

Teacher of Maths





Dear Candidate,

Thank you for your interest in our Vacancy. As the new Principal, I am excited about the journey the school is going on. I am looking for staff who are keen to be a part of the Rodborough journey and continue the development of the school.

This is an exciting opportunity to join the strong team at Rodborough. The Leadership Team comprises a Principal, two Vice Principals, two Assistant Principals and 2 Associate Assistant Principals. We are a friendly and supportive team of motivated, enthusiastic and well-qualified staff who enjoy working with fantastic students. Our 5Rs - Respect, Resilience, Responsibility, Resourcefulness, Reflection – underpin our pastoral curriculum and what we strive to instil within the students during their time with us. Over the last year our school has seen some exciting development. Recently, we have had a full refurbishment of our English, Maths and Languages blocks. We have also recently opened our new 3G Sports Pitch.

Rodborough has provided an excellent education to young people between the ages of 11-16 for more than 70 years. Our students make strong progress and achieve very well in national examinations; however, we also place a great deal of emphasis on inspiring and challenging our students to develop as rounded young adults able to play a leading role in their community. As a school we are dedicated to #UnlockingPotential within every child. We value the contribution that all our staff team make to Rodborough and recognise that everyone who joins us contributes to the experience our students have. We are looking for team players who are dedicated and committed to continuous improvement and professional development.

Rodborough is proud to be a member of the Weydon Multi-Academy Trust (WMAT) and works closely in partnership with other schools in the Trust. The WMAT comprises of 4 mainstream secondaries and 3 special schools. This provides the opportunity for collaboration across the sectors within the Trust.

As a school we are #CommittedToExcellence in all that we do. We are recognised nationally for our work in partnership with the National Autistic Society supporting autistic students within a mainstream school environment.

If you are interested in applying for this post please do so by letter of application and completing the application form (no CVs or additional information). In your letter of application, which should be no more than two sides of A4, please could you address the following points:

- Why you are particularly attracted to this post at this school
- A summary of your experience to date
- Your educational philosophy
- Anything else you may wish to add

If you decide to apply I look forward to reading your letter, which should be returned to school by Monday 5 June 2023, however we reserve the right to interview sooner, when appropriate. Please ensure that you include contact numbers for both daytime and evening and an email address. Should you have any questions regarding the role, or if you would like to visit us prior to making an application, please do not hesitate to contact my PA, Ashleigh Deane adeane@rodborough.surrey.sch.uk.

I know how long it takes to draft letters of application and thank you in advance for your time and effort. Thank you for your interest in this post and whatever the outcome, may I wish you the best of fortune in your future career.

We look forward to welcoming you to Rodborough.

Yours faithfully,



Emma Hunston
Principal



Advert

MPR/UPR

FULL TIME

Rodborough School is seeking a well-qualified, ambitious, enthusiastic and creative teacher of Mathematics to join our Maths Department.

Candidates will be excellent practitioners and will have a passion and enthusiasm for the teaching of Mathematics that is evident from their teaching practice to date. They will have a clear understanding of what makes a successful maths lesson and will understand the importance of effective collaboration with their colleagues within the department and across the wider school/Trust. The successful candidate will have a passion to teach maths, but will also recognise that working as a tutor and supporting the extra-curricular provision is essential when it comes to ensuring our students have the best possible experience during their time with us.

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Rodborough is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are an Equal Opportunities employer.

This appointment is subject to safer recruitment procedures and an enhanced DBS check.

The deadline for applications is 9am on Monday 10 July 2023
Interviews will be held w/c Monday 10 July 2023



Welcome to Mathematics

The maths department is a close-knit team of 6 core teachers as well as 5 non-specialists; all of whom provide support and challenge for each other. Every one of us brings a unique approach and a wealth of experience to the department, meaning there will always be someone who can help or offer an alternative way of approaching a problem. We encourage curiosity, both from ourselves and our students, in order to foster a love of learning in maths.

We take a research-led approach to CPD and encourage all our staff to take part in Research Ed, Maths Conferences and Maths Hub courses, sharing their newfound pedagogical knowledge with the rest of the department. We have active GCSE examiners within our team, who support staff in how the exam boards are currently expecting questions to be marked, ensuring that our grading can be as accurate as possible, as well as feeding back about common mistakes or misconceptions in order to help us all to better prepare our students for their examinations.

We are on a journey towards a 5-year bespoke mastery Scheme of Learning (this has been rolled out to current Year 7s), which is being developed in conjunction with the other schools in our trust. This collaboration has enabled us to share best practice with our colleagues and will continue to support us providing the best possible maths education to our students in the future. At KS4, we offer the Level 2 certificate in Further Maths as an additional qualification for our more able students.

We have curated a wealth of centrally stored lesson resources, which staff regularly review and update. This is a great opportunity for us to get stuck into the “why” and “how” of maths as we challenge ourselves about the best ways to teach different concepts.

I encourage an open-door policy in the maths department and so I can regularly be seen walking in and out of lessons, I love to see students immersed in their lessons and this is when you can witness some of the greatest teaching. I encourage the department to do this to aid in their development as teachers and to develop a strong bond between us.

I am truly lucky to work at Rodborough, the students and the maths department are great, we work hard because we love our subject and want to share our passion with the students. If you are passionate about Maths and want to aid students to share in that enthusiasm, then come and join our team!

