



Applying for a job at Brigshaw High School

Deputy Director of Maths

Recruitment Information

March 2021

This school is committed to promoting and safeguarding the welfare of all children

RECRUITMENT INFORMATION

Thank you for expressing an interest in this post within our school. The enclosed application pack contains a number of documents providing background information about our school and the vacancy that we are advertising. We hope you will find this information useful and we look forward to hearing from you.

Contents:

- About Brigshaw High School
- Brigshaw Learning Partnership
- Application Process
- Letter
- Vacancy Advert
- Job Description
- Asylum Immigration Act

The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.



Brigshaw High School – Current Context

This is a 'snapshot' view of Brigshaw High School. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two “villages”, as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1393 pupils on roll, including 203 in the Sixth Form. Our planned admission limit is 240 per year and we are once again oversubscribed in Year 7 for 2020; enrolling 272. On September 1st 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to maintaining a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are still good and retention is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transition staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford. In autumn 2020 30% of our leavers began a degree in a Russell Group university.

We are a “resourced school” for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to supporting students to “Be the Best you can Be”; because you matter. Caring for our pupils as individuals, and providing a supportive learning environment allows young people freedom to develop ‘Respect For Learning’, develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.

Our most recent Ofsted Report (June 2019) judged us as a good school. Ofsted noted:

“There’s something really special here” HMI Ofsted

- Highly effective leadership... all highly ambitious for staff and pupils
- Resolutely committed and determined to embed a ‘**culture of excellence**’ across the school.
- Pupils are “proud... of their school and ... appreciate the recent changes”.
- Pupils’ attitudes to learning are strong... they actively participate in and support their peers with their learning.
- Governors and trustees know the school well... they are realistic and reflective...they are extremely effective in their roles.
- Parents and carers are supportive.
- Sixth-form leadership is a strength of the school and, consequently, the sixth form is good.

However, we are not complacent. We believe that pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred on raising achievement at all levels and ensuring all students are stretched; developing improved outcomes through our Vertical Tutoring and House System; and developing and consolidating partnerships. Under-pinning these objectives is an over-arching commitment to personalising learning and encouraging student leadership and parent/carers engagement at all levels of our work.

We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries including Holland, Poland, Latvia, Czech Republic, China, Japan France, Germany and Spain. For the London Olympics we held our own student-led Olympic event, hosting over 200 international visitors from ten countries. The last few years have built on this legacy in a variety of ways with a range of countries and events.

Much of Brigshaw's success comes from the strong partnerships we belong to. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years we have worked closely with our partner school, Temple Moor High School, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a 'learning culture', changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi academy trust. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and co-operatively, to provide a stimulating and successful learning environment.

We agree with Ofsted that ours is a good school with outstanding features and still has much scope for improvement. We also believe that it is a unique and exceptional place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.

The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.

M A Williams

Mrs Maria Williams
Headteacher

BRIGSHAW LEARNING PARTNERSHIP

MULTI-ACADEMY TRUST

Allerton Bywater Primary School, Great Preston CoE Primary, Kippax Ash Tree Primary School, Kippax Greenfield Primary School, Kippax North Primary School, Lady Elizabeth Hastings CoE Primary (Ledston), Swillington Primary School and Brigshaw High School, in partnership with Kippax and Villages East Children's Centres, have been working together for a number of years as we believe that a strong partnership will achieve more for all our children and young people, through co-operation, openness and trust.

Since September 2016 Allerton Bywater Primary School, Kippax Ash Tree Primary School, Kippax Greenfield Primary School, Kippax North Primary School, Swillington Primary School and Brigshaw High School have become the Brigshaw Learning Partnership Multi-Academy Trust. We have recently been joined by Methley Primary School. All the schools continue to work closely together and share the same values.

What are our values?

- Self-help – helping people to help themselves.
- Self-responsibility – being responsible for our own actions and playing a full part.
- Equality – everybody should be treated justly and fairly.
- Equity – all members have an equal right to be informed.
- Democracy – having an equal say in how things are run.
- Solidarity – taking collective responsibility and supporting other co-operatives.
- Honesty – openness, social responsibility, caring for others.

