



# Job Information

Maths

## **Information Pack for Teacher of Mathematics.**

**Newtown High School (Newtown Campus) is seeking a Teacher of Mathematics.**

Start Date	1 <sup>st</sup> January 2019
Closing Date	19 <sup>th</sup> November 2018 at noon
Salary	MPG
Post	Full time, temporary in the first instance

This is an opportunity to join a large and successful team of Mathematic specialists. We are looking for an outstanding teacher; someone with high expectations, a love of the subject, able to inspire, laugh and enjoy the challenges of the role. You will need to be a team player; you will go the extra mile to support students and want to continually develop the team.

You will demonstrate high standards of delivery in a consistent manner, be committed to improving achievement across all key stages and will be able to inspire both staff and students. You will be passionate about Mathematics, well-motivated, dynamic and able to engage young people. Enthusiasm, a winning personality, and an imaginative approach to the delivery of the curriculum area and attention to detail are essential.

### **We offer**

- An ethos of high expectations for students and staff
- A professionally stimulating and supportive working environment
- A strong commitment to professional development and progression for all staff

### **Do you have?**

- Outstanding classroom practice?
- A track record of raising attainment?
- A creative and imaginative approach to teaching and learning?
- The knowledge, skills and determination to make a significant difference to the lives of our students?
- Experience in developing partnerships with the community and external organisations?
- Expertise in using technology to enhance teaching and learning?

Applications should be received by no later than **12.00noon 19<sup>th</sup> November 2018.**

## **Newtown High School**

### **Background**

Newtown High School is an English-medium, mixed 11-18 comprehensive school situated in Powys. Currently, it has 1,124 pupils on roll including 89 in the sixth form

The school serves the towns of Newtown, Presteigne and Knighton, as well as the large rural areas surrounding the three towns. The school has two sites, some 30 miles apart in Newtown and Presteigne. Pupils are drawn from within Montgomeryshire, Radnorshire, and Herefordshire and come mainly from 13 partner primary schools. Just over 13% of pupils are eligible for free school meals. Just over 10% of pupils live in the 20% most deprived areas in Wales.

Around 1.3% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 37.6% of pupils have a special educational need, which is higher than the national average of 20.1%.

### **About the Area**

Set in one of the great unspoilt landscapes in Britain, Newtown is an historic market town perfectly placed to achieve the ideal work/life balance.

Surrounded by rolling hills, tranquil forests and beautiful lakes, Mid-Wales and Newtown can offer a high quality of life whatever stage you are at in your career. There are numerous small art galleries and museums, along with the celebrated Theatre Hafren to satisfy your cultural needs and award-winning restaurants serving local produce for food lovers. There are excellent transport links too, so you are only a relatively short journey from Liverpool, Manchester, Birmingham and Cardiff for when you are missing the bustle of city life.

The area also offers a great centre for sports and outdoor activities – biking, cycling, walking, hiking, golf, watersports, fishing – just a few of the pursuits our area is famous for.

For a better picture of what you might expect from a move to Mid-Wales enjoy the following video from Powys County Council:

<https://youtu.be/PfnBa2d2LIY>

## Mathematics Department

### Teaching

We are offering the successful candidate the opportunity:

- To teach the specialist subject to GCSE.
- To build upon, strengthen and develop innovative strategies for Teaching and Learning in Mathematics.
- Continued Professional Development in a supportive and experienced environment, with great team spirit and mutual respect.

### Standards

The Department is characterised by a desire to look for new opportunities and ideas to enhance teaching and learning, sharing good practice and building a strong team.

There is a detailed SOW in place but it is hoped that the successful candidate will also be able to bring ideas and projects to contribute to the existing SOW framework at all Key Stages.

At KS3, levels in Mathematics have continued to rise steadily over the last few years, with L5+ and L6+ showing increasing results. L5+ is currently achieving 80%, with L6+ currently achieving 58%, and L7+ achieving 22%.

At Key Stage 4 the GCSE results are showing a continuous increase, despite the strengthened curriculum. It is the aim of the Mathematics Department to continue with this trend. Pupils are both encouraged and expected to show a high work ethic in order to achieve and exceed their given Target Grades.

**At KS3** students follow a modified Mathematics scheme of work and receive 4 lessons a week. This focuses on the development of skills and puts learning into contexts in order to bridge the gap between Primary and Secondary school. Pupils undertake a number of milestone assignments during KS3. These build up into a pupil profile which allows for accurate levelling of pupils and allows for progress to be mapped and supported.

