



**Central Foundation**  
**Girls' School**



# Teacher of Maths

Application Pack

[central.towerhamlets.sch.uk](http://central.towerhamlets.sch.uk)

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Dear Candidate,

Thank you for expressing an interest in the post of Teacher of Maths with KS4, at Central Foundation Girls' School. This is an exciting time to be joining the school and this post offers a real opportunity to be part of the school's transformational and challenging agenda, as we take the final steps to outstanding in all areas of the school.

We are a successful, oversubscribed, Voluntary Aided girls' school in the East End of London, supported by the Central Foundation Trust. Whilst our demographics confirm we serve some of the most deprived students in the country, our outcomes demonstrate that this is never used as an excuse or a reason not to succeed. Our students are successful in many areas, both inside and outside of the curriculum, and we believe in creating opportunities for every girl to raise her aspirations and achieve her full potential.

Raising standards through teaching and learning is at the heart of all that we do. This is driven by outstanding leadership as recognised by Ofsted (2016). The middle leader group at CFGS comprises Heads of Year, Heads of Faculty and whole school coordinators such as our Literacy Coordinator. Our middle leaders across the school play an integral role in the strategic direction of the school, with HoFs taking direct responsibility for leading and managing their curriculum areas, and their subject / key stage post holders that work within the faculty.

We are seeking to appoint an outstanding and motivated practitioner to lead KS4 in the Maths Faculty. We would welcome a team player who is keen to work collaboratively and contribute to a strong ethos of sharing good practice, resources and ideas. The successful applicant will be forward thinking and committed to raising students' achievement as the lead for KS4.

The person appointed will unquestionably need to be:

- An energetic and innovative leader with a passion to transform lives through education
- A strategic leader driven to achieve success for all our students, through consistently reviewing and improving practice, closing gaps and removing barriers to success
- Absolutely committed to collaborative working within the faculty and across the school, and to developing and supporting colleagues to improve their own practice
- A teacher who is strongly self-motivated
- A consummate professional, who both leads with integrity and serves with compassion.

I look forward to receiving your application.

Ms E. Holland  
Headteacher



# Ethos and Values

## Our Vision

At CFGS we aim to:

- Transform lives through our high expectations and high standards for all.
- Challenge and support each other to excel through our passion for learning.
- Value all members of our community and celebrate success.
- Empower ourselves to be a positive, creative, innovative and inspirational community.

We are keenly aware that tradition alone is not enough. While we are rightly proud of our heritage, we must always keep pace with the modern, changing world. Our aim of 'Educating Tomorrow's Women' is central to the way we perceive our role.

The keywords of our vision statement underpin our ethos. Our aspiration is for the education we provide at Central Foundation Girls' School to transform our students' lives, opening doors of opportunity. We expect our students to be active participants on this journey. Challenge, coupled with good support, is a key part of life at Central. Our students are challenged to push the boundaries of their achievements; challenged to contribute; challenged to excel. We expect our students to be role models in all that they do.

Every student at Central Foundation is unique, so valuing and celebrating our diversity is central to the school ethos. Our vision statement and ethos mean that all our girls are empowered to be the best they can be in every area of their lives.

We want our students to learn how to find out what is going on in the world, how to have a say and how to make a difference.

To provide real experiences of that, we are working to help the school council become even more effective. Groups of trained Student Ambassadors research aspects of school life and inform the school staff of their findings and concerns. Student leadership opportunities exist across the curriculum from Year 7 through to the Head Girl and Student Ambassadors in the Sixth Form.

We expect all our students to show respect for the environment and for other people. We expect them to develop courtesy as well as their ability to care for others and to take every opportunity to participate in making the world a better place.

The school is deeply committed to the provision of equal opportunities and inclusion for all students and staff in every aspect of school life.

The school constantly works to ensure that all members of our school community feel valued, respected and understood. We live out our duty to oppose all forms of prejudice and discrimination so that our community is a safe, supportive and proactive environment where respect, integrity, and character are championed.

# School History

Central Foundation Girls' School is one of the oldest schools in London and has its roots in the City of London. The original school was founded in 1726 to provide education for the children of Huguenot refugees who had settled in the East End of London. In 1891, the school split into separate boys and girls schools both serving the children of the East End of London.

CFGs moved to Bow in East London from its site in Spital Square, Bishopsgate in 1975. It changed from being a city selective girls' school to become a comprehensive girls' school after it amalgamated with a local girls' modern school in Bow. It is an all-ability school, which serves the East London Community within Tower Hamlets, Newham and Hackney.

Today Central Foundation is a large, oversubscribed, inclusive and successful girls' school based in Bow, East London.