What are our aims?

- To ensure high expectations across all of our schools among pupils, parents, carers and staff.
- To enable pupils to have consistently high quality teaching and learning experiences by sharing strengths, resources and staff, and developing creative ways to help pupils achieve.
- To work with parents, carers and the wider community to improve health and well-being, working more effectively with health, social care, sport and leisure services.
- To work with our partners to provide more opportunities for family and community learning and wider cultural experiences.
- To strengthen our commitment to co-operative values.

APPLICATION PROCESS

Making an Application

Application Form

If you wish to be considered for this post please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc.).

You will note that we require details of two referees, one of which must be your current or most recent employer.

CVs are **not** accepted as part of the application process.

Please return your completed application form to: hammonj01@brigshawtrust.com by the closing date below.

Supporting information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

Please remember to sign the declaration on the final page of the application form.

The closing date for applications is: Monday 19th April 2021 at 9.00am

Interview and Selection Process

Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Induction and Continuous Professional Development

The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment, the Head teacher will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations. You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.

Pre-Employment Checks

References

If you are short listed, we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

DBS & Disqualification checks

Employment at this school is subject to an enhanced check with children's barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form.

Prohibition checks (Teaching posts only)

Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.

Validation of Qualifications

All short listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.

School Policies

Child Protection

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. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils. The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees, should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Teachers are bound by the school code of conduct and safeguarding procedures

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Full details of all these policies are available in school.

If you have any queries on any aspect of the application process or need additional information please contact our Operations Manager on 01132878900 or email brannar01@brigshawtrust.com

March 2021

Dear Applicant

Re: Deputy Director of Maths

Thank you for showing an interest in the above post.

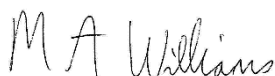
I enclose some information to help you if you decide to apply for the post: an application form including an equal opportunities form, a 'snapshot' view of Brigshaw and a job description. Further information about the school, including a map, can be found on our website, www.brigshaw.com. Our 2019 Ofsted Report is also available through www.ofsted.gov.uk.

I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for interview.

The closing date for applications is **Monday 19th April 2021 at 9.00am** and we intend to interview shortly after this date. If you do not hear from us, I am afraid that on this occasion your application will have been unsuccessful, but I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours faithfully



Maria Williams

Headteacher

Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclosure and Barring Service check

Deputy Director of Maths
Salary: L4 – L7
This is a permanent, full time position.

We are looking to appoint a Deputy Director of Learning, to support the newly appointed Director of Learning to lead the development of all aspects of Mathematics and Numeracy within the school and line management of staff members within the Mathematics Department.

We are looking for an excellent classroom practitioner who can provide a first-class education for our students, raising achievement and promoting outstanding progress for all. You must have a passion for mathematics and the ability to communicate this to a wide range of pupils with different needs and abilities. We believe this is an exciting opportunity to join a successful team and there will be scope to teach across the full 11 – 19 range.

Brigshaw High School is a very successful and inclusive 11-19 comprehensive school of over 1400 students serving communities across outer east of Leeds. The school has outstanding teaching accommodation and sporting facilities and strong learning and community partnerships.

On 1st September 2016 Brigshaw converted to an Academy status as part of the Brigshaw Learning Partnership, a multi-academy trust consisting of ourselves and five other primary schools.

Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Details can be obtained from the school by telephone 0113 2878900, e-mail office@brigshaw.com or downloaded from our website www.brigshaw.com

We warmly welcome all applicants to visit the school. Please contact Jon Hammond, HR Officer, on 0113 2878900 Ext 1164 via email hammonj01@brigshawtrust.com to arrange a suitable date and time.

Closing Date: Monday 19th April 2021 at 9.00am

Interview Date: TBC

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP.

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory reference.

JOB DESCRIPTION

Job Title: Deputy Director of Learning: Mathematics and Numeracy

Salary: L4 – L7

Responsible To: Director of Learning: Mathematics and Numeracy

This job description must be read in conjunction with the professional duties set out in the current School Teachers' Pay and Conditions Document, the Teachers' Standards which the postholder is expected to meet. It will be reviewed regularly and amended to reflect or anticipate changes in the job in line with the future development of Brigshaw High School.

