



Teacher of Mathematics

(Additional Responsibility allowance may be available for exceptional candidates)

Closing date: Wednesday 24th February 2021

Interviews will take place w/c: 1st March 2021

Start date: September 2021

Say yes to new adventures.



Everyone matters and every dream counts.

Welcome to Ryburn Valley High School. We're a thriving 11-18 comprehensive school, in a well-equipped, modern building with a truly stunning setting looking out across the Calderdale hills. Our core purpose is to inspire a generation of high performing, joyful students with a love of learning, a zest for life and a genuine confidence to excel in a colourful world.

We do that through excellent teaching and learning, and by putting creativity at our heart. Our staff are amazing, in both the incredible range of opportunities they make possible, and in the relationships they build as a foundation. We get results, but we give so much more, shaping a generation with the kindness and character our future needs.

We're rightly proud of our strong exam results, each grade telling the story of a student's effort and dedication, the support of their family and school community, and the encouragement and skill of their teachers. Our teachers are our biggest asset. They bring passion and care, and back that up with highly effective teaching strategies. We cherish our staff to support their wellbeing and enable them to thrive. We never stop learning, so we continue to invest in both our teachers' and the school's development by reflecting deeply on our own practice, and by reaching out to leading educational research to keep ahead of our game.

Join the Ryburn family, where everyone is supported and challenged to excel.

David Lord, Chief Executive Officer

Say yes to new adventures.

We're looking for [an excellent teacher](#) who shares our vision. We invest heavily, both in dedicated time and money in professional development and learning. We require someone who has the passion and skills to grow people here at Ryburn and within the Trust.

Why Ryburn?

Our school is a hugely oversubscribed and high performing 11-18 comprehensive academy with over 1500 students including a sixth form. We are a founding partner of the **Together Learning Trust (TLT)**, a brand new multi academy trust with an ethos of integrity, excellence and creativity. We're really excited about the opportunities this brings for staff and students to collaborate and excel together. TLT comprises of five schools, two secondary and three primary inspiring 3500 young people.

We are located in a modern building in the beautiful Ryburn Valley, Calderdale, a stunning location which gives us access to both nature and culture. Being easily connected to the northern hubs of Leeds, Bradford, Manchester and Huddersfield, our students are able to work with universities, and the creative and cultural industries.

Strive to excel

We aim for exceptional achievement for all by developing world class teaching and nurturing meaningful relationships based on our values, warmth, humour and trust. Our teachers are our biggest asset and we carefully support their wellbeing and development. Career opportunities are rich within our school and MAT.

Mathematics at Ryburn



Watch our department showreel:
<http://bit.ly/RyburnMaths2018>



It's a great time to join our team in the Maths Department, after a fantastic set of exam results last year. Our students performed consistently well above average, with disadvantaged pupils making particularly good progress.

We have an experienced and enthusiastic team of fourteen Mathematics teachers and two full time Maths specialist support staff, working in 10 classrooms and a dedicated Maths ICT room. We are a forward thinking team and we are always looking for creative approaches to teaching and ways to incorporate new technologies into our lessons. Our motto is 'building resilience' - important for succeeding in Maths, and when facing other challenges throughout life.

There's always lots going on in the Maths department, including Homework club four times a week and a fun Maths club. We organise regular trips and activities, including recent trips to London and Paris, and work with other subjects in school, including some joint Art and Maths workshops. We offer a comprehensive revision programme at Key Stage 4 and 5 which is well attended and contributed to our exam success.

Yousaf Malik
Director of Mathematics and Numeracy

Key Stage 3

In Year 7 and 8, students are taught for three lessons a week, in ability groups. Last year our new Key Stage 3 Lead Co-ordinator revamped the entire scheme of work, making fun project-based units which have really engaged students. We have successfully embraced 'Life without Levels', focusing on skills, mastery and problem solving techniques.

Key Stage 4

At Key Stage 4 students have nine periods of Maths per fortnight. In Year 9, each class has a dedicated statistics lesson, with the aim to take the GCSE statistics exam at the end of Year 10. We have a two year scheme of work, which allows for plenty of scope for revision and exam preparation in Year 11. All students follow the Edexcel GCSE 9-1 Linear Specification.

Key Stage 5

A-levels are offered in Mathematics and Further Mathematics (including AS levels where applicable). All our Post-16 courses are taught by experienced, specialist staff with all students following the Edexcel specification.

Discover a special place to work and study

For a really good sense of what our school and students are all about, explore our website at www.rvhs.co.uk, read our prospectus, and visit our busy Facebook page www.facebook.com/ryburnvalleyhighschool.

If you think you'd be a good fit for our ambitious, exciting and caring school, apply now. Please contact admin@rvhschool.co.uk if you have any questions.

Ryburn is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced.

Teacher of Mathematics

Job Title: Teacher of Mathematics

Line Manager: Director of Mathematics and Numeracy

Start Date: September 2021

Key Responsibilities:

- To deliver high quality curriculum provision through effective teaching and learning of Mathematics.
- To carry out the professional duties of a qualified teacher as identified in the DfE Teachers' Standards.

Teaching & Learning

- Plan work in accordance with the curriculum area programmes of study and so that it ensures progress and the personalised learning needs of every student.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Work in collaboration with associate staff attached to any teaching group.
- Take account of students' prior levels of learning and achievement and use them to set targets for future improvements.
- Maintain positive relationships with staff and students to enable effective teaching to take place.
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour Policy.
- Provide students with the opportunities to develop the skills required in order to learn.
- Listen to the views of students about their preferred methods and styles of learning.
- Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.
- Work at all times within the Health & Safety regulations of our school and ensure a safe working environment.
- Maintain a high level of display within his/her teaching room.
- Adhere to all the guidance as set out in the staff handbook.

