



**Warden Park**

*'The Best From All'*



**Information for Prospective Candidates**

**For the post of  
TEACHER OF MATHEMATICS  
(September 2019)**



# Warden Park

**'The Best From All'**

Headteacher: Dom Kenrick

Dear Potential Candidates

January 2019

Thank you for your interest in this teaching vacancy and I hope that the information contained in this pack helps answer your questions about the post and the academy and that this leads to an application from you.

The most important thing you need to know is that Warden Park Secondary Academy is a fantastic school to work in! The academy is very well respected in the local community and has a long tradition for excellence and our students' outcomes are very strong. Our students are excellent - generally above average ability on intake they have an excellent work ethic, standards of behaviour are very high and they are enthusiastic in their support of the academy evidenced, for example, by the very high numbers who engage in extra-curricular activities. You will therefore not be surprised to hear that the academy is significantly over-subscribed for the 300 places on offer in Year 7 each year. Places in our excellent SSC which caters for 18 students with Education Health and Care Plans are equally sought after.

I have been in post since September 2017 as Headteacher of the academy which, along with two local primary schools, Warden Park Primary Academy and Northlands Wood Primary, make up the Sussex Learning Trust. The three Headteachers work closely and opportunities for partnership work across the curriculum are evolving as the Trust develops.

There is a strong focus in the academy on developing teacher practice. It is our stated intention to become a research driven learning institution and our professional development is focused on reviewing best practice and carrying out our own research in order to improve the quality of teaching in our classrooms. There is excellent pastoral care in the school coordinated by a very experienced team of Heads of Year and Pastoral Support Officers who contribute to ensuring that, even in a large academy such as ours, every student is known and well-cared for.

Ensuring students leave Year 11 with the best possible GCSE results is a priority for all who work in the academy. In 2018, our Progress 8 score was 0.41 and 57% achieved Grade 5 or above in both English and Maths making Warden Park Secondary Academy one of the highest attaining schools in the county. However, it is also a priority that students leave well-equipped to be successful in the next phase of their learning and, beyond that, to be confident and empowered with the skills and capabilities to go on to be successful employees, citizens, partners and parents. These are equally important outcomes.

## The Maths Department:

Our Maths Department goes from strength to strength, consistently achieving excellent exam results well above the national average – this year's 83% grade 4+ and progress 8 score of 0.32 is typical. We are a supportive team of professional teaching staff that place a high priority on collaboration and teamwork. This is a very real strength of the department and is one of the reasons that we are a flagship department in our successful school.

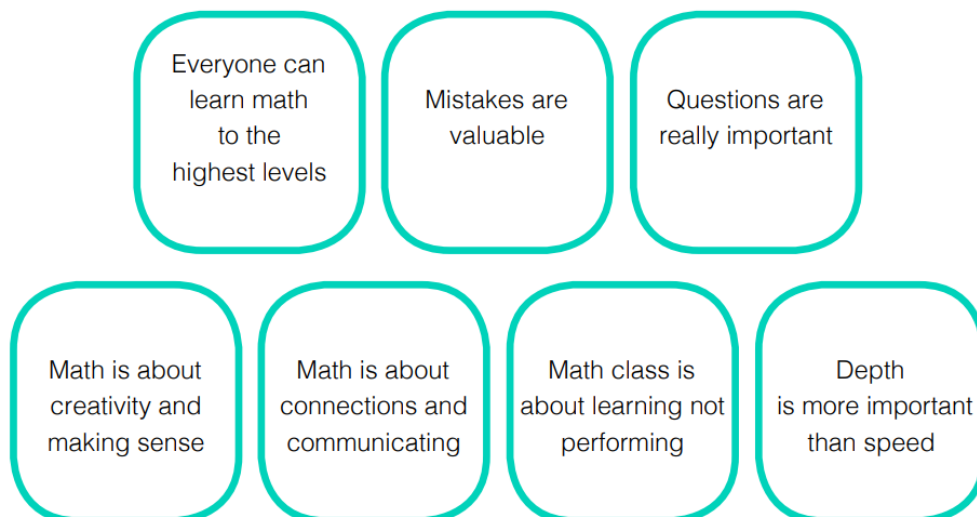


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In terms of our teaching philosophy we advocate and practice the 'positive norms for the maths classroom' outlined in the work of Jo Boaler and her team at Stanford University, which are:



Source: <http://www.youcubed.org/wp-content/uploads/Positive-Classroom-Norms2.pdf>

This means we encourage students of all abilities to reach their full potential, with mixed ability groups to support this, and that we aim to foster deep learning through a questioning, problem-solving approach. All our students begin year 7 with a 'week of inspirational maths' and from then on are schooled in problem solving techniques. For this we use the highly regarded NRICH website and their resources for 'developing mathematical habits of mind', which are:

being curious, being resourceful, being resilient, being collaborative

We are very well resourced; each of our full-time teachers has their own teaching room in the newest part of the school. We use Mymaths both in class and for setting all our homework and we make extensive use of Mathswatch as a revision tool throughout the Key Stages. All our students have iPads and we are always developing our use of maths apps to enhance our teaching, such as Geogebra and Desmos. iPads also enable us to share resources with students via Google classroom, facilitating effective differentiation and greatly reducing the need for photocopying.

