 2013 Ofsted inspections.

"Governance is highly effective. Governors regularly receive detailed information about students' progress and teachers' performance, and this allows Governors to challenge academy leaders effectively. Governors visit the academy to gather evidence about how well students are doing. Governors know what the strengths of the academy are and what needs to be improved further. They know what contribute to good teaching and they make sure that leaders manage teachers' performance effectively. Governors hold the Headteacher strongly to account and set him demanding targets to achieve. They make sure that appropriate safeguarding procedures are in place. The budget is very well managed. Governors know how the pupil premium funding is spent and how this is helping to improve students' achievement." (Ofsted 2013)

Our Community

We are heavily over-subscribed, enjoying an excellent reputation locally, both for academic success and broad educational opportunities. Parents are very supportive, yet demanding of the school, wanting the best for their children. Our staff act in a professional manner, at all times, to ensure that all young people achieve their best in a collaborative way.

Rodborough is an outward looking school. It is an active member of the Waverley Federation (a partnership of local Secondary Schools, a Special School and Godalming College), whose aim is to develop wider opportunities for our young people, beyond the individual schools. We are also heavily involved with the Godalming Confederation of schools working on transition and "life without levels".

Rodborough is an inclusive school with a thriving SEN Department. We work intensively to ensure that all children are happy and succeed, irrespective of their difficulties. In January 2016 we officially opened the Cullum Centre, a separate unit to cater for 20 autistic children who have the potential to integrate into some mainstream lessons.

Visitors comment that Rodborough is a pleasant and friendly school. It is situated in a delightful part of Surrey two miles south west of Godalming and a 13 minute walk from Milford train station. It is within easy travelling distance of both London and the South Coast. This is a beautiful part of Southern England with large tracts of National Trust land in the vicinity.



The Cullum Centre - Background

Rodborough was chosen as the location for one of four Cullum Centres in Surrey. There is one centre in each quadrant of the County. Rodborough is the location for the South West. Peter Cullum is a philanthropist with a personal interest in the education of autistic children. His donation has enabled the four centres to be built.

The Cullum Centre is a purpose built centre for 20 autistic pupils (four for each year group in the school). The Centre is a partnership between the school, the National Autistic Society (NAS) and Surrey County Council (SCC). SCC provide the revenue funding for the Centre.

The Centre has specialist staff, including teachers and trained teaching assistants. Its aim is to enable students to participate, progress and achieve both in the centre and alongside their peers in mainstream lessons.

Students with needs on the autism spectrum are often capable of high academic achievement, but the severe anxiety they can experience and the difficulties they face can result in them finding the mainstream school environment a challenge. Our aim is to provide students with an emotionally secure base within the school and the personalised support, both in and out of lessons, that should help them to be able to learn within a mainstream secondary environment.

Plan of building

The Centre is purpose built, in keeping with best practice developed by the NAS in their own Centres. The Centre includes four classes, a general purpose area with kitchen, communal areas, a small gym, offices and toilets.

Integration

The building is attached to the main building of the school and is accessed through the school's main reception. The Centre has an ethos of integration. Students allocated to the Centre will be integrated into mainstream lessons as much as possible. They will use the Centre when they are not able to access their mainstream lessons and at times of crisis.

The school has a number of autistic children already on its roll and, when there is capacity, the Centre will be used for these pupils when they need respite or specialist input.

SEN in the wider school

We are proud to be an inclusive school and have a good track record of success with many SEN pupils. Rodborough has 12.16% of its pupils on the SEN register and currently has 22 pupils (14 within the Cullum Centre) on statement (as per old Code of Practice). The department of SENCO and LSAs provide a balanced approach of in-class support, individual programmes and specific interventions to address literacy and numeracy weaknesses. Teaching staff are becoming more adept at meeting the needs of SEN students in lessons. The school has a wide range of vocational and alternative programmes to give the most appropriate educational experience to students in the Upper School.

The Applications Process

We welcome pre-application visits or questions by prospective candidates. Please contact the Rachel Howseman, HR Officer, on 01483 411103 or at recruitment@rodborough.surrey.sch.uk to confirm a date and time.

Application Form

Applicants are required to submit a properly completed application form which should be supplemented with a supporting letter. CVs without an application form are not accepted as a formal application. Forms that are incomplete will be returned as they cannot be considered where information is missing. If you have any queries about aspects of the form these should be directed to Rachel Howseman, HR Officer. After completing the form and if the applicant is shortlisted, any anomalies or discrepancies in the information provided will be taken up during the interview.

Shortlisting

We will email shortlisted applicants, in the first instance, and then confirm the final interview details separately. Applicants who have not been shortlisted will be advised by e-mail.

References

References for shortlisted candidates are required before interview. After shortlisting, referees are invited to submit written references and to complete a standard pro-forma which contains questions relating to child protection. At least one referee should be the current or most recent employer. At least one referee should be the most recent employer where the applicant worked with children (if not currently doing so). Any relevant issues arising from references will be taken up at interview.

Qualifications

Qualification certificates will need to be seen and checked at interview.

After the Interview Process

Feedback will be available for unsuccessful candidates, on request. The school will meet all reasonable expenses of candidates who attend for interview.

Child Protection

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to provide an enhanced DBS disclosure. The school's Child Protection Policy is available on our website: http://www.rodborough.surrey.sch.uk/assets/Uploads/ChildProtectionPolicy2016-17.pdf

Equal Opportunities Statement

We promote the statement "Discrimination on the basis of colour, culture, origin, physical attributes, origin of sex or ability is not acceptable" such that it is supported and understood by the whole school community. The school's current Single Equality Policy is is available on our website: http://www.rodborough.surrey.sch.uk/assets/Uploads/Equality-Policy.pdf

Training and Development

We are committed to develop and support our staff and provide a range of opportunities to enable staff to continue their professional development.