Assessment & Reporting

- Maintain notes and plans of lessons undertaken and records of students' work in line with the School's Teaching and Learning policy.
- Mark, monitor and return work as directed in the school marking policy.
- Complete formal assessment through the MIS system in line with policy and as specified in the published calendar.
- Attend the appropriate Parents' Evenings to keep parents informed about the progress of their child.
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning.

Care & Guidance

- Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of students as is required by the School, including tutor, student interviews, coaching, and mentoring.
- Be the first point of contact for parents.
- Monitor (and set targets for) for students to improve motivation, behaviour or achievement as and when required.
- Be prepared to undertake responsibility as required for the delivery of the PSHCE programme through the delivery of SMSC content in tutor time.
- Promote good attendance and monitor in accordance with the School's attendance.

Professional Standards

- Support the ethos, vision, principles and values of the School.
- Treat colleagues, students and all members of the community, with respect and consideration.
- Treat all students fairly, consistently and without prejudice.
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- Support the aims of the School through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities).
- Support the ethos of the School by upholding the code of conduct, uniform rules, etc.
- Take responsibility for own professional development and participate in arrangements as adopted by the School for the assessment of his/her performance and that of other teachers.
- Reflect on own practice as well as the practices of the School with the aim of improving all that we do and achieving excellence.
- Read and adhere to the various policies of the School and implement School improvement plans.
- Participate in the development and management of the School by attending various team and staff meetings.
- Undertake duties as prescribed within the School's policies.
- Ensure that all deadlines are met as published in the school calendar or deadlines set by the Director of Mathematics and Numeracy.
- Undertake professional duties that may be reasonably assigned to them by the Chief Executive Headteacher or the Head of School.
- Be proactive and take responsibility for matters relating to health and safety.

Knowledge & Understanding

- A clear understanding of current educational issues, theory and practice.
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.
- Have a secure and detailed knowledge of the specialised subject.
- Have an understanding of effective strategies to deliver their specialised subject.

Planning & Setting Expectations

- Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught.
- Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning building on prior attainment. Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support. Implement and keep records on personalised learning needs.

Assessment & Evaluation

- Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives.
- Mark and monitor students' class work and homework providing constructive oral and written feedback, setting targets for students; progress.
- When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses as well as post 16.
- Help standardise all department assessments to help to ensure all predictive data is accurate and sets high expectations.

Pastoral System

- To monitor and support the overall progress and development of students within the subject.
- To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure the Behaviour Policy is implemented in the subject area so that effective learning can take place.

Professional Development

- Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects that they teach.
- Understand the professional responsibilities in relation the School policies and practices.
- Set a good example to the students in their presentation and in their personal conduct.

Quality Assurance

- Promote excellence at all points of delivery.
- Actively participate in school monitoring and evaluation procedures and help update department SEF.

Management of Resources

- To manage resources efficiently.
- Participate in the annual set up of the school calendar to ensure information on staffing needs is provided.

Additional Duties

- To play a full part in the life of the school community, to support its distinctive values and ethos and to encourage and ensure staff and students to follow this example.
- Any other duties as required by the Chief Executive Officer or the Head of School commensurate with the grade.

Other Specific Duties

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Chief Executive Officer / Head of School to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Chief Executive Officer / Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.

Pay Portability

The School will guarantee a teacher's pay portability for classroom teachers, providing the individual is able to demonstrate successful performance in their previous role. Successful performance can be demonstrated by a performance management statement (or other evidence) signed by a previous employer, confirming that performance has been successful during the last full performance management cycle. This would usually be the previous academic year. If a teacher cannot provide this evidence then the School will offer a salary scale that reflects the individual's experience, competence and impact on student outcomes. This will be evidenced in the recruitment and selection process and include information provided from referees.

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check

Person Specification

To be assessed through application, reference and interview

Criteria	Essential	Desirable
Qualifications		
Educated to degree level or equivalent in (or closely relating to) the identified subject	✓	
QTS	✓	
An excellent track record of recent, relevant professional development	✓	
Experience	✓	
Evidence of raising standards and performance of a cohort of young people	✓	
Experience of effective teaching and performance within the curriculum area	✓	
Innovative use of resources	✓	
Working with young people through an extra-curricular	✓	
Professional Skills and Abilities		
Excellent written and communication skills, including appropriate ICT skills	✓	
A secure knowledge of the importance of data as a means both to measure and to extend progress	✓	
A high level organisational skills	✓	
The ability to create a stimulating visual environment in the classroom	✓	
Awareness of current issues in Teaching Mathematics & Numeracy	✓	
Skills to motivate and lead other members of the team	✓	
Have the vision to plan the way ahead and to get things done	✓	
A commitment to inclusive education	✓	
Awareness of current educational areas of interest and research in a wider school context	✓	
Ability to build positive working relationships with students, colleagues and parents	✓	
Demonstrate a high level of skills in written formal communication	✓	
Other		
Self-driven, results-orientated with a positive outlook	✓	
A natural forward planner who critically assesses their own performance	✓	
Mature, credible with excellent interpersonal skills	✓	
Reliable, tolerant and determined	✓	
Empathetic - able to see things from another person's point of view	✓	
Able to motivate and persuade, negotiate and influence others	✓	
Well-presented and professional	✓	
Keen for new experiences, responsibility and accountability	✓	
Able to get on with others and be a team player	✓	
Ability to evaluate own learning needs and actively seek learning opportunities	✓	
Integrity and exercises confidentiality	✓	
Good sense of humour	✓	