

Head of Mathematics

Leadership: L6 to L10

(starting point to be agreed)

Application Pack

Start Date: 1st January 2020

“Be Exceptional.”



**NCS CHAMPION SCHOOL**  
2017/18

# Welcome from the Headteacher

Thank you for your interest in the position of Head of Mathematics at Team Millfield. This is an exciting opportunity to join a dynamic team of teachers who are focused on providing the best outcomes for our students. The Governors and I are looking for an enthusiastic leader who is driven, determined and passionate about improving students' lives through high-quality teaching and learning as we take Millfield on the next step of our journey to 'outstanding'. We aim to be exceptional.



We are a small, family school with around 850 students in roll. The school is hugely popular; some of our families have even moved to ensure they are in our catchment area, and we have been vastly oversubscribed for the last ten years. Behaviour at Millfield is excellent and there is a real belief in the Team Millfield ethos.

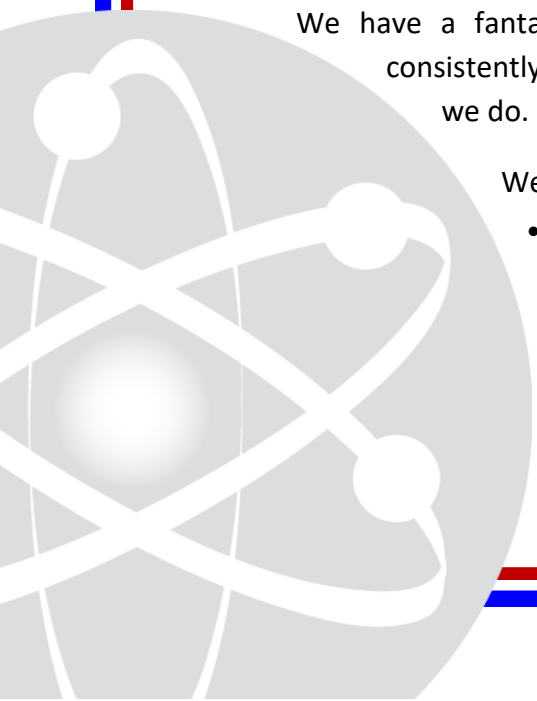
The school is proud to have won the Secondary School National Pupil Premium award in 2014 and in 2015 the Chief of Ofsted chose to visit us, the only secondary school in the North West, and said our students were 'delightful'. In May 2017 Ofsted confirmed that we continue to be a 'good' school and leadership at Millfield remains 'outstanding'. Our Progress 8 results in 2017 were the best on the Fylde Coast. With a new curriculum model planned for September 2020 we look to continue to 'Create Bright Futures' for all our students.

I have worked at Millfield since 2009 and was incredibly proud to have been appointed as Headteacher in September 2018; I continue to work closely with the school's inspirational Executive Headteacher, Mr Bullen. I have high expectations of students and staff and I am a firm believer in giving every child the opportunity to be the very best that they can be; background should not be a barrier to a student's success.

We have a fantastic team ethos; staff collaborate to ensure that developing consistently high-quality teaching and learning is at the heart of everything we do.

We have three key priorities:

- Teaching and Learning: To ensure that we provide consistent stretch and challenge in every lesson, particularly for the disadvantaged and the most able.
- Teaching and Learning: Providing consistent and effective questioning.
- To improve the attendance and persistent absence rates for DA and SEND pupils.



We can offer you:

- A commitment to staff development in terms of high-quality CPD, supportive line management and appraisal;
- The opportunity for further promotion, if you show outstanding leadership within the mathematics department;
- Coaching (not graded) lesson observations, coaching (not graded) book looks to help improve student outcomes;
- Staff sharing of expertise, such as in the weekly 'I'm Proud to Steal Your Idea' session and frequent, collaborative CPD;
- An Induction Programme;
- A 'buddy' head in another department;
- Being part of an outward-facing school;
- Recognition and retention of excellent staff through internal promotion (39 out of 54 teachers have additional paid roles!);
- A supportive SLT committed to staff wellbeing and workload;
- A friendly and dedicated team of experienced and supportive teachers, teaching assistants, clerical staff and pastoral staff;
- A team of staff who are committed to ensuring that children are both nurtured and educated;
- Enthusiastic students who enjoy learning and being stretched and challenged;
- Engaged and supportive governors who want the best for our students and
- The opportunity to be part of the successful 'Team Millfield' as we move the school to outstanding.

