

Teacher of Mathematics
Full or part time (0.8) permanent
Possible TLR for suitable candidate

Recruitment Pack
Start date: September 2024





WELCOME

Thank you for your interest in this role.

Belper School and Sixth Form Centre is an exceptional place. We combine strong academic standards, a rich & inspirational curriculum, and a caring & supportive ethos to provide the best education we can for our wonderful students. We also like to think we are a great place to work, and Ofsted agreed. (*“Staff are happy and proud to work at the school. Leaders are considerate of staff’s workload and well-being”* OFSTED, 2022)

The school has been proud to serve the thriving community of Belper and surrounding villages for over 50 years. Belper in Derbyshire is on the edge of the Peak District with good road and rail links to other parts of the country. It is situated in the Derwent Valley World Heritage Site and has previously won the Best High Street and Market Town in the UK award. Belper has a creative and inclusive community and hosts an annual arts festival and a very popular Pride event.

Our vision is encapsulated in the phrase **“Create Your Future. Be who you are and become who you aspire to be”** and this vision guides our educational direction. We want to provide our students with the qualifications, knowledge, and skills they need to have happy and successful lives. We know that our students leave Belper well prepared to thrive as adults and we are proud of what our alumni achieve; from international athletes, to space engineers, from creative professionals, to self-employed entrepreneurs and much, much more. To provide the best education we can, we understand how important it is to recruit, retain and invest in our staff. We see our school as one community of families, students, teaching staff, support staff, leadership staff, and governors all working together.

We prioritise staff wellbeing and understand how this links to our staff retention remaining high. The Senior Leadership Team are always visible in school, working hard to bring out the best in our staff. We have a strong and committed governing body who take their roles and responsibilities seriously.

Belper School and Sixth Form Centre is a lively and successful school of just under 1200 students including 150 Sixth Formers. It has been a Foundation School since 1998 and is now in the early stages of applying to join the Embark Federation.

At Belper School we believe passionately in an inclusive approach to education and in promoting the personal development of every student. We have a distinctive ethos, which marks us out from many other schools. While we value academic achievement and strong exam results, we also believe it is our duty to create responsible citizens for the future. Self-respect and respect for others are central to that belief.

We keep the students at the school central to the decisions we make. Our students kind and visitors often comment on the very positive feel of the school. Their conduct in lessons and around the site is excellent. (*“Lessons are calm and orderly”* OFSTED, 2022) Belper is a school where teachers can truly focus on teaching.

ABOUT OUR SCHOOL

Belper School & Sixth Form Centre is a popular and high achieving foundation school at the heart of the picturesque Derbyshire town of Belper. We have 1200 students on roll with 150 in the sixth form and employ over 170 staff.

- Belper School is a non-uniform school and students address teachers by their first names. This is an important part of our ethos.
- We are a very friendly school with a positive atmosphere, and we work hard to ensure that every child feels valued and respected. *“There are positive relationships between staff and pupils. Pupils are happy at school.”* (OFSTED, 2022).
- The foundation of our school is our caring and supportive highly inclusive ethos. *“Belper School and Sixth Form Centre is an inclusive school ... Pupils can ‘be who they are’ and have their own identity”* (OFSTED, 2019).
- Our students are exceptionally understanding. *“Pupils are kind and considerate. They accept others’ differences”* (OFSTED, 2019).
- We provide a very broad and inspirational personal development and enrichment curriculum *“Leaders have developed a well thought out programme for pupils’ personal development. ... Pupils value the range of activities that the school offers”* (OFSTED, 2022).
- We have a wide range of academic courses *“Curriculum plans in the sixth form are well developed and the work that teachers set is demanding”* (OFSTED, 2022).
- Our pupils mostly achieve strong examination results although a small minority have struggled since Covid with their attendance due to health concerns. The school was ranked in the top 10 schools in Derbyshire at KS4 for EM5+ in 2023. *“Leaders have high expectations of all students in the sixth form. Students say that teachers want the best for them.”* (OFSTED, 2022).
- Improving teaching and learning is central to our mission to be the best school we can possibly be. *“Leaders have a sharp focus on improving the curriculum. In most subjects, curriculum plans are ambitious and well thought out.”* (OFSTED, 2022).
- We see ourselves as being at the centre of the local community and have strong links with other local schools and organisations. We also strive to maintain excellent relationships with the families of our students.
- Well over 80% of the pupils from our main feeder schools typically choose to come to us in Year 7 and we are usually oversubscribed which facilitates the building of very strong links with Key Stage 2.