We cater for 1533 girls aged 11-19, providing a dynamic and constantly improving learning environment against a background of high social deprivation, a diverse school population with greater than average learning and language needs.

CFGs is a Voluntary Aided Comprehensive School and its charitable foundation is the Central Foundation Schools of London Trust. It is linked with the Central Foundation Boys' School in Islington.

The school also works in partnership for the benefit of students with a variety of business partners and mentoring groups. The school is part of an independent state school partnership and fosters close links with a number of feeder primary schools.

The school currently is a partner school in a Schools Direct Teacher Training initiative 'City Excellence'. The school is a Leading Edge school (SSAT) and affiliated to the Mulberry Teaching School alliance.

The energy and determination of the teaching and support staff, who strive to provide the students with the opportunities to succeed and to become well-educated and confident young women, is a major factor in the school's achievement to date. It continues to develop, both as a community in its own right and as part of local, national and international learning communities.





## Teacher of Maths with KS4 (one year in the first instance / maternity leave cover)

Required for September 2021 | MPS/UPS + TLR2a (£2, 873)

**Are you passionate about teaching and learning? Do you have the knowledge, skills and attributes to lead Maths at KS4?**

If appointed, you will be joining a strong and dedicated team, working with talented teachers and support staff, who are fully committed to delivering the best outcomes for our students.

Our vision, values and ethos are rooted in a belief that education can transform our students' lives, by opening doors of opportunity for them.

We are seeking to appoint an outstanding and motivated practitioner to lead KS4 Maths from September 2021.

We would welcome a team player who is keen to work collaboratively and contribute to a strong ethos of sharing good practice, resources and ideas. The successful applicant will be forward thinking and committed to raising students' achievement. High expectations underpin all that we do.

If you share our vision we would be delighted to receive your application.

Central Foundation Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service Check.

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## Application Process

Please note, all applicants must complete the application form, downloadable from the school website: [central.towerhamlets.sch.uk/Current-Vacancies](https://central.towerhamlets.sch.uk/Current-Vacancies)

Completed application forms with a supporting statement of no more than 2 sides of A4 in size 11 font, must be emailed to the Human Resources Manager by 9:00am on Friday 14th May using the following address: [recruitment@central.towerhamlets.sch.uk](mailto:recruitment@central.towerhamlets.sch.uk)

Once all preliminary discussions have taken place, up to 5 candidates will be invited to attend for the formal interview on 21st May.



## Job Description

### Overall Purpose of the Role

- To be the strategic leader for KS4, setting the vision and contributing to a 'Raising Achievement' Plan for KS4, outlining the actions you will take to continuously improve standards and outcomes within the faculty.
- To work with the Head of Faculty (HoF) to lead, support and develop teachers within the faculty.
- Raise standards of student attainment and achievement at KS4 across the faculty and to monitor and support student progress.
- Maintain high standards of teaching and learning, and support the development of others.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum at KS4, in accordance with the aims and priorities of the school and the curriculum policies determined by the Governing Body and Headteacher.

### Key Responsibilities

#### Strategic and Operational

- Support the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies, and teaching and learning strategies within the faculty, keeping these under constant review with the faculty.
- Actively monitor and track student progress at KS4 and devise strategies to address underachievement, setting students individual targets.
- Work with colleagues to formulate aims, objectives and strategic plans for the faculty.
- To support the HoF with the application of ICT in the faculty, including blended learning, the development of resources, online assessment and the use of data.
- Adhere to school policies, procedures and relevant practices within the curriculum area, in particular those relating to the health and safety of staff, students and visitors.

#### Curriculum, Teaching and Learning

- To model exemplary practice as a classroom practitioner and to work with the HoF to support colleagues to develop their own pedagogy.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Model and support the HoF in promoting a love of learning and encourage students' intellectual curiosity.
- Work with the HoF to ensure the preparation of high quality teaching resources which are suitably differentiated and personalised for students with SEND, students who speak English as an additional language or those who require adaptations to be made in order for them to fully access the curriculum.

- Ensure all KS4 teachers in the faculty use relevant data to monitor progress, set targets and plan subsequent lessons.
- Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher, commensurate with the grade of this post.
- Keep up to date with national developments in the curriculum area and pedagogy.
- Liaise with the Examinations Officer to maintain accreditation with relevant examination and validating bodies.