If you have the skills, drive and enthusiasm to compliment the Millfield vision and be part of our success, then I look forward to receiving your application.

*N. Regan*

Mrs Nicola Regan  
Headteacher





# Welcome from the Governing Body

Dear Applicant/Colleague,

I would like to thank you on behalf of the Governing Body for the interest you have shown in our school and this important key post that you have applied for. We believe that this is an exciting opportunity and that the successful applicant will be joining a happy, successful and welcoming school.

The Governing Body is seeking to appoint a Head of Mathematics who can build on current good practice but will also bring a fresh perspective to the leadership team. Millfield is at a significant stage in its development as Mr Sean Bullen has moved to become Executive Headteacher of Millfield and Mrs Nicola Regan has taken over the Headship of the school.

The school has had fantastic success over the last few years, having won the National Pupil Premium Award and having been the most improved school in Lancashire, as well as having achieved the best results on the Fylde Coast. The governors have a very simple wish for the school and that is to provide an environment that allows all students to become the 'very best that they can be'. The majority of the governors are recruited from our parents and we all have a keen and vested interest in providing the advice and support to help the school in this desire.

We hope you will apply for the post and would like to wish you every success with your application and interview, and we look forward to working with you over the coming years.

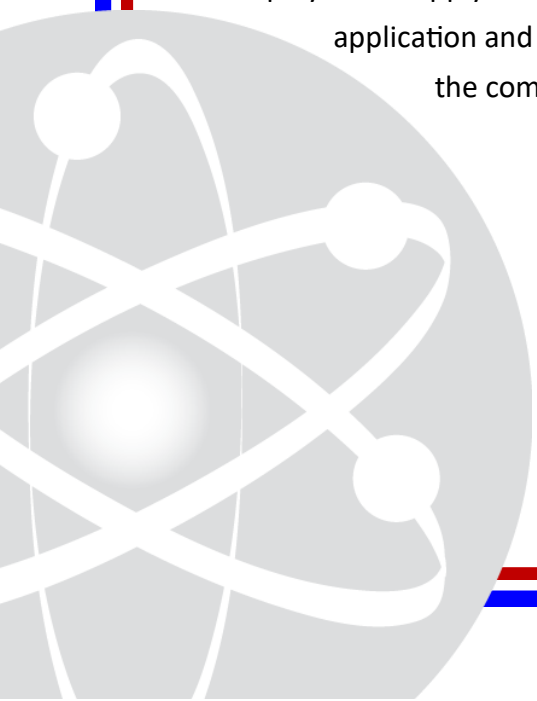


Yours faithfully,

A handwritten signature in black ink, appearing to read 'David Slack'.

Mr David Slack

Chair of Governors



# Welcome from the Students

Dear Applicant,

Welcome to Millfield! Our school is a place where students feel safe and welcome. Our students are respectful and polite, as are our teachers. When students come to Millfield every morning they know how to behave and how to get the most out of their lessons. Millfield is a great environment where students transform from young children in Year 7 to mature young adults in Year 11, ready for the world.

During our time at Millfield Science and Performing Arts College, every one of us has had a chance to shine and experience things we may not have done without the school. From our breath-taking trips to New York, Italy, Paris and, next year, South Africa, to our wonderful after-school clubs, such as dance, trampolining, chess, astronomy, Mandarin, Latin and the many sports and extracurricular activities: our school has so much to offer! The Year 11s who leave Millfield and go on to college always miss these fantastic opportunities. Our teachers care about all students' life chances and it is vital, from a teacher's perspective, for students to have the best five years possible. Leaving school with phenomenal grades is important but so are the experiences that will last a lifetime. Here at Millfield we get both!

