

Tiverton High School is looking to appoint a permanent Lead Practitioner of Maths from 1st September 2024.

Closing date: 25th March 2024

Interview date: week commencing 15th April 2024

Teaching and Learning Responsibility (TLR) 2a



Respectful



Resilience



Confidence



Cooperation



Fairness



A Voice



Welcome to Tiverton High School

Lead Practitioner of Maths

An exciting opportunity has arisen for an exceptional teacher to join Tiverton High School as a Lead Practitioner of Maths. This is a new post which aims to add further capacity to the Maths department as we continue to refine and innovate our practice.

We are looking for a Maths Teacher who will add energy, innovation and enthusiasm to a growing Maths department. In addition to this, they will have the leadership and coaching capabilities to develop the pedagogy of teaching to improve learning and ultimately drive up standards within the subject.

A Lead Practitioner expects the highest standards of teaching and learning in every classroom. We are looking for an individual who has exemplary classroom practitioner with proven experience of improved student outcomes and feels confident that they can share their expertise with wider colleagues. You will be able to create an outstanding teaching and learning experience for all students based on secure teaching and learning pedagogy that is aspirational and inspiring to all students studying Maths at Tiverton High School.

Together with the Subject Leader and Assistant subject leader this post holder's role will include developing, leading and managing the effective delivery of an outstanding curriculum, enabling the highest level of student progress and attainment. You will lead a professional community of teachers promoting outstanding teaching and learning, encouraging a learning experience which provides students with the opportunity to achieve their individual potential.

The role is flexible in its scope and responsibilities and can be adjusted based on the needs of the department and the interests of the candidate.

We warmly welcome visits to the school so if you would like to come and meet my team, please contact my PA Meg Hepworth on 01884256655 or email mhepworth@tiverton.devon.sch.uk

I look forward to meeting you

Sammy Crook
Head



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Community

Tiverton High School is truly at the heart of our community. The school is a mixed Co-operative Foundation Trust School, being part of the Tiverton Co-operative Learning Partnership with Petroc College, Tiverton Community Arts Theatre (TCAT), 11 primary schools, sports clubs and establishments and a major textiles company in the town. It also works in partnership with other cooperative schools in the area.

Mission

Our school's mission is based on the enthusiasm and belief in student potential. An inspired mind is a flourishing individual and that is what they aim for!

Student voice

Here is what students have said about Tiverton High School...

- "gives pupils the confidence and self-esteem throughout their school life."
- "is a secure, supportive environment where every student is welcome and accepted, regardless of race, religion or any other factor."
- "there is something for everybody at THS."
- "encourages and develops our capabilities."
- "helps each pupil succeed in life by providing the best teaching, education and encouragement."

Ofsted

"You lead a highly inclusive school which benefits pupils and the local community."

"There is a strong sense of common purpose in the school. Your concern for individuals is a striking feature of your leadership, which you summed up with the statement, 'We stopped working with data; we started working with pupils.'"

"Governors, leaders, teachers and other staff are committed to the school and are ambitious for its future."

The Federation of Tiverton Schools

Tiverton High School is part of 'The federation of Tiverton Schools, comprising of Tiverton High school, Heathcoat Primary school (HPS) and Rackenford primary school (RPS).

This federation was established in 2016 and the substantive Head of the High School is also the Executive Head of the Federation supported by the leaders at THS and a Head of school at each of the primaries.

As a federation we work in partnership to provide the best experiences and opportunities for our young people. Some colleagues work across the three schools, for example our site team and some office staff. In addition to this we run two Nurture groups of students who are not secondary ready, who are taught by a primary trained colleague.

Curriculum & learning

Our curriculum is based upon the National Curriculum programmes of study at Key Stages 3 and 4 and is timetabled using a 50 period two week timetable. Our curriculum has been developed to meet the requirements of current national guidelines and our commitment to the provision of a wide range of subjects, including breadth in our arts subjects which is one of our school strengths.

All students at KS4 take at least one subject which reflects the English Bacculaureate range of subjects. All students follow the statutory PSHE curriculum through a series of lessons with their tutor and specialist external providers.

In Years 8 students study the following subjects: English, Mathematics, Science, Computing, Design Technology, Food Technology, French, German, History, Geography, Religious Education, Art, Music, Drama, Physical Education, as well as a PSHE programme which delivers personal, social, health, citizenship and careers education. We are an NCS Champion School.

