



Rosebery School

Excellence. Endeavour. Opportunity.

Teacher of Mathematics Application Pack

Closing date: 21 January 2019

**To start: September 2019/Easter 2019 start also
considered**

Suitable for NQTs: Yes

TLR: May be available for the right candidate

Full time applications

Dear colleague

Thank you for your interest in working at Rosebery School, a highly successful, oversubscribed and vibrant girls' 11-18 school with 1470 students, including 280 in the Sixth Form. We are seeking to recruit an outstanding and motivated Teacher of Mathematics who is able to inspire our youngsters and engender a love of learning and of Maths in particular. Additional responsibility may be available for the right candidate.

In 2018 88% of our students achieved a Grade 4 or above in both English and Mathematics GCSE and at A Level a third of our entries were graded at A* or A. In addition to securing exceptional levels of attainment, the progress made by our students places us comfortably in the top 10% of schools nationally. Our approach with disadvantaged students has been acknowledged by the DfE and by the award of the Inclusion Mark. **In May 2017, Ofsted graded the school as 'Outstanding' in all areas.**

We are fortunate that our girls want to learn and we enjoy the support of our parents, who rightly have high expectations of our work with their daughters. At Rosebery, students choose their options in Year 8 and take a bridging year in the options they have selected to help them more readily manage the rigour of the new GCSE courses. Over half of our students choose to stay with us into the Sixth Form. We achieve outstanding outcomes for our students as a result of our clarity of purpose, our commitment to individual support and the hard work undertaken by all members of our community, including our students who are a delight to work with.

At Rosebery we strive to inspire and support every member of our community to achieve **excellence** through a love of learning and a desire to succeed. We challenge ourselves to continually improve and understand that **endeavour** and effort are central to meeting the highest of expectations. We are committed to creating a happy, purposeful and secure environment which provides the **opportunity** for all to develop and grow; to build confidence and self-belief; and to be enriched and stimulated so that we can all contribute significantly and positively to the Rosebery community and beyond.

New members of our team have an opportunity to make a considerable impact on the future direction of this school, and the GLF Schools Trust, the Multi-Academy Trust that we joined in September 2017. Rosebery School enjoys a very positive working environment and many staff remain with us for lengthy and progressive careers. We pride ourselves on developing individuals through a comprehensive Continuing Professional Development programme and we aim to create opportunities for all colleagues to follow a pathway into leadership, if they wish. In a recent staff survey 100% of respondents said that Rosebery School is a good place to work and that the school is well led. As with all educational organisations, we have high expectations of those who are employed here and in return we provide a supportive and interesting atmosphere within which to work and a full range of staff benefits.

The responsibilities of our positions are significant, but our staff are well-supported. Our Leadership Team maintains an open-door policy and as a staff we seek to work collaboratively to share good practice and to offer mutual support.

Our coaching programme, for which we have been awarded the Gold Coachmark, exemplifies our approach to personal and professional development. All staff follow a personalised professional learning programme which, as well as coaching, includes the opportunity to join #RoseberyReads, #RoseberyLeads, #RoseberyCollaborates and to attend our regular TeachMeets.

Working at Rosebery is challenging and stimulating and you will be joining us at a very exciting stage of our development where you will be able to **make a real difference** to the way we deliver education for our students.

You will find more information about us on our website www.roseberyschool.co.uk. I very much hope that you will decide to apply and I look forward to meeting you. If you have any questions or would like to visit the team please contact Mrs Lesley Broome, HR Officer at lbroome@rosebery.surrey.sch.uk.