MATHEMATICS FACULTY

Thank you for your interest in this post. I hope that the information about the school and the details of the post will prompt you to apply.

We are seeking to appoint an enthusiastic teacher who is able to share in the teaching of the 11-18 age and ability range with the ability to teach A-level. In this lively department, you could expect to work with colleagues who are both committed and supportive.

There are currently 9 teachers of Mathematics, many of whom are also form tutors. We see the role of tutor as central to the student's experience, so we expect to liaise with colleagues who are tutors right across the school in the normal course of our specialist teaching. In this way, the Department operates within a close-knit supportive school network.

In Key Stage 3, students are taught in mixed attainment classes. As a department, we feel that our scheme of work at KS3 should consolidate, build upon and embed key knowledge and skills encountered in KS2, enabling all students to have a secure grounding in mathematics that will help with their transition into KS4. We want our students to be confident mathematicians, who show resilience when solving problems and are prepared to try things out for themselves. We also want students to know where they are in their learning, how they can improve and what they need to do to make that improvement. Most importantly, we want students to enjoy doing mathematics and to develop a curiosity in the subject, which will build students' capacity for learning and promote learning that is more independent.

In Key Stage 4, we follow the AQA course and aim to enter all students for GCSE Mathematics. At the start of Year 10 we broadly band the students into tiers so that they can follow the appropriate course of study and refine this at the start of Year 11 to give them the best preparation for the GCSE examinations. The Mathematics department routinely secures a high number of top grade passes both at GCSE and A Level, with over 70% of students achieving GCSE grades 4+ in each of the last 3 years. Post-16, we follow the AQA Maths and Further Maths courses and continue to attract large numbers with Discrete mathematics and Mechanics being our preferred application units in Further Maths.

We also have a thriving Mathematical enrichment curriculum, encouraging students to take part in the UKMT Maths Challenges, as well as the whole school half-termly Maths Challenger! We have organised school trips for all ages to Mathematical events and, in the past have held masterclasses for students throughout Key Stage 3. We also have weekly drop-in sessions for post-16 students, which are very well attended and where students enjoy working with us to solve problems. In short, we are always striving to look for opportunities to raise the profile of Mathematics within the school.

If teaching in this sort of environment appeals to you, please read the supporting information below and follow the instructions on how to apply. Should you have any questions please do not hesitate to contact the school.

APPLICATION PROCESS

Role Type: Permanent, full time or part time (0.8), with possible TLR for suitable candidate.

Start Date: September 2024

Application closing date: 9am Monday 29th April 2024

Please read the person specification for the post and if you think that you meet the requirements and the post offers the challenge and opportunity you are seeking, we would be delighted to hear from you. Applications can be made using the “Quick Apply” link on the TES page.

You must detail your experience and reasons for applying by using the following headings in your application.

1. Why do you want to teach at Belper School and Sixth Form Centre?
2. How do you motivate students to enjoy maths and to raise the profile of Mathematics in your school?
3. How do you ensure all students succeed in a mixed attainment classroom?
4. How do you contribute to the wider curriculum in your current school?

The supporting statement should be no more than 1500 words (excluding headings)

Please note applications which do not include the above headings with answers may not be considered for shortlisting. Shortlisting will take place after the closing date of Monday 29th April 2024 with interviews and observed lessons provisionally scheduled to take place Thursday 2nd May 2024. Shortlisted candidates will be contacted by email by 9am on Tuesday 30th April 2024.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.