From Year 9 students study the core curriculum of English, Mathematics, Science and PE alongside a set of subjects that they have opted for. At the end of Year 9 these option subjects are further refined to a

set of qualifications to be taken at the end of Year 11. Students have a wide range of GCSE and vocational subjects to choose from that includes arts, Performance, DT, ICT, PE, humanities subjects and Health and Social Care. The study of a modern foreign language at GCSE is not compulsory, but the study of an 'Ebacc' subject is. Most students will go on to gain 9 GCSEs or equivalent.

Students are grouped in a variety of ways according to the needs of the subject. This includes fine setting and mixed ability teaching as appropriate. Support for students with Special Educational Needs, and those for whom English is an additional language, is provided in class and through interventions with literacy support staff. Support for EAL students is provided through literacy support staff and classroom staff.

The curriculum is designed and delivered on the principle of students 'mastering Key constructs' within each subject area. Formal assessments of learning are conducted according to our Assessment, Recording and Reporting schedule and targets are available to view by parents and students via our online school information platform 'Go4Schools'.

Home learning is delivered for all year groups across all subjects using 'Google Classroom'



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Reading

Reading is a fundamental skill and a priority for all at THS. Being able to read competently and confidently means students will be able to access the complete secondary curriculum. The launch of the reading programme in September 2022, to include tutor reading and D.E.A.R, provides students with the opportunity to practice reading skills and develop their comprehension of texts. The aim at THS is for all students to be able to read fluently and accurately and so our targeted reading intervention programme, involving the teaching of phonics, supports students who are not reading at their chronological age. Here at THS, it is our collective responsibility to frequently provide students with opportunities to develop their vocabulary, enhance their reading skills through reading practice and foster life-long habits of reading for pleasure.

There are three aspects of 'Reading at THS':

THS Tutorial Reading Programme:

THS Tutorial Reading Programme dedicates one weekly tutor period for the tutor group to read as a shared experience. The students are read a book each term by their tutor and students are provided with their own copies of the book so they can follow the text and discuss together. Across the five years, students will read 14 enriching books with their tutor group. The 'THS Top Reads' is a collection of texts which hold significant value for different reasons: the style of writing, the messages they give or the issues explored. The books have been chosen as texts that will:

- provoke thought
- bring depth, colour and culture to students' lives
- show the world from many perspectives
- bring a greater understanding of the way we and the world work
- develop their cultural capital
- be a pleasure to read

D.E.A.R "Drop Everything and Read":

Time is set aside in the curriculum timetable for both students and their teachers to read their personal book choices for 15 minutes each day on a rolling programme. Books are a part of the THS equipment list and each student is encouraged to select their own choice to suit their interest and ability level.

Targeted Reading Intervention Programme

Students at a reading age of ten years or below receive targeted and personal reading intervention programmes involving the teaching of phonics and spelling in order to improve reading skills to their chronological age.



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Extra-curricular

We would encourage you to read our PosiTIV magazines which are produced termly [[click here](#)] and view our website to find out more about all the events and activities that go on in our school every week including sporting achievements, participating in Ten Tors, music, Interact Club (fundraising in partnership with Rotary) as well as a range of visiting speakers and external visits and subject trips.



The school offers clubs at lunch time and before and after school in areas such as sport, performing arts and general interest (offering a variety of interests ranging from surf club to creative cooking and gaming).

We take pride in our annual musical production - our last one was The Sound of Music in December 2023 which was performed for 5 nights to a sell-out audience.

In the last few years we have produced Cats, Oliver, Annie, Joseph and his Amazing Technicolor Dreamcoat, We Will Rock You, Little Shop of Horrors and Grease.

Activities Week

At the request of our Ambassador Team, we run activities week at the end of the summer term for students in years 7-9 where they can take part in a huge range of day trips to local theme parks and residentials to Iceland, London, Amsterdam to name a few, as well as free of charge activities in school such as Bake-off and craft week.

During this week Year 10 take part in work experience.



Pastoral Care

We have five Heads of Year, and tutor groups include students from within their own school year.

This system helps us provide a better level of support and enables both students and staff to develop strong relationships with their tutees. Our PHSE programme is delivered through the tutor system.

Our pastoral team includes Assistant Heads of Year (non-teaching), Early Help Coordinator, School Counsellor, the attendance team and the school nurses to provide the very best in pastoral care for all.

Prioritising staff and student mental health and wellbeing

At THS, we promote positive mental health for every member of our school community. We are a Well School which aims to help improve education outcomes by placing wellbeing at its very heart to support school staff, senior leaders and young people.