Ms Ros Allen
Headteacher

Ten very good reasons to join the staff at Rosebery School

- 1. Our students are a joy to work with and achieve outstanding results at every key stage.** The school achieved a Progress 8 score of 0.61 and an L3VA figure of 0.01 in 2018, Ofsted stated in May 2017 that *'pupils achieve exceptionally strong outcomes in all year groups and in all subjects as a result of consistently inspirational teaching.'* Please do take a look at our latest school performance figures on our website.
- 2. We are a diverse and inclusive community** whose members treat each other with respect and kindness. Ofsted in May 2017 highlighted that *'pupils' behaviour and attitudes to learning are exemplary'* and that *'the warm and nurturing climate enables all pupils to feel safe and to flourish'.*
- 3. A personalised professional learning programme** is in place for every member of staff including coaching, mentoring, a research and development 'book club', Teachmeets, and leadership development projects. The award of the Gold Coachmark highlights the quality of the coaching programmes on offer to staff led by our coaching team, which over half the staff have opted to join. All NQTs join us at the end of June prior to their first term in teaching and we carefully plan induction for all staff.
- 4. Many staff members have been internally promoted.** As a large school we are able to offer additional responsibilities to colleagues every year, some with incentive allowances attached and some with time. As a result many staff have been internally promoted, including onto the Leadership Team. Every term a number of Middle Leaders are invited to join the Extended Leadership Team on a rotational basis to extend their experience. Our membership of the GLF Schools Trust has also served to provide significant opportunities for colleagues who support work in the other seven secondary schools as MAT subject leaders.
- 5. Close collaboration** with our feeder primaries, neighbouring secondaries and MAT partners ensures that there are many opportunities to work with colleagues in other schools, and to become involved in our school to school support programme.
- 6.** We are a member of the GLF Surrey SCITT, as well as being a partner in the GLF School and Coombe Girls' Schools Teaching Alliances and have been identified as a Beacon School for training by Roehampton University. Colleagues, therefore, have the **opportunity to lead training for trainees across the local area, or to benefit from the vast experience of our mentoring team** who support the large number of SCITT and PGCE trainees who come to Rosebery each term.
- 7. Children of staff are given priority in our admissions policy.** Children of staff who have been employed by our very over-subscribed school for two years or more are given priority in our Admissions Policy over those applications from 'nearest school'.
- 8. Our Leadership Team has an open door policy** and believes in the importance of getting into classrooms to support teaching and learning. Members of the leadership team are accessible to all staff and students. There are many opportunities for staff to influence the strategic direction of the school through the Staff Consultation Group and numerous working parties which address specific issues, including staff well-being and work-life balance.

9. **We employ cover supervisors and dedicated administrative support staff** to ensure that teachers at Rosebery are able to use their non-contact time for planning, marking and feedback.
10. **There are many extra-curricular opportunities** for colleagues and students. Our staff sports club on a Friday afternoon is very well attended in our Sports Hall, our well-equipped fitness suite and sometimes on our local golf course! Places are always offered to colleagues to join trips to Japan, the Alps, Spain, America, CERN and Germany and our staff inspire our youngsters to participate in a huge number of activities including clubs and fixtures in all sports, the Duke of Edinburgh Award, the National Citizen Service, the annual school production, Amnesty International, Maths Challenges, Rotary Young Chef of the Year, our space balloon project, Rag Week, our Summer School, House Challenges, International Day of Languages, Young Enterprise and many more.

An Introduction to the Mathematics Department

The Mathematics team is both friendly and supportive. We are committed to professional development, learning from each other and sharing good practice. As such, we work together to create a positive learning environment and provide a good learning experience for our students who work hard and want to do well. NQTs have excellent support from their department mentor. We aim to create an enjoyable and productive working environment for both staff and pupils, where, together we strive to actively engage, learn and improve. The Maths department has a track record of success at GCSE and A Level. Last year's GCSE results were outstanding with 89% of students achieving 4+ and 38% achieving 7+.

Curriculum

Rosebery is an eight-form entry school with a class size of 30. The department offers a two-year Key Stage Three. We are able to offer five maths classes in each band allowing us to set maths classes from Year 7 all the way through to Year 11. Setting is constantly monitored and adjusted whenever necessary to ensure all students make rapid and sustained progress.

Our students work hard and want to do well. Results at all levels are significantly above the national averages. We enter all of our students in Year 11 for the Edexcel Linear Maths GCSE. More able students are entered for the National Maths Challenges, with a number of students qualifying for the second round each year.

A large number of students continue to study maths in the Sixth Form; maths is the third most popular subject studied by the girls at A Level. We also offer Further Maths A Level to the most able mathematicians. In each of the last four years, at least one mathematician has gone on to study mathematics at Oxbridge.

Facilities and enrichment

All Maths classrooms have a brand new "TV screen" style interactive teaching board. We make use of a wide variety of resources so that lessons are active and students are fully engaged. Students do not receive an individual textbook, although a range is available for use in lessons and we have electronic versions of these books on our VLE.

Students are well supported with intervention classes and workshops at lunchtime and after school and we offer a programme of visits, activities and competitions to enthuse, inspire and engage the students further.