PERSON SPECIFICATION TEACHER OF MATHEMATICS

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • A degree – 2.2 or above in a Mathematics related subject • Qualified Teacher Status • Ability to teach across the full 11-18 age and ability range. 	<ul style="list-style-type: none"> • Further professional qualifications. • Appropriate in-service training / CPD according to experience
PREVIOUS EXPERIENCE	<ul style="list-style-type: none"> • A track record of success in teaching and learning across Key Stages 3 to 5 • Involvement in the monitoring of progress and attainment at student and class level. • Experience in developing teaching and learning in an inclusive environment. 	<ul style="list-style-type: none"> • Involvement in curriculum planning
TEACHING PROFESSIONAL COMPETENCY	<ul style="list-style-type: none"> • Ability to teach mixed attainment classes in KS3 • Ability to teach GCSE Mathematics • Ability to teach Mathematics to A level • Ability to articulate characteristics of effective teaching and learning with evidence of good practice. • Excellent classroom management • Knowledge and understanding of effective assessment and its contribution to learning and progression. • Able to use student data to raise standards. • Knowledge of strategies related to key issues in education eg gender issues, equal opportunities, SEND. • Ability to contribute to Schemes of work and collaborative planning. • Excellent communication skills. • Good ICT skills and an awareness of its potential. • Knowledge and understanding of current Teaching and Learning issues 	<ul style="list-style-type: none"> • Ability to teach Further Maths or Economics to A level • Involvement in extended curricular provision

	ESSENTIAL	DESIRABLE
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Commitment to an ethos of high standards, personal fulfilment, and academic success. • A capacity to inspire through a love of teaching. • Strong sense of initiative and determination • Ability to work as part of a team • Ability to remain calm under pressure. • A commitment to the safeguarding and welfare of children. • Commitment to the school's equal opportunities policy. • Strong educational values which are in line with the school ethos 	<ul style="list-style-type: none"> • Involved in educational developments beyond what is required. • Self-confidence, personal impact, and presence. • Eager to acquire further skills and career enhancement.

Evidence for these attributes will be taken from the application details, references and interview

ROLE DESCRIPTION TEACHER OF HISTORY

<p>Job title: Teacher of Mathematics</p> <p>Contract type: Permanent, Full time or part time (0.8) with possible TLR for suitable candidate.</p> <p>Reporting to: Responsible to Head of Humanities/ Head of Year</p> <p>MAIN PURPOSE</p> <p>The key responsibilities of this role are:</p> <ul style="list-style-type: none"> • Teaching. • Joint resourcing of the Faculty • Tutoring a group of students within a Year system and contributing to the Personal and Social Education programme. • Carrying out assessment procedures required by the school and external bodies. • Consulting with colleagues both formally and informally. • Fulfilling administrative tasks efficiently and punctually. • To promote the best possible education for all learners
<p>DUTIES AND RESPONSIBILITIES</p> <ol style="list-style-type: none"> Have a secure knowledge and understanding of her/his specialist subject(s) and a detailed knowledge of National Curriculum and other statutory requirements. Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. Set appropriate and demanding targets for learning, building on prior attainment. Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. Use teaching

methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

- e) Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships; act to deal with inappropriate behaviour in the context of the behaviour policy of the school.
- f) Assess how well learning objectives have been achieved and use this to inform future teaching. Mark and monitor students' class and homework providing constructive oral and written feedback and setting targets for students' progress.
- g) Pastoral care of a tutor group.
- h) Registration of students in accordance with legal and school requirements.
- i) Reporting regularly and occasionally as circumstances may require.
- j) The care and best use of pastoral areas.
- k) Professional commitment to the whole life of the school including involvement in decision-making procedures and active care of the environment.
- l) Contributing to the school and faculty development plan and to the development and well-being of the school in any way that may be required by the Head.
- m) Taking responsibility for their own professional development. Understanding the need to keep up-to-date with developments on pedagogy and in the subjects they teach.
- n) Establish effective working relationships with colleagues and associate Staff

ADDITIONAL RESPONSIBILITIES:

Additional responsibilities will be negotiated with the post-holder annually as part of his/her Appraisal Review, commensurate with his/her level of experience.

This role description is to be read in conjunction with the relevant section of the current edition of the School Teachers Pay and Conditions document, specifically the Framework of Professional Standards for Teachers.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.