Ruislip High School

Information for Candidates



Teacher of Maths

From grass roots, to reaching for the sky

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Headteacher and Head of School's Welcome

Ruislip High School opened its doors to its first cohort of Year 7 students in September, 2006. In its short history, the school is proud to have been graded Outstanding by Ofsted in November, 2007 and June, 2011. The school's logo reflects the students' journey from grass roots to reaching for the sky. We therefore aim to recruit staff who have high expectations for students to ensure that they fulfil their potential.

In September 2018, Ruislip High School joined the Vanguard Learning Trust, a local multi-academy with two other schools, Ryefield Primary School and Vyners School. The Trust will provide students and staff with additional opportunities both in and out of the classroom. Central to Ruislip High School's vision is to ensure that all students fulfil their full potential; we believe this is achieved by high expectations being realised each and every day.

We believe that students need to take responsibility for their learning and their actions. Students are encouraged to be challenged in lessons and to understand that learning is not always about getting the right answer! We seek to appoint outstanding teachers who possess the knowledge and skills to enhance students' learning and development.

We offer students a diverse range of opportunities both in and out of the classroom. For example, we are one of a few schools to offer the Duke of Edinburgh Award at all levels - Bronze, Silver and Gold. We believe that students continue to develop their self-esteem and pride through their achievement in lessons and their commitment to enrichment activities, especially when they have to face new challenges. This relies on staff having a 'can-do' attitude and a willingness to contribute to our 'Above and Beyond' provision.

Ruislip High School is both in, and for, the community. We rely heavily on staff's commitment to establish positive relationships with local schools, businesses and higher education institutions. We trust that interested applicants will be keen to apply for a position at Ruislip High School and we look forward to meeting shortlisted candidates in due course.

Dr Martina Lecky
Headteacher

Mr Gareth Davies
Head of School



About Ruislip High School

Ruislip High School opened its doors to its first Year 7 cohort in September 2006; it is a mixed comprehensive secondary school situated in Ruislip, within the London Borough of Hillingdon. The school converted to academy status in 2014 and has been graded outstanding in both its Ofsted inspections. Unique features, such as the pastoral system, were acknowledged in helping to create a strong community ethos. Central to Ruislip High School's vision is to ensure that all students fulfil their full potential; we believe this is achieved by high expectations being realised each and every day. In September 2018, Ruislip High School joined the Vanguard Learning Trust, a local multi-academy with two other schools, Ryefield Primary School and Vyners School. The Trust will provide students and staff with additional opportunities both in and out of the classroom.

Exam Results

In June 2018, Ruislip High School continued to achieve GCSE results in line with the excellent results achieved over the last three years.

For the key national accountability measure, 50% of students attained 9-5 grades in both English and Mathematics, with 74% of students attaining at least a grade 4 in both English and Mathematics.

In English, 66% of students attained grade 5 or above, with 84% attaining at least a grade 4.

In Maths, 57% of students attained at least a grade 5, with 79% attaining grade 4 or above.

Performance at the top end continued to be strong with 17 students, equating to 10% of the cohort, attaining seven or more 7-9/ A*-A grades.

At A Level, staff are delighted that the majority of students attained the grades necessary to gain places at their chosen university. Over the last three years, students have been offered places on courses at a number of prestigious Russell Group universities, including Oxford and Cambridge.

Department Information

The Mathematics Faculty

The mathematics faculty is a highly successful and enthusiastic team who strive to develop understanding and encourage students to independently apply (and recognise) numeracy in their everyday lives. In 2018, 79% of students at Ruislip High School attained grade 4 or higher and 57% of students attained at least a grade 5. The department's A-level results continue to ensure that students who apply to higher education secure a place at their first choice university.

Staffing
The mathematics department currently consists of:

- A school director of mathematics
- A curriculum leader
- An assistant curriculum leader
- An assistant headteacher
- Two full-time teachers
- Three part-time teachers
- An intervention teacher

Key stage co-ordinator roles are shared between the three department responsibility holders.

Curriculum
The department follows the National Curriculum for Key Stage 3 and undertakes the Edexcel GCSE linear specification for Key Stage 4. The Edexcel A-level Mathematics course is taught in Key Stage 5. Teachers are expected to teach lessons which develop abstract thinking. The department is heavily involved in the development of CAME across the KS3 mathematics curriculum, which includes:

- An introduction which sets the scene (concrete preparation)
- A puzzle or challenge which needs to be solved (cognitive conflict)
- Group-work and discussion where pupils share ideas for solutions (social construction)
- Learners explaining the thinking which gave the answer (metacognition)
- Learners making links to everyday applications of the ideas discussed (bridging)

Extra-curricular
There is a 'Maths Clinic' run on a weekly basis, providing opportunities for students to seek help with misunderstandings. Students in relevant year groups participate in the UKMT Junior, Intermediate and Senior Challenges throughout the year. Ruislip High School also hosts the annual borough-wide 24 Game competition.