Responsible For:

Line management of staff members within the maths team in conjunction with the Director of Mathematics

As a Leader:

- Lead the maths team and support a whole school strategic responsibility and quality assurance processes in such a way as to meet national and school based targets.
- Lead, develop and implement whole school numeracy alongside the Director of Learning.
- Assist in ensuring that the quality of learning and teaching within Maths is consistently good and outstanding.
- Assist in ensuring that the maths team is part of the school learning community programme and actively engages in wider learning communities within and beyond the Trust.
- Contribute to the development of the school and the promotion of a high achieving, aspirational, positive, supportive ethos in the school.
- To have a high profile around school to ensure high standards of behaviour by modelling good practice to other colleagues.
- To be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Other duties as determined by the Headteacher.

As Deputy Director of Learning: Mathematics and Numeracy

To assist in ensuring each individual pupil achieves their optimum level in maths and to monitor and support individual pupil progress according to their needs.

To lead, develop and enhance the teaching practice of teachers, evaluating the quality of teaching and securing and sustaining its effectiveness in maths.

To be accountable for the leadership and management of numeracy across the curriculum, the development and implementation of policies, plans, targets and practices within the context of the school's aims and policies.

To effectively line manage teaching and support staff in maths, where relevant.

Strategic Development and Self Evaluation

- To assist with effective self evaluation of maths in line with whole school self evaluation cycle and provide reports for the Principal and Governors as requested.
- To assist with the strategic development of the department within the whole School Improvement Plan (SIP) and oversee Department Improvement Plans which are led by the outcomes of rigorous self evaluation.
- Monitor the quality of teaching and learning and implement improvement strategies as relevant.
- Analyse and interpret school, local and national data, research, inspection outcomes to inform policies, practices, expectations, targets and teaching methods.
- In conjunction with the Director of Learning: Mathematics and Numeracy, to be accountable to the Governors through the Headteacher for the standards of teaching, learning and student achievement within the department.
- Ensure all health and safety requirements are in place including risk assessments.
- Ensure statutory requirements for the subject are in place.
- Assist in the preparation for and undertake an annual review of progress with the relevant line manager (and link governor).

Leading and Managing Staff

- Assist in line management of all teachers and associated support staff setting expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Appraise staff as required by the school's Appraisal Policy and use the process to develop the professional effectiveness of colleagues.
- Develop and enhance the teaching practice of other teachers so that students make effective educational progress by:
 - I. Acting as a 'teacher consultant', modelling best practice and securing support and guidance for teachers experiencing difficulty
 - II. Providing guidance on suitable choices of Teaching and Learning methods to meet the needs of all students
- Ensure that statutory requirements where relevant are met.
- Ensure curriculum coverage, continuity and progression for all students including those with SEN and those eligible for Pupil Premium funding.
- Ensure that all practices in marking, assessment, recording, reporting, behaviour management, anti-bullying and inclusion follow whole school policy and practice.
- Manage the department's involvement in ITT and the award of QTS.

Student Achievement

- Ensure all students have appropriately challenging targets in order to achieve outstanding outcomes and ensure effective monitoring of student progress towards those targets is in place.
- Ensure student behaviour supports learning across the department and contributes to the whole school position on managing behaviour and provide support for teachers that may need it.
- Use data effectively to identify students who are underachieving and where necessary create and implement actions to address the causes of the underachievement.
- Ensure the department contributes to developing students' understanding of their roles as citizens of the school, local, national and global community.
- Ensure students are well prepared for examinations in line with national expectations.

Resource Management

- Ensure the effective deployment of resources by staff within the department.
- Establish staff and resource needs, determine priorities for expenditure and allocate available resources with maximum efficiency to meet school/departmental objectives
- Monitor and account for budget spending to the Headteacher.

Other Duties

- Establish and maintain effective communication with parents/carers.
- Promote participation in extra-curricular and enrichment activities.
- Play a full part in the life of the school, support its ethos, attend events and encourage colleagues to do likewise.
- Ensure Health and Safety is a priority and is properly understood and adhered to.
- Undertake other duties as directed by their line manager or the Headteacher.
- Attend Open Evenings/Days as appropriate.