### **Culture for Learning**

- Have knowledge of and adhere to the school's safeguarding policies and procedures, to ensure a safe and supportive learning environment for all students.
- To work with the HoF to deepen the culture for learning across the faculty/department, challenging students to develop the skills and qualities which will enable them to thrive (known as the 'Central Essentials' and 'Central Skills').
- Be a positive, professional role model and to set high standards for students, ensuring standards are implemented consistently in the faculty so that effective learning can take place.
- Work with the HoF to support staff in the faculty/department to create and maintain a classroom ethos which is conducive to the aims and values of CFGS, adhering to the relevant school policies, including the Behaviour for Learning policy.
- Effectively employ a range of strategies and behaviour management techniques that:
  - build and sustain effective relationships with students
  - encourage students to make positive choices
  - ensure any incidents of unsatisfactory behaviour are followed up efficiently and effectively resolved.
- Ensure that the CFGS rewards system is followed consistently and students are recognised, celebrated and rewarded for their contributions and accomplishments.
- To log behaviour and achievement information in line with school policy.
- Organise effective interventions for KS4 students and to co-ordinate support or training for colleagues, as required.
- Ensure effective communication and consultation, as appropriate, with the parents/carers of students.

### **Leadership and Management of Staff**

- Undertake staff appraisals as delegated by the HoF.
- Support the HoF in making arrangements for classes when teaching staff are absent, ensuring relevant work is provided for students by the relevant subject leaders, liaising with the SLT member responsible for cover to secure appropriate staff for lessons.

### **Quality Assurance and School Self-Evaluation**

- To support with faculty reviews and work scrutinies as part of the whole school self-evaluation programmes.
- Contribute to the school's procedures for lesson observations and learning walks/lesson drop ins.

### **Communication, Marketing and Networking**

- Ensure effective communication and consultation, as appropriate, with the parents/carers of students.
- Liaise with partner schools, further and higher education institutions, examination boards, awarding bodies and other relevant external organisations as appropriate.
- Represent the faculty's views and interests, as required by the HoF.
- Contribute to school collaboration and marketing activities.
- Support the effective promotion of subjects at Open Days / Evenings and other events.

### **Management Information**

- Make effective use of data and evaluate performance.
- Identify and take appropriate action on issues arising from KS4 data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports on KS4 examination performance, including the use of value-added data.

### **Management of Resources**

- To support the HoF with the management of the available resources of space, staff, budgets and equipment efficiently.
- Maintain accurate and appropriate records as required.

### **Pastoral**

- To be involved in the pastoral and academic care and guidance of all students, and to be a Form Tutor.
- To be an engaged and approachable Form Tutor, responsible for the personal, social and emotional welfare of a group of students through:
  - building connections and supporting students
  - setting high standards and monitoring these
  - establishing and maintaining routines
  - creating a strong class ethos
  - managing administration.
- Lead Tutor Time and Pastoral Care sessions, as required, and to ensure that these sessions are positive and purposeful.
- Deliver the PSHEE programme of study and to ensure that students engage with the material so that they acquire the knowledge, understanding and skills they need to live healthy, safe, productive, capable, responsible and balanced lives both now and in the future.
- To be an active member of a Year Team, contributing to activities and initiatives with the team and year group, and liaising with the Head of Year, Co-Tutor and other professionals as required.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers.
- Making records of and reports on the personal and social needs of students.

### **Wider Professional Duties**

- To play a full part in the life of the school community, to support the aims and ethos of the school, and to encourage and ensure staff and students to follow this example.
- To attend all Parents' Meetings relevant to the teaching of the faculty.
- Maintain good order and discipline among the students and safe-guarding their health and safety when they are authorised to be on the school premises, and when they are engaged in authorised school activities elsewhere.
- To be willing to support and participate in the provision of intervention sessions or extra-curricular activities outside of the normal school day.
- To continue your personal professional development.
- Actively engage in the appraisal process.
- To undertake any other duties as specified by the STPCB not mentioned in the above.

### **Personal and Professional Conduct**

- To contribute fully to the professional life of the school and adhere to the staff code of conduct.
- To ensure that all work undertaken meets the requirements of the Teachers' Standards and / or the Post Threshold Standards, with progress made towards developing each of the agreed standards over time.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Participate in arrangements for further training and professional development as a teacher.

### **PLEASE NOTE:**

- The areas of responsibility may be amended or added to, where appropriate, following discussions with the Headteacher.
- All MPS teaching staff are expected to consistently meet the Teachers' Standards, with those on MP5 and 6 to be working towards the post-threshold standards. Teachers on the UPS are expected to consistently meet those standards and in the case of those on UP1 and UP2, to be working towards the next stage.

# Person Specification

## Education and Training

- Qualified Teacher Status (QTS).
- A track record of good and outstanding teaching in the Maths.
- Evidence of appropriate in-service training.