We believe that Millfield is a journey that everyone's driving through together. We always admire a person with a personal drive for what they want to do. As students, we would want a teacher who is ambitious, fun and hard-working. If you do come to work at Millfield, we would love you to also be a kind and warm person who students know they can smile at in the corridor. We hope that you will be joining us here at Millfield and become part of our wonderful team.

Yours faithfully,

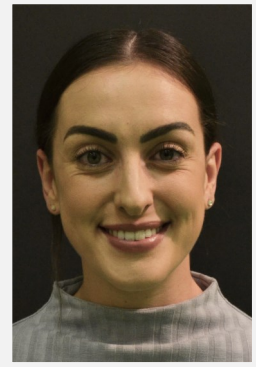
The Senior Student Team



# Staff Testimonials

"Last year I began my teacher training through a school's direct course and I was lucky enough to complete half of my training year at Millfield. Half way through my training year when I saw a post advertised, I applied without a second thought because I wanted to work with like-minded people to drive education forward. Working at Millfield has enabled me to work in an environment where students are given the opportunity to thrive emotionally, socially and academically. There is nothing more rewarding than witnessing and supporting students in their development. As an NQT in my first year of employment, Millfield has been extremely supportive and has offered me an abundance of opportunities to continue my professional development. I have felt like a valued member of 'Team Millfield' since day one. I know that Millfield will support me, not just for the remainder of my NQT year, but for the remainder of my career. I know they will push me to be the best teacher I can be."

Alice Kilmartin, NQT



"I was employed as a PE teacher at Millfield in 2014. I spent my NQT year being fantastically well supported and quickly enhanced my skill set, not only in teaching and learning but also within the areas of pastoral and behaviour management. The leadership team at the school are exceptional at creating opportunities to support your professional development; after just one year of employment I was given the opportunity to support the Head of Year 10 on a voluntarily basis and I was allocated additional non-contact time on my timetable to be able to do this. During this year I shadowed and supported a very experienced member of teaching staff and, again, this allowed me to increase my knowledge and experience beyond the classroom.

Just three years on from that, I am currently employed as Head of Key Stage 3 and Transition, having been Head of Years 8 and 9 for the interim years. I genuinely don't believe my career would have progressed so rapidly in any other school. Furthermore, I don't think I have ever been told 'no' when I have approached the Head with requests for professional development, in terms of completing courses and visiting other schools to broaden my knowledge and experience.

Being at Millfield gives you a thirst for not only teaching and learning, and producing the best outcomes for all of the students that you teach, but also it instils ambition into you to ensure that you approach every aspect of your role with drive and enthusiasm."

Richie Byrne, Head of KS3 and Transition

"This is my sixth year at Millfield; in this time I have gone from strength to strength in my teaching practice; I've been promoted twice and I've always felt part of the team. I started as an NQT and I have learnt a tremendous amount about behaviour management, building relationships and how to deliver effective and engaging lessons. This is all due to an extremely supportive and collaborative department and an encouraging and helpful SLT. The students at Millfield are fantastic. They're polite, well behaved, inquisitive and confident individuals who understand that lesson time is a time to learn, to be challenged and to progress. One of the most amazing aspects about working at Millfield is the incredible team we have! Everyone is so friendly and supportive and this is always commented on by visitors to our school. Everyone listens and helps each other; there's a spirit of sharing and looking out for each other. Ultimately, if you would like to work at a school where you are supported to be the best teacher you can be, have excellent CPD opportunities and teach fantastic students, Millfield is the school for you."