Mark Griffiths
Subject Lead



Reasons to work at Rodborough

- All SLT teach to spread the load and stay firmly 'in the game'. This includes the Principal.
- Staff co-plan and share resources
- Open door policy to support teaching and learning based on professional curiosity
- A centralised behaviour system
- Flexible and part time working supported
- WMAT bespoke pay scales and benefits including a healthcare package





Job Description

TEACHER OF MATHEMATICS

Job Title	Teacher of Mathematics
Job Purpose	To teach Mathematics to GCSE
Responsible to	Subject Leader: Mathematics

Strategic purpose

The basic duties of a teacher are outlined in the latest school teachers' pay and conditions document. They shall maintain a good understanding of whole school curriculum, assessment and pastoral policies.

Core responsibilities

Teaching:

- Plan work in accordance with departmental schemes of work and national curriculum programmes of study.
- Take account of students' prior levels of attainment and use them to set future targets.
- Set work when required for absent students.
- Maintain good discipline by following the school's student disciplinary policies and procedures.
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities.
- Maintain excellent classroom management with due regard to health and safety policies.
- Set appropriate and challenging work for all students.
- Ensure effective setting of homework and ensuring comprehensive feedback to students.
- Identify and work appropriately with 'special educational needs' students and 'academically more able' students.

Assessment, recording and reporting:

- Keep appropriate records of students' work.
- Mark and return work set, including homework, within an agreed and reasonable time.
- Use the school's marking scheme at all times.
- Carry out assessment programmes, as agreed by the school, faculty or department.
- Complete records of achievement in line with school policy.
- Complete student reports in line with school policy. Attend parents' evenings as required and keep parents informed about their child's performance and future targets.



Pastoral work:

- Undertake responsibility for a form group.
- Monitor and set targets for the social and academic progress of all students in the form.
- Endeavour to build up a good relationship with the students in the form, so that they will look to the teacher for support and advice.
- Command high standards of student behaviour and conduct at all times and support the school in its application of related policies.
- Report issues of concern to the appropriate senior staff.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.

Other Responsibilities

- The teacher will be part of the school's appraisal scheme. They will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up-to date.
- Attend and contribute to key stage, subject, team and full staff meetings.
- In relation to the school's strategic plan, contribute towards the goals and targets.
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s).





Person Specification

Essential	Desirable	Evidence
Qualifications and experience		
<ul style="list-style-type: none"> • First degree. • Qualified teacher status. • A continued commitment to own professional development. • Teaching experience (including training practice) within the designated age range. • Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children. • Knowledge of current legislation, guidance and developments relating to the subject area. • Successful practice in accordance with the specified teaching standards (as identified below). 	<ul style="list-style-type: none"> • Involvement in and organisation of wider school activities, including extracurricular activities. 	Application form Certificates References
Sets high expectations and inspires, motivates and challenges all students by:		
<ul style="list-style-type: none"> • Establishing a safe and stimulating environment for students, rooted in mutual respect. • Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students. 		Application form Letter of application References Interviews
Promotes good progress and outcomes of students by:		
<ul style="list-style-type: none"> • Being accountable for students' attainment, progress and outcomes. • Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • Guiding students to reflect on the progress they have made and their emerging needs. • Encouraging students to take a responsible and conscientious attitude to their own work and study. • Demonstrating knowledge and understanding of how students learn and how this impacts on teaching. 		Application form Letter of application References Interviews



Essential	Desirable	Evidence
Demonstrates good subject and curriculum knowledge by:		
<ul style="list-style-type: none"> • Having a secure knowledge of the relevant Application form subject(s) and curriculum areas, fostering Letter of application and maintaining students' interest in the References subject, and addressing misunderstandings. Interviews • Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. • Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. 		
Plan and teach well-structured lessons by:		
<ul style="list-style-type: none"> • Imparting knowledge and developing understanding through effective use of lesson time. • Promoting a love of learning and children's intellectual curiosity. • Setting homework and planning other outof-class activities to consolidate and extend the knowledge and understanding students have acquired. • Reflecting systematically on the effectiveness of lessons and approaches to teaching. • Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). 		Application form Letter of application References Interviews
Adapt teaching to respond to the strengths and needs of all students by:		
<ul style="list-style-type: none"> • Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. • Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support 		Application form Letter of application References Interviews



Essential	Desirable	Evidence
<p>students' education at different stages of development.</p> <ul style="list-style-type: none"> Having a clear understanding of the needs of all students, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and being able to use and evaluate distinctive teaching approaches to engage and support them. 		
<p>Make accurate and productive use of assessment by:</p>		
<ul style="list-style-type: none"> Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Making use of formative and summative assessment to secure students' progress. Using relevant data to monitor progress, set targets, and plan subsequent lessons. Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback. 		<p>Application form Letter of application References Interviews</p>
<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p>		
<ul style="list-style-type: none"> Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary. 		<p>Application form Letter of application References Interviews</p>



Essential	Desirable	Evidence
Fulfil wider professional responsibilities by:		
<ul style="list-style-type: none"> • Making a positive contribution to the wider life and ethos of the school. 		Application form Letter of application
<ul style="list-style-type: none"> • Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support, deploying support staff effectively. • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicating effectively with parents with regard to students' achievements and wellbeing. 		References Interviews