PERSON SPECIFICATION

Deputy Director of Learning

Leadership skills – the ability to lead and manage people to work towards common goals		
		How Identified
Support and demonstrate commitment to the vision for the establishment and development of Brigshaw	Essential	App/Ref/SP
Support the Principal in the management of change and improvement in pursuit of strategic objectives	Essential	App/Ref/SP
Prioritise, plan and organise	Essential	SP/Ref
Direct and co-ordinate the work of others	Essential	SP/Ref
Build, support and work with high performing teams	Essential	SP/Ref
Work as part of a team	Essential	SP/Ref
Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out	Essential	SP
Motivate and inspire students, staff, parents, carers, governors and the wider community	Essential	Ref/SP
Set standards and provide a role model for students and staff	Essential	SP/Ref
Seek advice and support when necessary	Essential	Ref
Deal sensitively with all stakeholders in a wide range of situations and resolve conflicts with empathy	Essential	SP/Ref
Command credibility through the discharge of their functions and influence others	Essential	App/Ref
Provide professional direction to the work of others	Essential	App/Ref
Make informed use of inspection and research findings	Essential	App/Ref/SP
Apply good practice from other sectors, teams or organisations	Essential	App/SP
Have management and leadership experience	Desirable	App/Ref/SP
Commitment to equal opportunities and work/life balance	Essential	App/Ref/SP
Understanding about the strategic importance of ICT	Essential	App
Support and promote Brigshaw's Cooperative ethos and values		
Decision-making Skills – the ability to investigate, solve problems and make decisions		
Make decisions based upon analysis, interpretation and understanding of relevant data and information	Essential	SP
Think creatively and imaginatively to anticipate and solve problems and identify opportunities	Essential	App/SP
Demonstrate good judgement	Essential	SP
Ability to secure value for money for the school	Essential	SP

Communication Skills – the ability to make points clearly and understand the views of others		
Communicate effectively orally and using a variety of media to a range of audiences	Essential	App/SP
Negotiate and consult effectively	Essential	App/Ref/SP
Manage good communication systems	Essential	App/SP
Chair meetings effectively	Essential	App
Develop, maintain and use an effective network of contacts	Desirable	App/SP
Self-management Skills – the ability to plan time effectively and to organise oneself well		
Prioritise and manage their own time effectively	Essential	SP
Work under pressure and to deadlines	Essential	Ref/SP
Achieve challenging and changing professional goals	Essential	SP
Take responsibility for their own professional development	Essential	SP
Attributes		
Personal impact and presence	Essential	Ref/SP
Adaptability to changing circumstances and new ideas	Essential	Ref/SP
Energy, vigour and perseverance	Essential	Ref/SP
Self-confidence	Essential	Ref/SP
Enthusiasm	Essential	Ref/SP
Intellectual ability	Essential	Ref/SP
Reliability and integrity	Essential	Ref/SP
Commitment	Essential	Ref/SP
Sensitivity	Essential	Ref/SP
Training and Qualifications		
Qualified Teacher Status or other educational qualification	Essential	App/SP
A degree or management qualification	Essential	App
Evidence of continuous professional development	Essential	App
Special Knowledge		
Outstanding classroom practitioner	Essential	App/Ref/SP
The theory and practice of development planning	Essential	App
The requirements for Appraisal	Essential	App
The local, national and global educational trends and their impact	Essential	App/
Knowledge understanding and experience of all phases of secondary education	Desirable	App/Ref/SP
Proven record of successful leadership, management and raising achievement	Essential	App/Ref/SP
Knowledge of current legislation and legal requirements	Desirable	App/SP/Ref
Disposition and Attitude		
Positive and optimistic attitude towards School Improvement and Inclusion	Essential	SP
Open-minded and receptive to new ideas, approaches and challenges as well as generation innovation	Essential	SP
Places high priority on effective team working and works easily and comfortably in a team environment	Essential	SP