**At KS4** students follow the new GCSE Numeracy and GCSE Mathematics. All pupils receive 5 lessons per week. In year 10, students are set according to ability and all aim to complete one of the above mentioned GCSEs in the first year. In year 11 are expected to complete the second GCSE in Numeracy. GCSE Core Mathematics results show a 3-year improvement, which is above national averages according to FFT data. The current SOW is new based upon the WJEC GCSE Mathematics and Numeracy specification and is being developed by all staff, alongside ERW.

Again, as noted above, it is hoped that the successful candidate will also be able to bring ideas and experiences to contribute to the existing SOW framework at all Key Stages, especially at GCSE level.

### Team Resources

- We have 7 fully equipped and dedicated Mathematic rooms and 1 dedicated IT room which is a bookable resource within the department. All rooms are equipped with projectors, and the department is well resourced.

The Mathematics Faculty Team is comprised of 7 subject specialist teachers. There is a range of experience within the department, which has helped to create a team always looking to improve. The successful candidate will become part of a Faculty that will offer support, but will also welcome new ideas and approaches from the new appointee.

**Newtown High School is committed to safeguarding and promoting the welfare of children and young people and values the diversity of our work force and welcomes applications from all sectors of the community.**

**The successful candidate will be subject to an enhanced Disclosure and Barring Service check.**

### Application Process

Please include a letter of application with your application form. It should be no more than 2 A4 sides, detailing your strengths and experience and explaining what makes you a suitable candidate for this role.

Completed application should be returned to Mr R. Edwards, Headteacher at Newtown High School, Dolfor Road, Newtown, Powys, SY16 1JE clearly marked "Mathematics Application"

## **Job description**

**Post Title:** Main Scale Teacher

### **Post Purpose:**

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ Form Tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

**Reporting to:** Subject Leader; or as indicated in organisational plan.

### **Responsible for:**

- The provision of a full learning experience and support for students.

### **Liaising with:**

- Headteacher, Leadership Team, teachers and support staff, LEA representatives, external agencies and parents.

### **Working Time:**

- Full time as specified within the STPCD

### **Salary/Grade:**

- Classroom Teachers' Pay Scale

### **Disclosure level**

- Enhanced

## **TEACHING**

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy, Wider Key Skills, and other specific areas as indicated in school policy are reflected in the teaching/learning experience of students.
- To develop programmes of study and resources
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students that meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus and embrace the schools learning and teaching ethos
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

#### **CURRICULUM PROVISION:**

- To assist subject and school leaders, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

#### **CURRICULUM DEVELOPMENT:**

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

#### **STAFFING:**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

### **QUALITY ASSURANCE:**

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### **MANAGEMENT INFORMATION:**

- To maintain appropriate records and to provide relevant accurate and up-to date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning and provide, with support if required appropriate interventions for students in order for them to achieve their target levels/grades

### **COMMUNICATIONS & LIAISON:**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

### **MANAGEMENT OF RESOURCES:**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the subject leaders to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.



### **PASTORAL SYSTEM:**

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSE, Act of Daily Collective Worship, Wellbeing and enterprise according to school policy.
- To apply the Behaviour Management systems so that effective learning can take place.

### **ETHOS:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

### **Other duties**

- Take on any additional responsibilities determined by the Headteacher in accordance with the latest School Teachers Pay and Conditions Document and guidance on school teachers pay and conditions.
- This post has a key responsibility, as an integral part of the role, for safeguarding and promoting the welfare of children. Post threshold staff should use this JD in conjunction with other information
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

## PERSON SPECIFICATION

**Post: Classroom Teacher (MPS/UPS)**

Quality	Essential	Desirable
Qualified Teacher Status	✓	
Degree in teaching subject or related subject	✓	
A commitment to safeguarding and promoting the welfare of children and young people.	✓	
A commitment to achieving, maintaining and developing the attributes, knowledge, understanding and skills outlined in the core / post threshold professional standards for teachers	✓	
Experience of teaching main subject at Key Stage 3 & 4	✓	
Confidence in the use of ICT	✓	
An ability to work in a team	✓	
An ability and commitment to contribute to raising student achievement	✓	
A willingness to embrace change and seek new challenges	✓	
An understanding of the need to take responsibility for personal professional development	✓	
An ability to self-manage workload	✓	