NQTs and experienced teachers are welcome to apply.

Job Description

Job Title: Teacher of Maths

Reports To: Curriculum Leader of Maths

Salary: MPS/UPS plus Outer London Allowance

Date: December 2018

Purpose of the job
- To teach maths and help with the promotion of the subject throughout the school
- The post-holder will teach maths at Key Stage 3 and 4
- The post-holder will advise and assist with the development of the maths curriculum

Duties
In accordance with the Education (School Teachers Pay and Conditions of Employment) Order, the duties as set out in the Conditions of Employment of School Teachers under Section 3.

Key responsibilities

General Teaching
1. To be part of the team of teachers in maths
2. To develop innovative, traditional and non-traditional approaches to the maths curriculum in order to ensure appropriate access and achievement for all students
3. To assist in the development and deployment of resources as appropriate
4. To co-operate with procedures to monitor the quality of teaching and learning outcomes throughout the subject area
5. To have high expectations of all students based on relevant data
6. To teach using a variety of delivery methods which will stimulate learning, meeting the demands of the curriculum and the needs of the students
7. To assess, record and report on the attainment, attendance and progress of students keeping such records as are required
8. To prepare and update subject materials, including schemes of work
9. To maintain discipline in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour and standards of work
10. To assess students' work in line with school policies and procedures referring to student performance targets
11. To ensure that literacy and numeracy and oral communication are reflected in the teaching/learning experience of students

Curriculum Provision and Development

1. To assist in the organisation of student grouping within the subject area
2. To assist the subject leader in the development of appropriate specifications, resources, schemes of work and teaching strategies
3. To contribute to the development and implementation of the subject's strategic development plan
4. To plan and prepare courses and lessons
5. To attend and contribute to subject meetings
6. Develop and oversee extra-curricular activities

Monitoring and Evaluation

1. To use data, both externally and internally produced, to assess student performance and to develop appropriate courses of action
2. To review on a regular basis methods of learning and teaching
3. To produce interim and annual reports for all students taught in line with the school's assessment and reporting policy

Pastoral

1. To be a form tutor to an assigned group of students
2. To liaise with the head of year in implementing the school's pastoral policies
3. To register students and accompany them to assemblies
4. To enable, encourage and support a tutor group's participation in the student council
5. To monitor student planners to ensure that homework is recorded as appropriate
6. To notify the designated safeguarding lead immediately about any concerns relating to a student
7. To evaluate monitor and report on the progress of each student
8. To communicate with parents/guardians as appropriate
9. To teach the tutors programme appropriate to the year group
10. To attend tutor meetings as arranged by the head of year.

General Responsibilities

1. To participate in the school's staff development (CPD) programme
2. To continue personal development in relevant areas especially subject knowledge and teaching methods
3. To engage actively with the school's performance management and CPD programme
4. To ensure where appropriate, the effective deployment of classroom support
5. To work as a member of a team, positively contributing to effective working relations within the school
6. To communicate, where necessary with parents and external agencies, following school policies
7. To attend open evenings, parents' evenings and other whole-school events
8. To attend Monday afternoon staff briefings
9. To take part in the arrangements for performance management
10. To undertake duties as detailed in the rota, timetables and key dates publication
11. To undertake any other duties as the headteacher or senior leadership team may reasonably require
12. To adhere to the expectations laid out in the Staff Code of Conduct

Health and Safety

1. To be familiar with the school's policies that refer specifically to health and safety regulations and implement it as applicable within the department
2. To ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and updated where necessary.
3. To have regard to health and safety across the school in all aspects of work, in line with the school's policies and keep up to date with all relevant policies and risk assessments

Other duties and responsibilities

Any other duties commensurate with the general level of responsibility of the post that the headteacher may from time to time ask the post-holder to perform.

These duties may be modified by the headteacher, with agreement, to reflect or anticipate changes in the job.