Our top students take part in the renowned national UKMT maths challenges and we have an excellent record of students gaining bronze, silver and gold awards, with a handful of students each year qualifying for the prestigious next round, the International Olympiad and Kangaroo. We have an accelerated maths programme in which our most able take GCSE early and go on to do additional maths. Their track record in this regard is exceptional; our students have consistently achieved A/A\* grade, now 7-9, of 30%+. We also run a range of activities after school including weekly homework club and weekly revision classes.

Comprehensive schemes of work are used at Key Stages Three and Four, with integral testing and data profiling of students built into the scheme. The department is developing a range of strategies to support increased differentiation and independent learning.



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## **Job Description** – the following is indicative rather than exhaustive

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

### **Job Purpose**

- To ensure effective learning for each student taught
- To plan and deliver effective lessons
- To be accountable for high standards of student achievement and behaviour

### **Responsibilities:**

- Responsible to the Curriculum Leader
- Responsible for students' learning, development and progress

### **Main duties:**

- To individually and with colleagues, plan inspiring lessons and teach with a focus on ensuring that all students make better than expected progress
- To have a secure knowledge of students' prior attainment, individual learning needs and any barriers they may have to learning
- To use a broad range of assessment strategies to identify gaps in students' knowledge, understanding and capabilities and modify and/or plan learning to address these
- To record student progress information as required and provide data as necessary for reporting to parents
- To effectively utilise the classroom and department environment to support students' learning
- To utilise and develop the opportunities that iPads and other technologies provide to enhance, deepen and accelerate students' learning
- To engage in the professional development structured by the academy and to work independently and with colleagues to develop own practice through research, collaboration and peer observation
- To maintain and develop positive professional relationships with colleagues, students and parents
- To undertake required student supervision duties
- To act as a positive role model and set and uphold high expectations in relation to students' conduct
- To act as a Form Tutor

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

Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description.



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## In Conclusion:

Securing the best possible outcomes for the young people in our care is the absolute priority for me and in applying you will be seeking to join a highly professional and supportive team of colleagues committed to achieving exactly this. As an individual you will possess a growth mindset, be relentlessly optimistic, enthusiastic and determined with an unwavering energy and determination to make a significant contribution to the on-going success of the academy.

Visits from prospective candidates are very much encouraged. We look forward to meeting you!

**Dom Kenrick**  
**Headteacher**



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## Candidate information

### Individual visits:

We would be delighted to organise individual visits with any potential candidate who wishes to visit or find out more detail about a particular area of the Academy. Please contact our Reception staff on **01444 457881** to arrange a tour.

### Submitting your application:

If you would like to apply for this post:

- Please complete an application form, available on the Warden Park website
- Submit a letter of application, no longer than two sides of A4. In your letter please focus on the following:
  - ***How will you ensure that all students in your classes make outstanding progress?***

Your completed application should be emailed to [jobs@wardenpark.co.uk](mailto:jobs@wardenpark.co.uk) by **10.00am Monday 21<sup>st</sup> January 2019**. Please note that we will be considering applications as they are submitted up until the closing date. Our HR Manager, Shirley Batchelor ([sbatchelor@wardenpark.co.uk](mailto:sbatchelor@wardenpark.co.uk)) will be happy to answer any questions you may have about this process or vacancy.

### Safer Recruitment:

Warden Park Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks

### Short listing:

The selection panel will undertake short listing wherever possible on the same day as the vacancy closing date, however if there is no closing date we will contact successfully shortlisted candidates as soon as possible. Shortlisted candidates will be notified by telephone and/or email giving them as much notice of the date of interview as possible. If shortlisted, Please bring with you your passport, driving licence (both parts) and a recent bill or statement less than 3 months old along with your degree/educational certificates when you attend for interview. This is for DBS purposes and will save time later should you be appointed.





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## Local information

### Location:

The school is ideally situated in the lovely Sussex village of Cuckfield, in a rural location, yet within easy reach of excellent facilities and communications. There are a good range of local amenities, including restaurants, boutiques and pubs found in Cuckfield and the nearby town of Haywards Heath. Haywards Heath lies in the centre of the Mid Sussex District of West Sussex, surrounded on all sides by stunning countryside, which is less than a five-minute drive in any direction from the town centre.

The vibrant seaside city of Brighton (15 miles) offers first-rate shopping, restaurants and cultural facilities.

### Transport:

There are regular trains from Haywards Heath to London and the South East (London Bridge/Victoria from 42 minutes). Gatwick airport (14 miles) has a fast rail connection to London (Victoria 30 minutes).

[www.southernrailway.com](http://www.southernrailway.com)

There is very easy access to the A23/M23 and in turn the M25 and national motorway network.

### Schools:

There are a number of highly regarded primary schools in the area:

[www.wardenparkprimary.co.uk](http://www.wardenparkprimary.co.uk)

[www.northlandswood.co.uk](http://www.northlandswood.co.uk)

[www.harlandsprimaryschool.org](http://www.harlandsprimaryschool.org)

[www.holytrinity-cuckfield.w-sussex.sch.uk](http://www.holytrinity-cuckfield.w-sussex.sch.uk)

[www.bolnorevillage.w-sussex.sch.uk](http://www.bolnorevillage.w-sussex.sch.uk)