## Skills / Professional Qualities

- An excellent classroom practitioner with a proven record of examination success and evidence of exceptional standards of pupil progress.
- Ability to plan and set expectations appropriately for a range of learning needs and styles.
- Understanding of and ability to support faculty members in implementing effective assessment for learning, including appropriate target setting, recording and reporting.
- Ability to maintain and promote high expectations for students' behaviour and to maintain a good standard of discipline.
- Managerial skills and an ability to engage in whole school operations.
- Skills in liaising with parents and other outside agencies.

## Leadership and Personal Qualities

- An effective, flexible and enthusiastic colleague with a 'can do' positive approach.
- Ability to manage your own performance and professional development as well as that of others.
- Ability to manage own and others' workloads appropriately.
- Ability to act quickly and sensitively under pressure.
- Ability to keep calm in difficult situations, deal with stress and absorb pressure.
- Open and constructive, accepting of feedback and always willing to learn.
- Ability to listen and effectively communicate and negotiate with a variety of audiences.
- Willingness to contribute to the wider life of the school, and experience of supporting and delivering extra-curricular activities.
- Awareness of and commitment to Equal Opportunities issues; a commitment to working in a multi-cultural environment and with students from diverse backgrounds.
- Awareness and an understanding of important recent educational initiatives and proposed reforms to secondary education.

## PLEASE NOTE:

- This position is Full-Time.
- Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to present themselves and to act in a professional manner at all times, in line with the CFGS Staff Code of Conduct.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants, or continued employment for any employee who develops a disabling condition.



# Curriculum Offer

Our curriculum offer at all key stages is constantly under review. We believe that our students must receive a broad and balanced curriculum which enables them to experience a range of subject areas whilst developing the appropriate skills that are required to achieve exam success. Student progress is vital and all curriculum initiatives are reviewed to ensure that knowledge and skills are being enhanced, and that experiences enrich and add value.

## Key Stage 3

The main features of the offer:

- Classes are taught as mixed ability groups in Year 7 on a standard curriculum offer.
- Students with reading ages below 9 on entry follow a Literacy intervention programme.
- All students in Year 7 and 8 use 'Accelerated Reader' as part of a structured programme to increase literacy levels.
- Year 9 is a 'preparation for GCSE' year.
- Students select one DT subject and one PA subject to major in across Year 9. Year 9 can also elect to choose a specially designed 'fitness and well-being' course, from this suite of subjects.
- Triple Science is introduced from the start of Year 9.

## Key Stage 4

The main features of the offer:

- Core offer of English Language and Literature, Maths, Combined / Triple Science, RE, PE and Social Studies.
- Students are offered the Ebacc route, though this is not compulsory. All students study 9 or 10 GCSEs or equivalent subjects.
- Vocational pathway which includes Health & Social Care, Business Studies and Travel and Tourism.

## Key Stage 5

The main features of the offer:

- Wide range of subjects offered at A2 including a number of facilitating subjects.
- A smaller vocational offer of level 2 and 3 courses offered in Health & Social Care, Business Studies, Science and IT.
- Bespoke programmes for students undertaking re-sits in English and Maths.
- Extensive support with post-18 pathways, including subject tutoring, UCAS guidance and support, and our 'Reach Programme' for Oxbridge applicants and those applying for highly competitive courses such as Medicine and Dentistry.



# The School Day

The school currently runs a two week timetable: Week A and Week B.

			Tuesday Week B	
8:40 - 8:45	REGISTRATION		REGISTRATION	
8:45 - 9:00	FORM TUTOR TIME / ASSEMBLY		8:45 - 9:30	PSHEE
9:00 - 10:40	PERIOD 1 + 2	P1 9:00 - 9:50	9:30 - 10:15	
		P2 9:50 - 10:40	10:15 - 11:00	
10:40 - 11:00	BREAK		10:40 - 11:00	11:00 - 11:20
11:40 - 12:40	PERIOD 3 +4	P3 11:00 - 11:50	11:20 - 12:05	
		P4 11:50 - 12:40	12:05 - 12:50	
12:20 - 13:30	LUNCH		12:40 - 13:30	12:50 - 13:40
13:30 - 15:10	PERIOD 5 + 6	13:30 - 14:20	13:40 - 14:25	
		14:20 - 15:10	14:25 - 15:10	

Each Tuesday of Week B lessons are reduced by 5 minutes per session to facilitate a PSHEE period for all students Years 7 - 13.

The school day was adapted from September 2020 in response to COVID, with breaks and lunch times now staggered for KS3 and KS4, and for Year 12 and 13. The start and end times above remain in place.