Ruislip High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Person Specification for Teacher of Maths

Qualifications	Essential	Desirable	A	I	R
1. Qualified teacher status	✓		✓		
2. Degree or equivalent	✓		✓		
3. A higher Degree		✓	✓		
4. Experience in more than one school (or experience of different school contexts whilst training)		✓	✓		
5. Experience of teaching A Level Maths and/or Further Maths		✓			
6. Evidence of further professional development in subject area	✓		✓		
7. Evidence of other further professional development		✓	✓		

Professional knowledge and understanding, skills and attributes:	Essential	Desirable	A	I	R
8. An understanding of the characteristics an effective school		✓	✓	✓	
9. Specific evidence of successful classroom teaching	✓		✓	✓	✓
10. A commitment and thorough understanding of how his/her subject specialism should be taught & an understanding of the National Curriculum - content and assessment	✓			✓	
11. The ability to achieve challenging professional targets/objectives. The ability to develop and implement policy and practice which reflects the school's commitment to high achievement	✓		✓	✓	✓
12. The ability to analyse, understand and interpret data and information	✓			✓	
13. The ability to judge when to make a decision, when to consult and when to defer to a senior member of staff	✓			✓	✓
14. The ability to promote the ethos aims and objectives of the school to the wider community	✓			✓	✓
15. The ability to prioritise own time, work under pressure and meet deadlines with a sense of balance and perspective	✓			✓	✓
16. The ability to use ICT to enhance and support teaching, learning and management	✓			✓	
17. Evidence of involvement and understanding of pastoral needs of students	✓		✓	✓	
18. Evidence of working in a range of different school contexts		✓	✓	✓	

Personal skills and attributes:	Essential	Desirable	A	I	R
19. Decision-making skills - the ability to investigate, solve problems and make decisions	✓			✓	
20. Communication skills (both orally and in writing) – the ability to make points clearly and understand the views of others	✓		✓	✓	
21. Ability to develop new ideas	✓			✓	
22. Personal impact and presence	✓			✓	✓
23. Energy, determination and perseverance	✓				✓
24. Self-confidence, enthusiasm and commitment	✓			✓	
25. Reliability and integrity	✓			✓	✓

Note - The duties required of all teachers under Pay and Conditions legislation are a necessary part of this job description. This job description is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

Bold statements are the main criteria used for shortlisting. Non-bold statements are subsidiary criteria used for further refining the shortlist.

A = Application I = Interview R = Reference

Core Values at Ruislip High School

Respect

Different views and beliefs: be kind and show good manners to all.
Value the school community and environment in thought and action.

Unity

Volunteer to help others; contribute to school life.
Show loyalty to friends, staff, school and community.

Integrity

Set high personal and academic standards.
Uphold the school values.

Self-discipline

Demonstrate self-control, willpower and strength of mind.
Remember: 'You Own Your Own Behaviour'. Take responsibility.

Learning

Be independent and self-motivated.
Always give 100% effort and check work through: if it's not perfect, it's not finished.

Inspiration

Show curiosity, imagination and independence.
Lead by example: take pride in being an individual.

Perseverance

Be resilient: ask for feedback to improve rather than giving up. Always correct and improve work (D.I.R.T).








How to apply

If you would like to apply for this vacancy, please download a Teaching Staff application form from the school website.

Applications should be returned to **Justine O'Driscoll**, HR Manager, Ruislip High School, Sidmouth Drive, Ruislip, Middlesex, HA4 0BY or via email to **jodriscoll@ruisliphigh.org.uk**

Ruislip High School reserve the right to bring forward the closing date of any vacancy when a suitable number of applications have been received. Candidates are therefore recommended to submit their application as soon as possible.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.



Safeguarding and Child Protection Policy Statement

- Ruislip High School is committed to safeguarding students and expect everyone who works at the school to share this commitment.

- Staff take all welfare concerns seriously and encourage students and young adults to talk about anything that worries them. Staff must always act in the best interest of the student. The school recognises that it has a moral and statutory responsibility to safeguard and promote the welfare of its students. Staff endeavour to provide a safe and welcoming environment where students are respected and valued. Staff are alert to the signs of abuse and neglect and follow the school's procedures to ensure that students receive effective support, protection and justice.

- Students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Principles

- The school will ensure that the welfare of students is given paramount consideration when developing and delivering all school activity

- All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection

- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm in accordance with this guidance

- All students and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance

Aims

- Provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of students

- Ensure consistent good practice across the school

- Demonstrate the school's commitment to safeguarding students

- Contribute to the five Every Child Matters outcomes:
    - Be healthy
    - Stay safe
    - Enjoy and achieve
    - Make a positive contribution
    - Achieve economic well-being

The full Safeguarding and Child Protection Policy Statement can be found on the school's website.