

<b>Job Title</b>	Teacher of Maths	<b>Job Category</b>	Teaching
<b>Grade &amp; Salary Range</b>	MPS/ UPS	<b>Hours of Work</b>	Full Time
<b>Location</b>	Barlby High School	<b>Travel Required</b>	N/A
<b>Position Type</b>	Permanent	<b>Line Manager</b>	Faculty Lead
<b>Date Posted</b>	08th January 2021	<b>Posting Expires</b>	18th January 2021
<b>Interviews to be held</b>	To Be Confirmed	<b>Start Date</b>	12th April 2021

## Application Process

Please complete an application form and submit a covering letter of no more than two sides of A4.

All candidates are advised to refer to the job description and person specification before making an application. Interviews will be held as soon as possible after the closing date.

### ***Completed Applications are to be returned to***

<b>Name</b>	Caroline Webster
<b>Email Address</b>	recruitment@bhs.hlt.academy
<b>Postal Address</b>	Barlby High School, York Road, Barlby, YO8 5JP

Hope Learning Trust York is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be subject to an enhanced DBS check, medical clearance, satisfactory references and eligibility to work in the UK checks.

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via [recruitment@hlt.academy](mailto:recruitment@hlt.academy)

Teacher of Maths, Full Time, 52 Weeks, Permanent Role

Main Pay Scale / Upper Pay Scale Full Time Equivalent Per Annum

I am delighted to introduce our school to you. Barlby High School is one of five secondary schools in the **Hope Learning Trust Family**, York. This is an exciting time for the academy and an exciting opportunity for an ambitious educational professional to join the team. This is a great career opportunity, a chance to work in a reasonably small close knit community but with extensive opportunities for professional development across the Trust as a whole.

Barlby High School is an 11-16 comprehensive school which serves a mixed catchment 12 miles south of York. The school has a population of around 560 students; we are a friendly, warm and caring community school. Character development is crucially important and my desire is that Barlby High students understand their own self-worth and are confident, compassionate and kind. Academic success is equally important as it is the foundation for the next stage of school life and gives students the opportunity to choose their future career path.

We are a member of the York ISSP partnership, which is an equal partnership of 12 secondary schools – nine state schools and three independent schools. Our students have been able to attend master classes with the aim of providing academic challenge through opportunities which schools cannot provide alone.

Our vision is that every child should flourish and develop a real love for learning. We want the very best for all our students and have high expectations for them. This is born from the belief that every child is full of potential and has a unique part to play in society. We want every member of our school community to 'Live Life to the Full'.

### Job Details

All posts at Barlby High School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

**Julie Caddell**  
Principal



## LIVING LIFE TO THE FULL

**Kindness Loyalty Patience Justice Grace Forgiveness Compassion**

Recruitment Information – Hope Learning Trust York

## Main Teaching Duties

<b>1. Set high expectations which inspire, motivate and challenge learners and students</b>
<ul style="list-style-type: none"><li>• Establish a safe and stimulating environment for pupils, rooted in mutual respect</li><li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li><li>• Demonstrate consistently the positive attitudes, values and behavior, which are expected of pupils.</li></ul>
<b>2. Promote good progress and outcomes by learners and students</b>
<ul style="list-style-type: none"><li>• Be accountable for pupils' attainment, progress and outcomes</li><li>• Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li><li>• Guide pupils to reflect on the progress they have made and their emerging needs</li><li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li><li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li></ul>
<b>3. Demonstrate good subject and curriculum knowledge</b>
<ul style="list-style-type: none"><li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li><li>• Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li><li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li></ul>
<b>4. Plan and teach well-structured lessons</b>
<ul style="list-style-type: none"><li>• Impart knowledge and develop understanding through effective use of lesson time</li><li>• Promote a love of learning and children's intellectual curiosity</li><li>• Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li><li>• Reflect systematically on the effectiveness of lessons and approaches to teaching</li><li>• Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li></ul>
<b>5. Adapt teaching to respond to the strengths and needs of all learners and students</b>
<ul style="list-style-type: none"><li>• Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li><li>• Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li><li>• Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li><li>• Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li></ul>
<b>6. Make accurate and productive use of assessment</b>
<ul style="list-style-type: none"><li>• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li><li>• Make use of formative and summative assessment to secure pupils' progress</li><li>• Use relevant data to monitor progress, set targets, and plan subsequent lessons</li><li>• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li></ul>

<b>7. Manage behavior effectively to ensure a good and safe learning environment</b>
<ul style="list-style-type: none"> <li>• Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy</li> <li>• Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</li> <li>• Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
<b>8. Fulfil wider professional responsibilities</b>
<ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Deploy support staff effectively</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents with regard to pupils’ achievements and well-being</li> </ul>