All teachers at Rosebery are also class tutors, the pastoral care and monitoring of progress of students being an essential part of the teacher's role.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our students and follow our procedures. You will receive appropriate training in "Child Protection and Safeguarding".

Teacher of Mathematics: Job Description

Responsible to: Head of Mathematics

Hours: Full Time

Salary: GLF Main Scale / UPS London Fringe

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|---|-----------------------------------|------------------------|----|
| Location | Rosebery School, Epsom, Surrey | Travel Required | No |
| Core purpose | | | |
| <ul style="list-style-type: none"> The primary responsibility of a subject teacher is to ensure that all students receive an exceptional level of education, and progress to their maximum potential. The objectives are to secure consistently high standards of learning, continual student development and ensure each student has a positive attitude towards, not only their personal education, but the school as a whole. | | | |
| Key accountabilities | | | |
| Main duties | | | |
| <ul style="list-style-type: none"> Teach within one or more Departments, following the school's Teaching and Learning Policy and Department schemes of work, enthusing students and enabling them to make good progress; Prepare students adequately for public exams; Implement Department and school policies consistently, promoting the ethos of the school; Attend Department meetings and contribute to reviews, planning and new initiatives; Integrate numeracy, literacy and ICT into teaching; Work towards maintaining and further developing a high standard of work in the specific subject(s) Keep records of students' progress and write reports to parents/colleagues as required Keep abreast of developments in the subject specialism(s) and participate in staff development activities including INSET; Be a form tutor, monitoring progress of students in the form and, as a member of a Year Team, to plan and review policies, procedures and activities for the Year Group; Be a point of contact for parents and others and to attend parents' evenings; Promote and support students' achievements; Promote the development of self-discipline, confidence and self-worth in students; Carry out school duties. | | | |
| Planning and classroom management | | | |
| <ul style="list-style-type: none"> Teach allocated students by planning your teaching to achieve progression of learning. Identify clear teaching objectives and specify how students will be taught and assessed. Set tasks which challenge students and ensure high levels of interest. Set appropriate and demanding expectations. Set clear targets, building on prior attainment. Provide clear structures for lessons maintaining pace, motivation and challenge. Make effective use of assessment and ensure coverage of programmes of study. Monitor and intervene to ensure sound learning and behaviour management. Use effective questioning, listen carefully to students and give attention to errors and misconceptions. Select appropriate learning resources and develop study skills through library, ICT and other sources. Ensure students acquire and consolidate knowledge, skills and understanding appropriately. Evaluate own teaching critically to improve effectiveness. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary. | | | |
| Monitoring, assessment, reporting and recording | | | |
| <ul style="list-style-type: none"> Meet and discuss as required, students' performance progress and attainment with parents and or carers. | | | |

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| <ul style="list-style-type: none"> • Mark and monitor students' work and set targets for progress. • Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which each student is achieving. |
| Other professional requirements |
| <ul style="list-style-type: none"> • Have a working knowledge of teachers' professional duties and legal liabilities. • Be aware of national developments in education and curriculum area. To abide by the teacher professional standards and carry out duties as required by STPCD. • Operate at all times within the stated policies and practices of Rosebery and GLF Schools. • Establish effective working relationships and act as an exemplary role model. • Endeavour to give every child the opportunity to reach their potential and meet high expectations. • Contribute to the 'corporate life' of Rosebery through effective participation in meetings and management systems necessary to coordinate the management of the school. • Take responsibility for professional development and duties in relation to school policies and practices. • Liaise effectively with parents and external professionals. • Take on any additional responsibilities which might from time to time be determined. • Participating in professional learning in order to keep abreast of pedagogical development. • Promote the development of self-discipline, confidence and self-worth in students. |
| Main responsibilities as a Form Tutor |
| <ul style="list-style-type: none"> • Being aware of the strengths and needs of each student. • Promote high standards of student behaviour, uniform and attitudes to work. • Communicate effectively with staff and parents. • Complete administrative tasks as required. • Attend tutor meetings. |
| Accountable to |
| <ul style="list-style-type: none"> • Head of Faculty with direction from the 2 i/c; Head of Year for tutor duties. • GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities. |
| Safeguarding |
| <ul style="list-style-type: none"> • GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under-represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion. |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff 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.