Sarah Holden, Lead Practitioner



# Staff Testimonials

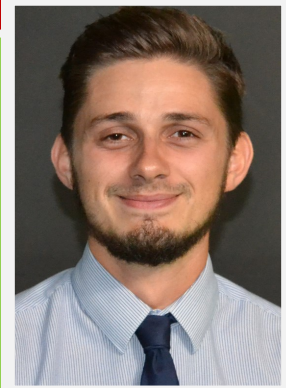


"In 2009, I was placed at Millfield as part of my PGCE course through the University of Cumbria. Fortuitously, a vacancy within the English department was advertised during this time. In the years since then, I have worked as a teacher in the English department, been promoted to third in English, Pupil Premium Coordinator, Lead Practitioner and now, 9 years later, I am the Assistant Head teacher in charge of English. Millfield creates opportunities for its staff. This is testament to the Headteacher and SLT who listen carefully when you talk about your expectations for professional development and, in turn, create opportunities, where possible, to help and support you along your chosen pathway. You may have read, or heard of, the expression 'Team Millfield', it's not a cliché, it's not a sales pitch and it's not merely a motto for the children to adhere to. It's at the heart of everybody who works and learns here. All the fantastic staff go above and beyond to support one another, learn from one another and share best practice with one another and it genuinely is a wonderfully enriching environment to be in."

Hannah Morton, Assistant Headteacher for English

"In 2015, I gained the position of Senior Science Technician at Team Millfield. During my first 12 months, I had the opportunity to work with a committed and supportive science department as well as the wider school. I was provided with an opportunity to gain teaching experience in my second year, with the view to undertaking the Assessment Only route into teaching. This route requires extensive teaching experience before applying for the course. Millfield has not only given me that experience, but have allowed me to develop my skills, confidence and knowledge in such a welcoming environment. I do not believe there is a better school to support, guide and nurture an inexperienced teacher in order for them to progress with such a course."

David Booth, Teacher of Science



"During my PGCE year in 2011 I was placed at Millfield, a job vacancy arose and having had a great experience I was in no doubt to apply. Since accepting the job I have held the positions of Aspirations Coordinator, Second in Science and now Head of Science. From the first few weeks of my PGCE placement I knew Millfield was the school for me; the opportunities and support Millfield offer for teachers is excellent. The school leaders are approachable, and they care about staff wellbeing and the professional development of teachers. My line managers are enthusiastic and supportive and I am made to feel like a valued member of the team. The idea of 'Team Millfield' is not a myth, teachers are supportive of one another and there is a real focus on teaching and learning with good practice being shared consistently. As Head of Department I love going into different lessons and seeing the outstanding teaching taking place, walking around the whole school during lesson time you will see classrooms full of students who are engaged and enjoying their learning."

Chris Cox, Head of Science



# Job Description

## Head of Mathematics

### Purpose of the Post:

You will lead, motivate and hold accountability for the mathematics department to ensure there is consistent high-quality teaching, effective use of resources and high standards of achievement and wellbeing for all pupils.

You will be able to develop a strategic view for the development of the department, within the context of the school's aims and policies, which guides subject policies, plans, targets and practices in order to contribute positively to the implementation of the School Improvement Plan and to the delivery of high standards for all students.

You will monitor and evaluate the performance of students, taking appropriate action to ensure improved performance and achievement of agreed targets for performance in each Key Stage.

You will be a highly-talented and committed leader who shares Millfield's vision and values to help us ensure that the school continues our journey to 'outstanding'.

You will be an outstanding classroom practitioner, who plans and teaches lessons to a high standard.

You will be a reflective and adaptable leader who can maintain outstanding discipline within the classroom and your department.

You will be responsible for the development of Teaching and Learning strategies in whole-school numeracy and line manage the whole-school numeracy coordinator.

You will be a firm believer that background is not a barrier to outcomes and you will have high aspirations for all our students.

You will build and maintain excellent relationships with your team, the staff, your form tutees and their parents or carers.

You will be accountable for the safeguarding and welfare of students.

You will demonstrate a commitment to your own professional development and will be keen to improve your practice by being an active participant in the whole-school Teaching and Learning team.

### The Department:

The mathematics department consists of 7 full-time maths teachers and a maths HLTA. The outstanding Assistant Headteacher of T&L is a maths teacher, and last year one of our maths team won the Gazette's Inspirational Teacher Award.