A Well School places just as much emphasis on wellbeing as it does on academic performance. It understands that children and young people are more effective learners when they are happy and well and that they must take care of their staff and their students' wellbeing to create a culture that allows everyone to reach their potential. We offer 24/7 access to an Employee Helpline where colleagues can access free counselling, as well as advice on financial matters, family issues and a raft of other things

In July 2022 we were awarded the Schools Mental Health Award. The Mental Health Award for Schools provides a framework for schools to evidence policies and initiatives that work towards improving emotional health and wellbeing for both staff and pupils.

Supporting staff mental health and well-being is important to us as a school. It is vital that those responsible for teaching and inspiring this generation of children are well enough to keep showing up for their students. We therefore invest in support for staff and have a range of initiatives from planned wellbeing activities, to secret staff buddies to Friday afternoon tea club. We have been chosen as one of 25 schools to take part in The Youth Sport Trust Big Give Project

which supports schools to deliver an intervention to improve staff well-being. We have also signed up for the Education Staff Wellbeing Charter which is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education.

We have recently trained students to become wellbeing ambassadors and will continue to train more students over the coming year. We know that young people can sometimes find it hard to talk to adults about their worries or any difficulties they are facing. Some young people may not have an adult in their life they can trust, and others may feel they'll be judged or that an adult won't take their problems seriously. Having other young people who can offer them support or point them to where they can gain specific support is vital to these individuals to protect their mental health and promote wellbeing.

The Wellbeing Ambassadors Programme empowers young people to lead wellbeing initiatives to provide peer to peer support such as drop-in sessions, one to one peer coaching, campaigns to increase awareness of mental health and reduce stigma around discussing mental health problems. There are many benefits for the students who are trained as ambassadors as well as the peers who are receiving support.

Thank you for taking the time to learn more about our school.

Sammy Crook, Head



The Education Staff Wellbeing Charter

 Department for Education



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A Voice

Lead Practitioner of Maths

The Post

Job details

Salary: MPS/UPS + TLR 2a

Contract type: full-time, permanent

Reporting to: Subject Leader of Maths

Main purpose

The leading practitioner will lead on the improvement of teaching skills through modeling high-quality teaching, coaching and training other members of staff.

Duties and responsibilities

Raising quality of teaching and learning

- Carry out teaching responsibilities in line with the professional duties of a teacher
- Model consistently high-quality teaching and be able to demonstrate excellent practice to others
- Produce high-quality teaching materials that support excellent practice
- Prepare and deliver training courses across the Maths department to improve teachers' practice
- Support with teachers' professional development and appraisal through carrying out lesson observations, providing feedback and implementing strategies to improve practice
- Provide mentoring/coaching to individual teachers' in need of 1-to-1 support to improve their practice

- Use data to identify individuals or groups that need further teaching support and develop and implement strategies to raise the quality of teaching
- Use data to identify individuals or groups of students that need targeted support, and develop and implement strategies to raise achievement
- Set challenging and ambitious targets for students on interventions and update parents' on progress
- Measure and assess the impact of interventions to raise achievement for students and the quality of teaching
- Promote strategies which support adaptive teaching, inclusion and positive behaviour

Monitoring and evaluation

- Co-ordinate and carry out monitoring and evaluation activities to improve teaching and learning, including work scrutinies, lesson visits, learning walks etc.
- Use systems to analyse data from monitoring and evaluation, and use insights to inform strategies and plans for teacher development
- Support with self-evaluation and school improvement planning across the Maths department



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Professional development

- Lead on researching best practice and keeping up-to-date with the latest developments
- Share knowledge with staff and offer support to implement the research into their own practice
- Inform staff about the latest innovations in intervention strategies
- Lead on identifying high quality CPD programmes to improve quality of teaching and learning
- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own practice
- Where appropriate, take part in the appraisal and professional development of others
- Management of staff and resources
- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them
- Safeguarding
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Personal Specification

Experience

- Successful teaching experience across the 11-16 age range
- Experience planning and delivering interventions for students

- Experience of supporting colleagues to develop
- Experience delivering training

Qualifications and Training

- Qualified teacher status
- Degree

Skills and Knowledge

- Knowledge of the National Curriculum
- Knowledge of effective teaching and learning strategies
- Knowledge of the barriers to learning that students may face
- Tailoring plans and interventions to individual students
- An excellent understanding of how children learn
- Ability to adapt teaching to meet students' needs
- Ability to build effective working relationships with students
- Ability to establish curriculum development, assessment and co-ordination
- Knowledge of guidance and requirements around safeguarding children
- Knowledge of effective behaviour management strategies
- Able to use systems and to conduct analysis and produce reports
- Good ICT skills, particularly using ICT to support learning

Personal Qualities

- A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
- High expectations for children's attainment and progress
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality



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