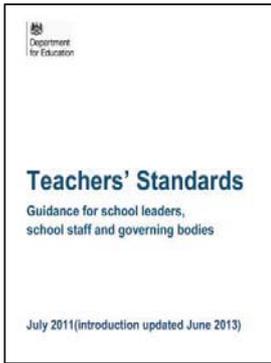
### Subject Teacher Person Specification

I: Interview, R: Reference, A: Application Form

Characteristics	Essential	Desirable	Evidence
<b>Qualifications</b>	Qualified Teacher or NQT Graduate	Evidence of continuous professional development	A
		Willingness to undertake further professional development	I
<b>Experience and Knowledge</b>	High level of specialist subject knowledge	Ability to teach more than one subject	A, I
	Successful teaching experience	Knowledge of core standards for teachers and how they apply in practice	R, I I, R
		Willingness to contribute to the wider life of the school	A, I
<b>Vision and Values</b>	Commitment to comprehensive, inclusive, community education in a Church of England Academy. Commitment to safeguarding and protecting children and young people Passion for own subject specialism/excellence		A, I
			I
			R, I
<b>Skills</b>	Ability to motivate learners of all abilities to learn and to make good progress Good oral & written communication skills Ability to listen & respond to young people establishing excellent relationships with them	Ability to use e-technologies effectively	R, I
			A, I
			A, I
			I, R
			R

	<p>Ability to analyse data effectively and use data to set clear, challenging targets</p> <p>Ability to use ICT for planning, teaching, organisation and assessment purposes</p> <p>Ability to plan consistently, creatively and effectively to support excellent progress</p> <p>Very good classroom management</p> <p>Ability to reflect upon own practice &amp; respect the contribution of others</p> <p>Ability to work effectively as part of a team</p>		<p>R, A</p> <p>I</p> <p>I, R</p> <p>R, A</p>
--	--	--	--

## Teaching Responsibilities



### The Teachers' Standards apply to:

1. Trainees working towards QTS;
2. All teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
3. Teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf)

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work.

### PART ONE: TEACHING

- Set high expectations which inspire, motivate and challenge learners and students
- Promote good progress and outcomes by learners and students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all learners and students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behavior within and outside school, by:
- Treating learners and students with dignity, building relationships rooted in mutual respect, and at all times Observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard learners and students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit learners and students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# Thrive

We are committed to empowering our workforce to flourish and thrive, enabling us to transform both the schools and the lives of the young people we serve.

Growing together is at the heart of our development. We are committed to continual personal development – for ourselves and on behalf of others. All of us are learners.

Partnership working within and outside our Trust enables the sharing of best practice and supports the wider education community. At Hope we are committed to working collaboratively with high quality local, regional and national providers. We are proud to be an outward facing educational trust.

## As Learners

We work with trust schools in aiming to create a culture of excellence, by being relentless in providing the very best for our children and students. We believe that given the right support, in the right environment, all young people can thrive and make excellent progress. For us, what matters most is the distance travelled, not where the children end up.

## As Creative Individuals

First and foremost, our schools are places of learning, but we strongly believe that we succeed together by treating each young person as a creative individual, nurturing their interests and rejoicing in their passion. We understand that no two young people are the same, so we provide opportunities to allow our students to explore all aspects of being unique.

By encouraging creativity and expression in all its forms, our young people develop not just academically, but as a whole.

## As Caring and Engaged Citizens

As Church of England and community schools we are particularly committed to motivating our young people from an early age, to become active, caring and engaged members of the community.

The Trust works with the Archbishop of York's Youth Trust to deliver the Young Leaders Award programme at Key Stages 2, 3 & 4. We are advocates for this scheme which empowers young people to make a difference in their local community whilst growing in key leadership skills.

## As Spiritual Beings

Our history dates back to 1812 when church schools were founded across England. Being a Church of England multi-academy trust today embodies this 200-year legacy of the first church schools. This distinctiveness is central to everything we do and the values of those early church schools, based around inclusion, community and service are visible across the Trust today.

## As Professionals

We want every young person to experience great teaching and get the support they need throughout their time at school. We value our staff immensely and are committed to initial teacher training, professional development and leadership development. As a Trust we are there to challenge but most importantly support each other. No one should feel isolated and on their own.

## Benefits of working at HOPE

### Continuing Professional Development (CPD)

Hope Learning Trust, York is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From NQT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the Hope team to succeed, develop and aspire to the next challenge.



### Pension Scheme

As an employee of HOPE MAT you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) HOPE MAT also pays into the scheme on your behalf.

For more information please visit: [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk) [www.nypf.org.uk](http://www.nypf.org.uk)

### Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and HOPE MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit [www.cyclescheme.co.uk](http://www.cyclescheme.co.uk)



### The Hope Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.