Practical and Intellectual Skills		
Ability to analyse and evaluate multi-dimensional and complex situations	Essential	SP
Well developed planning, evaluating and implementation skills	Essential	SP
Ability to drive change through to successful completion whilst ensuring that all parties share a common vision and ownership of the changes	Essential	SP
Experience of teaching a range of key stages	Desirable	App/Ref/SP
Effective use of ICT for a range of purposes	Essential	APP/SP/Ref

Key:

App – Application Form

Ref – Reference

SP – Selection process. This could include a range of exercises, including an interview

MATHEMATICS AT BRIGSHAW

Mathematics at Brigshaw is taught by a dynamic and creative team who constantly strive to achieve the very best for our students, whilst instilling a passion for the subject. All teachers have access to high quality CPD and the team supports each other effectively in developing shared approaches to teaching and learning, We are looking forward to working alongside an enthusiastic and innovative colleague who can help us to continue to develop.

Staffing and Facilities

The department currently consists of 12 specialists and 1 dedicated HLTA. Within this team there is a lot of experience and enthusiasm and all teachers teach across the full age and ability range.

We have 10 classrooms which are accommodated along one wing of the school. There is access to the networked computer system and other multi-media technologies, including interactive whiteboards and visualisers in every room. Members of the curriculum area have their own teaching base and there is also a dedicated curriculum office/work area.

Curriculum

We have taken the opportunity provided by the New Curriculum to completely rethink our Schemes of Work. Our objective is to produce mathematicians who have such mastery of mathematical processes that they view the subject as a web of topics between which there are a multitude of connections. We are keen that all students are fluent in their understanding of the basic mathematical methods and concepts and we ensure they regularly practise their mathematical reasoning and problem solving skills.

Key Stage 3

Students are taught in sets according to ability where they work on developing their fluency and problem solving skills from our innovative and recently developed scheme of work. KS3 students also complete enrichment units twice per year where we have incorporated areas beyond the breadth of the national curriculum such as programming skills and investigating the validity of data in the current news stories.

Key Stage 4

Pupils continue their learning journey in Years 10 and 11 where they follow the Edexcel linear course. We aim to continue to develop their mastery of all areas of mathematics, building robust, fluent and confident learners. Students are taught in ability groups and are entered for either the Higher or Foundation tier.

Key Stage 5

We have an excellent uptake for A level Maths at Brigshaw with it regularly being one of the most popular courses. We also offer A level Further Maths and have found this to be an extremely successful course. Our KS5 students follow the Edexcel course with Further Maths students currently receiving the choice of studying Further Mechanics or Further Decision.

We successfully involve students in a number of activities outside lessons. We participate in the UK Mathematical challenges and continue to run successful events with our feeder primary schools such as 'Murderous Maths' which forms a firm part of our transition process.

Mathematics continues to be a thriving department at Brigshaw and this is an exciting opportunity for an enthusiastic, imaginative and highly motivated applicant.

[This post is subject to an enhanced Disclosure and Barring Service check](#)

We warmly welcome all applicants to visit the school. Please contact Jon Hammond, HR Officer, on 0113 2878900 Ext 1164 or via email hammonj01@brigshawtrust.com to arrange a suitable date and time

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.

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The Brigshaw Learning Partnership and the School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references.

REQUIREMENTS OF THE ASYLUM AND IMMIGRATION ACT 1996

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file. The documents that you may use are listed below:

- United Kingdom passport.
- European Economic Area passport.
- National Identity Card.
- United Kingdom residence permit.

OR

An official document with a National Insurance Number.

PLUS

One of the following:

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland.
- A letter from the Home Office.
- An Immigration Status document endorsed by the Home Office.

The original document will be returned to you as soon as it has been photocopied.

The European Economic Area Agreement consists of the following countries:

Austria	Hungary	Norway
Belgium	Iceland	Poland
Cyprus	Ireland	Portugal
Czech Republic	Italy	Slovenia
Denmark	Latvia	Slovakia
Estonia	Liechtenstein	Spain
Finland	Lithuania	Sweden
France	Luxembourg	The UK
Germany	Malta	
Greece	Netherlands	