# Staffing Profile

The school currently employs 116 members of teaching staff and 92 members of support staff.

## Senior Team

The senior team is comprised of the Headteacher, Associate Headteacher, two Deputy Headteachers, five Assistant Headteachers and the Director of Finance and Administration. Additionally, each year the school offers the opportunity for a middle leader to be co-opted into the SLT, to gain senior team experience and to complete a one-year project with defined outcomes.

## Curriculum Leaders

Heads of Faculty lead curriculum areas and are responsible for Heads of Department and other post holders. There are 10 Faculties: English, Maths, Science, Humanities, Modern Foreign Languages, Art Design & Technology, Computing & Business, PEPA (Performing Arts and PE), Social Sciences and Inclusion (SEND and EAL).

## Pastoral Structure

Each Year group is headed by a Head of Year and has the support of a member of the senior team. HOYs move with their Year group throughout the school, apart from the HOY for Year 7 who remains static as a Year 6 to 7 transition specialist. A team of tutors works with each HOY and, where possible, 2 tutors are assigned to each form group to support active mentoring.

The Sixth Form is headed by the Head of Sixth and works with a Deputy Head of Sixth Form. The Sixth Form team are supported by a full-time administrator.

## Support Staff

The school has an extensive array of support staff in student support, administration, IT, technical support and premises. Student support includes:

- Children with additional needs who are supported through the Inclusion Faculty which include 10 Teaching Assistants, who are headed by two HLTAs.
- Vulnerable students are supported through a full-time Key Worker for Vulnerable students and Home School Liaison support. The school also has parent outreach staff.
- Underachieving students are also supported through a Key Stage 3 Academic mentor, two Key Stage 4 Academic Mentors and a Sixth Form Academic Mentor.



## Continuing Professional Development

We are committed to the continuous professional development and growth of all our staff and provide an extensive suite of professional development opportunities on an annual basis, both in house development opportunities, through to externally accredited opportunities at all levels. As a school we encourage sharing of good practice within our own setting, but also encourage staff to learn from others through school visits and, where expertise already exists, we are available to support other schools.

The school also supports its middle leaders and members of the SLT to achieve national qualifications related to their role, and offers a limited number of bursaries to support colleagues to acquire masters qualifications.

## The Governing Body

The Governing body is committed to supporting the school to achieve outstanding. The Governing body is comprised of the Chair and 8 Foundation Governors, including representatives from the Central Foundation Trust, 2 elected parent Governors are in post along with 1 staff Governor and 1 LA Governor.

The Full Governing Body meets on 4 occasions each year, with other work delegated to the 3 committees. Deputy Headteachers attend all full Governing Body meetings and are also expected to be lead SLT for one of the committees.

## School Facilities

The school has undergone extensive building works and provides high-quality learning spaces across all our buildings.

The Sixth Form is based in a bespoke block adjacent to the main school with its own café space and roof terrace.



## Key Indicators

Indicator	2017-18		2018-19		2019-20	
NOR (number on roll)	1513		1487		1533	
% Attendance	96		96.2		96.1	
% Pupil Premium	65		58		57	
% First Language other	56.9		49.1		51	
% SEND	6.8		7.1		7.8	
Main ethnic groups as % of school population	Bangladeshi	84.1	Bangladeshi	84.5	Bangladeshi	83.3
	African	3.9	African	3.3	African	3.8
	Caribbean	0.4	Caribbean	0.4	Caribbean	0.3
	Black Other	0.3	Black Other	0.0	Black Other	0.3
	White British	1.7	White British	1.9	White British	1.9
	White European	0.3	White European	0.3	White European	0.4
	White Other	0.5	White Other	0.3	White Other	0.6

# Key Performance Indicators

Key Stage 4	2018	2019	2020
A* - C/9-4 English and Maths	73%	78%	82%
A* - C/9-5 English and Maths	50%	58%	63%
Attainment 8 score	5.29	5.59	5.77
Progress 8 score	+0.57	+0.76	
Ebacc APS score per pupil	4.40	4.90	5.13
5A* to A (7+)	18%	30%	32%

Key Stage 5	2018	2019	2020
Average Point Score per A Level entry as a grade	C+	C+	B
Average Point Score per A Level entry	32.79	33.31	39.26
A* - A	28%	25%	32.4%
A* - B	61%	64%	66.2%
A* - E	100%	100%	100%

Key Stage 5 BTEC	2018	2019	2020
Average Points Score per entry as a grade	Distinction	Distinction	Distinction +
Average Point Score per entry	34.95	33.37	41.57