GCSE results, as can be seen from the table below, dipped slightly in 2019, yet were still above national averages. This is an ideal opportunity for a leadership post in a school, where all staff work well together, for the benefit of the students. It is also an opportunity to join an excellent and vibrant mathematics department who collaborate to ensure best outcomes for our students.

KS3 pupils have 3 hours learning per week and KS4 pupils have 4 hours learning per week. There is also an extensive programme of intervention for pupils of all ages who need an extra boost.

All maths classrooms have an interactive whiteboard and we have Active Inspire installed on all of these boards.

The department works collaboratively on lesson planning and ensures there is stretch and challenge embedded in all lessons. The department is well-resourced, and is given financial backing for any project which will raise attainment.

### The Department's GCSE Results:

	9-7	9-5	9-4	9-1
2017	17.6%	52%	71%	99%
2018	16.4%	54%	75%	100%
National Results 2018	15.7%	40%	59%	97%
2019	17%	42%	62%	100%



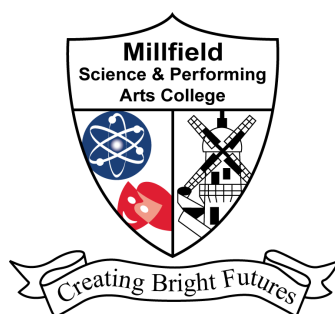
# Person Specification

Qualifications and Training	Essential/ Desirable	Evidenced (Application, Letter, Reference)
QTS - Secondary	E	A
First or Second Class Honours Degree in mathematics	E	A
Ability to teach subject across the full range KS3 and KS4	E	A
PGCE or equivalent	E	A
Safeguarding training	D	A
Professional Experience and Knowledge	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
An outstanding, reflective practitioner with high-quality teaching skills and high expectations for students' learning and attainment, evidenced through outstanding GCSE results.	E	L I R
Understands and implements pedagogical research, such as Rosenshine's Principles, into own teaching practice and is able to coach others in developing their teaching practice.	E	I
Development of an outstanding curriculum based on assessment for learning, resulting in significant impact on student outcomes.	E	L I
Raising standards of achievement by supporting and developing the teaching practice of others.	E	L I
Proven strategies to raise achievement and achieve excellence.	E	L I
Evidence of using data to raise standards of learning and teaching.	E	L I
Evidence of implementation of curriculum initiatives which have had significant impact.	E	L I
Monitoring key cohorts and implementing strategies to improve outcomes, including an effective intervention programme.	E	L I
Collaborative, flexible leadership and the moral purpose of leading a team by example.	E	L I
Leading on collaborative planning, so that the mathematics department's standards of teaching and learning are highly consistent and effective.	E	L I
Clear and effective line management.	E	L I
Be able to model effective behaviour management.	E	I R
Promote effective revision techniques.		
Experience of leading CPD, coaching and mentoring of staff.	E	L I
Evidence of highly developed skills in appraisal, recognising high performance, tackling under-performance and supporting CPD of teachers.	E	I
A commitment to and evidence of promoting diversity and equal opportunities within the school, curriculum and employment practice.	E	I
Chairing department meetings so they are focused and strategic.	E	I
The ability to motivate staff, hold them to account and strategically delegate.	E	I

<b>Personal Qualities</b>	<b>Essential/ Desirable</b>	<b>Evidenced (Letter, Inter- view, Reference)</b>
The ability to inspire and motivate all students and colleagues.	E	L I R
The ability to promote a love of your subject.	E	I
The desire and capability to be an outstanding leader.	E	L I R
The ability to work constructively and collaboratively within a team.	E	L R
Effective organisational skills, including: Good communication skills (verbal and written)	E	L I
Good interpersonal skills and empathy and demonstrate an ability to develop and maintain relationships with all members of the school community.	E	I R
Be able to prioritise workload and work to deadlines.	E	R
Readiness to support extracurricular activities within and outside your department.	E	L I R
Be able to promote student mental health and wellbeing.	E	I
Excellent timekeeping and attendance.	E	R
Ability to set and maintain high professional standards in conduct and dress-code and lead by example.	E	I R