Staff Benefits (permanent staff)

Alongside our continued focus on professional development we offer the following staff benefits:

- Healthcare plan which allows staff to claim cash back on dental, optical and therapy treatments as well as cash towards a medical consultations and MRI, CT and PET scanning facilities.
- 24 hour Counselling and Advice Line.
- Free on site car parking
- Employee Assistance Programme.
- Staff members are also able to subscribe to a package that gives a range of flexible benefits including childcare vouchers and staff discounts.

Further Information

Our school website:
www.rodborough.surrey.sch.uk

Our Prospectus:
http://www.rodborough.surrey.sch.uk/about-us/prospectus/

Our Ofsted reports from 2017 and 2013:
http://www.rodborough.surrey.sch.uk/about-us/ofsted/

Our school policies:
http://www.rodborough.surrey.sch.uk/about-us/upload-page/

Ofsted:
https://www.gov.uk/government/organisations/ofsted

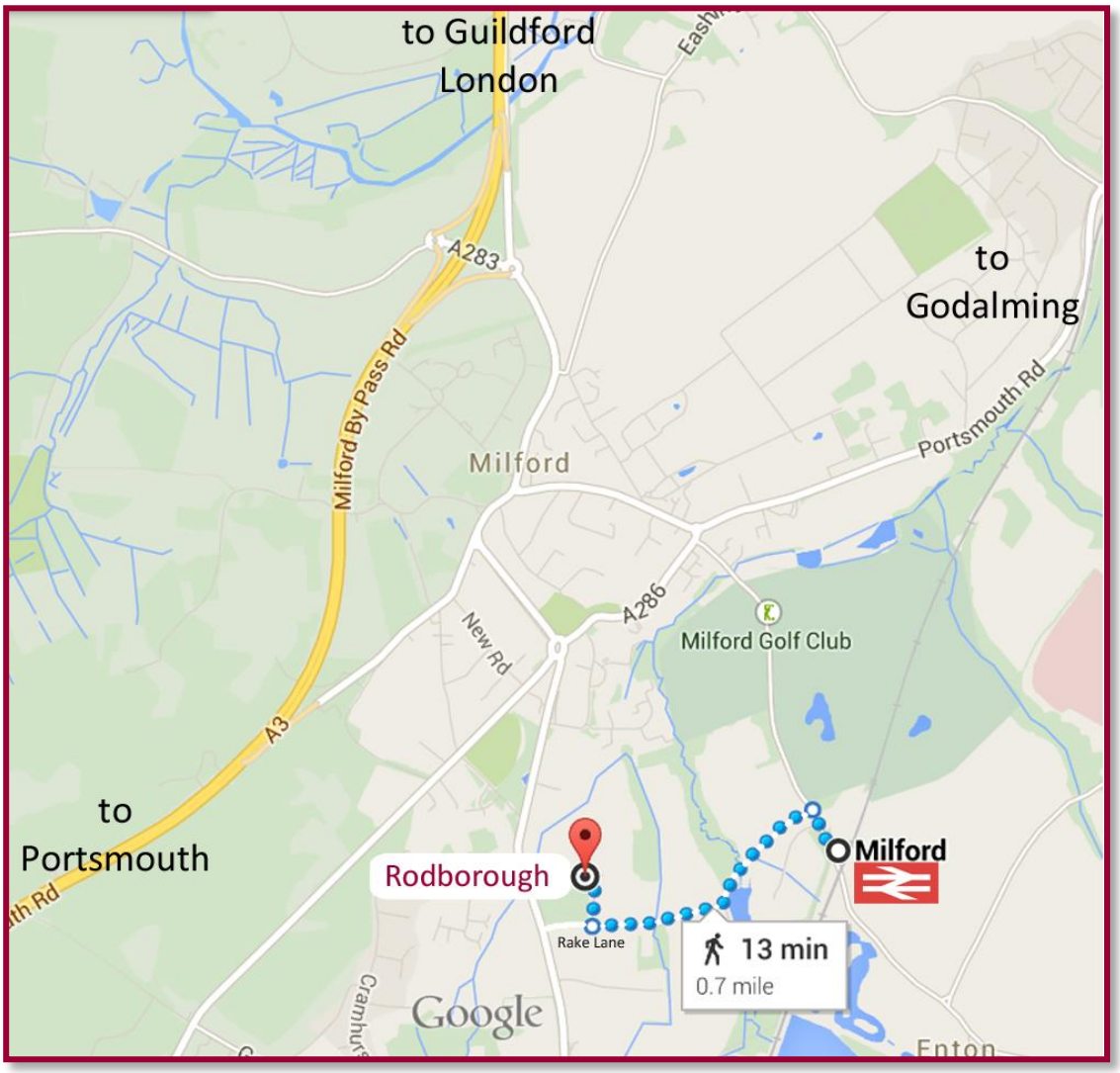
DfE Performance Table:
www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137019

Access to the School

The school is well served by the local road network and is a short distance from the A3. There is a direct rail link from Waterloo and Portsmouth, and Milford station is a 13 minute walk from the school. Visitors are asked to use the Rake Lane entrance (parking on the right hand side after entering the gates) and then follow signs to Reception.

A location map, showing road, rail and walking information, can be found on the following page.

RODBOROUGH



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