Teacher of Mathematics/Form Tutor: Person Specification

| Qualifications | Essential | Desirable |
|--|-----------|-----------|
| A graduate or equivalent in a related subject | ✓ | |
| A DfE recognised teaching qualification | ✓ | |
| Knowledge, Skills and Abilities | | |
| A thorough knowledge of the National Curriculum in the subject | ✓ | |
| An understanding of the needs of pupils across the ability range | ✓ | |
| A teacher who can inspire and enthuse pupils and who uses a range of teaching and learning strategies for effective delivery | ✓ | |
| An understanding of the criteria employed in determining pupil progress in the subject | ✓ | |
| An awareness of ways to raise pupil attainment in the subject | ✓ | |
| The ability to use ICT to enhance learning and aid teaching | ✓ | |
| Excellent communication skills, written and oral | ✓ | |
| Experience | | |
| Ability to successfully teach the subject up to KS4 | ✓ | |
| Successful teaching of the subject up to KS5 | | ✓ |
| Proven experience of establishing and leading extra-curricular opportunities | ✓ | |
| Experience of assessment of pupil progress | ✓ | |
| Experience of target setting to bring about improvement in attainment | ✓ | |
| Experience of working collaboratively with other school staff to enhance learning | | ✓ |
| Other | | |
| A passion for the subject and the ability to inspire others to share it | ✓ | |
| A genuine desire to provide the best education for pupils | ✓ | |
| A commitment to the aims and ethos of the school | ✓ | |
| A good manager of time who is well organised | ✓ | |
| A willingness to keep up-to-date with developments in the subject area | ✓ | |
| Potential to develop further within the subject and the school | | ✓ |

Making an application

The post is full-time, we are seeking a start from September 2019, but would also welcome applications from teachers who would prefer an Easter 2019 start. To make an application for the role, please download a copy of our Application Form and Equality Monitoring form. The forms should be saved under new files names before editing.

Your completed application should include the following documents:

- Fully completed Application form
- Equality Monitoring Form
- Additional supporting statement

Please complete and return the application form by the closing date which is 21 January 2019. Your application can be either uploaded to the Eteach.com website, emailed to jobs@rosebery.surrey.sch.uk or sent by post to the main school address for attention of the HR Officer. In the event of difficulty, please email Lesley Broome, HR Officer, lbroome@rosebery.surrey.sch.uk.

It is important that you explain clearly in your supporting statement why you are applying for the role and how you have been equipped for it by your experience and qualifications. If you have been shortlisted for interview we shall contact you soon after the closing date. Please ensure we have a daytime number or email address so that we can get in touch to make the necessary arrangements.

References

When providing details of referees applicants must provide two references. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and **not from the same organisation or employer.**

All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live.

The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form.

Interviews

Candidates invited for interview will be expected to teach a class and will be observed by two members of staff, usually a member of our leadership team and the Head of Department. Details of the topic will be sent to shortlisted candidates in good time. Please note due to high numbers of interested candidates, applications will not be acknowledged and we will only contact candidates whose applications are shortlisted to attend interview. Applicants should be aware that we have a No Smoking Policy and therefore smoking is not allowed anywhere on the school site.

If you do not hear from us, then you may assume that your application has been unsuccessful on this occasion but we should like to thank you for your interest in working at Rosebery School.

Safeguarding

Rosebery is fully committed to safeguarding. If you are invited for interview you will be required to provide original documentation to prove your identity (e.g. passport, driving licence, P60/45) and original exam qualification certificates.

Successful applicants will be required to complete a disclosure form to enable an enhanced DBS check to be undertaken. Information from the DBS check will be held in strict confidence. You will also need to provide proof of your eligibility to work in the UK and complete a Medical Declaration.

Data Protection

Should you be unsuccessful with your application the School will confidentially destroy your Application Form after six months of its submission. If you are successful in your application this information will be kept securely as part of your personal employment record.

Equality and Diversity

Applications are welcome from all sectors of the community. No job applicant will be treated less favourably because of his or her sex, race, colour, ethnic origin, age, marital status, disability, religion or belief, sexual orientation, or by any other condition or requirement that cannot be shown to be justified.

In order to help us ensure that this policy is being carried out, please complete the information required on the Equality & Diversity Monitoring Form. This form will be separated from the application form on receipt and used for monitoring purposes only. It will not form part of the interviewing and selection process.

Any information provided on the Equality & Diversity Monitoring Form is treated as 'sensitive' data. The monitoring of this data will enable the school to be aware of the makeup of its employees so it can then support, help and provide advice to employees where needed.