<b>Leadership Standards (From the National Standards of Excellence)</b>	<b>Essential/ Desirable</b>	<b>Evidenced (Letter, Inter- view, Refer- ence)</b>
<b>Qualities and Knowledge</b>		
Hold and articulate clear values and a moral purpose focused on providing a world-class education for the students at Millfield.	E	L I
Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.	E	I
Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.	E	L I
Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	E	L I
Communicate compellingly Millfield's vision and drive the strategic leadership, empowering all students and staff to excel.	E	I
<b>Students and Staff</b>		
Demand ambitious standards of achievement and attendance for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.	E	L I
Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.	E	L I
Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	E	L I
Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	E	I
Hold all staff to account for their professional conduct and practice.	E	L I

<b>Leadership Standards (From the National Standards of Excellence)</b>	<b>Essential/ Desirable</b>	<b>Evidenced (Letter, Interview, Reference)</b>
<b>Systems and Processes</b>		
Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.	E	L I
Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	E	I
Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.	E	I
Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	E	I
<b>The Self-Improving School System</b>		
Create an outward-facing school which works with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all students.	E	L I
Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all students.	E	I
Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.	E	I
Shape the current and future quality of the teaching profession through high-quality training and sustained professional development of all staff.	E	I
Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.	E	I
Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.	E	L I



# How to Apply

To find out more information about Millfield please look at our new school website where you will find our latest prospectus and examination results.

All job details and an application form are available to view and download from the school website under the vacancies section, TES online, LCC vacancies online, or an application pack can also be posted or emailed to you by contacting Mrs Hall, the Headteacher's PA, on 01253 865929 or [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)

**Candidates should write a supporting statement to the Headteacher, which should be no more than two sides in size 12 Arial font.**

**The Lancashire Application Form must also be fully completed, ensuring there are no gaps in your career history.** In the references section of the application form, please clearly give details of two referees. References from employers are preferred, one of which should be your current employer. Please also include an email address for each of your referees. An excellent attendance record is essential. We will contact your current employer for attendance information if we make you a conditional offer of employment. An offer of employment will also be conditional on satisfactory medical clearance. The successful candidate will be asked to complete a confidential online medical questionnaire for submission to Occupational Health.

**Closing date for applications: Monday 7th October 2019**

**Shortlisting: Tuesday 8th October 2019**

**Interview: Thursday 17th October 2019**

## **Child Protection and Safeguarding**

At Millfield, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way. Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction.

## **GDPR and Data Protection**

The post holder is expected to comply with the provisions of the Data Protection Act (GDPR) 2018.

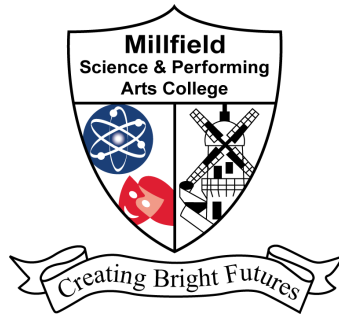
## **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

## **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.





# Mathematics Department Structure

Headteacher

Head of Mathematics

Second in Mathematics/whole-school  
numeracy coordinator

Mathematics teachers







# OFSTED 2017:

*"Staff morale is high."*

*"Students are well prepared for the next stage of their education."*

*"Relationships between staff and students are positive."*

*"Teachers use questioning effectively to target pupils of different abilities and to probe and deepen students' understanding."*

*"You provide a strong vision and have developed a sense of teamwork among staff and students."*

*"My children are supported in their learning and are encouraged to reach their full potential."*

*"The curriculum is well-matched to the aspirations and interests of students, and they are increasingly successful as a result."*

*"Your ongoing focus on raising aspirations has ensured that students' outcomes have continued to improve."*

*"Students say that they feel safe and well looked after in school."*

*"Students are polite, courteous and welcoming."*

*"Students behave well in lessons, at breaktimes and around the school."*

*"Students enjoy coming to school."*



**MILLFIELD SCIENCE & PERFORMING ARTS COLLEGE**

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