

## APPLICATION PACK



# TEACHER OF MATHEMATICS (with Computer Science)

required for

**1<sup>st</sup> September 2018**

**Closing date for applications: 0900 Wednesday 25<sup>th</sup> April 2018**

**Interviews will be held as the applications come in, so early applications are advised. An appointment will be made before the closing date if a suitable applicant is found.**

St Edmund's Girls' School and Wyvern College are part of Magna Learning Partnership



**Headteacher: Nicola Bull**

## **TEACHER OF MATHEMATICS (with COMPUTER SCIENCE)**

A recruitment allowance of up to £2000 may be offered to an exceptional candidate

We require an outstanding Teacher of Mathematics (with Computer Science) to join our team from September 2018. This is an exciting opportunity to join a forward-looking, successful and energetic department with a record of high achievement for students. He/she will have the opportunity to teach across the full age and ability range. This is a post suitable either for entrants to the profession or experienced teachers.

We are looking for:

- someone able to enthuse and motivate students to achieve their potential
- a teacher who demonstrates a dynamic and innovative approach in the classroom
- a colleague who will work as part of the team to contribute creatively to the development of the department and subject.

St Edmund's is an over-subscribed academy situated in Laverstock, on the outskirts of the city of Salisbury. We currently have 930 girls on roll and our students achieve well. We are especially proud of our caring but challenging Christian ethos that runs through every aspect of school life. We are ambitious for further improvement; as part of Magna Learning Partnership, a new Multi Academy Trust for Salisbury and the surrounding area, we work with local secondary schools to provide the very best education and care for our young people and their families.

Wyvern is a small, successful 11-16 boys' academy in an outstanding location in Laverstock. Ofsted judged us as Good in 2012 and subsequently we have enjoyed strong academic successes, and importantly with encouraging progress from students' starting points. While we celebrate this success, we are not complacent and always seek new ideas and commitment that will drive standards and teaching and learning ever higher. New staff joining the school can be assured of a warm, supportive environment as well as robust professional challenge.

### The St. Edmund's and Wyvern Learning Campus

From September 2018 we believe that together we can offer an even better education to both boys and girls, resulting in higher attainment and progress for all students across our shared learning campus. Single sex teaching will remain in most classes and tutor groups will similarly comprise either all boys or all girls. Both schools are clearly defined by their Christian ethos as Church of England Schools. St Edmund's Girls' School and Wyvern College are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will be subject to enhanced DBS checks. References will be sought on shortlisted candidates before interview.

NBI/CCK  
March 2018

Dear Prospective Applicant

**Post of Teacher of Mathematics (with Computer Science)**

- Permanent, full time post
- Required from 1<sup>st</sup> September 2018
- Suitable either for entrants to the profession or experienced teachers.
- A recruitment allowance of up to £2000 may be offered to an exceptional candidate
- Closing date for applications: 0900 Wednesday 25<sup>th</sup> April

Magna Learning Partnership offers good employee benefits including corporate gym membership and many discounts in shops and restaurants through the Wiltshire Rewards scheme.

Thank you for your interest in applying for this post. This is an exciting opportunity to join two happy and successful schools with outstanding achievement and delightful students who embrace learning opportunities and respond well to challenge.

We are looking for someone with passion and energy, able to motivate students and build confidence in Mathematics and Computer Science, so that we build on our successes in the subjects over the past few years.

**How to Apply**

I can assure you that you will find our learning Campus, with its caring and supportive ethos, a rewarding and enjoyable place to work.

Please take time to look at the information about St Edmund's School and Wyvern College on our websites. Should you have any specific queries that are not answered by the information we have provided, or wish to visit the school prior to making an application, please contact my PA, Charlotte Crook ([ccrook@st-edmunds.eu](mailto:ccrook@st-edmunds.eu) 01722 430702).

Please email your application to Charlotte Crook, remembering to include three documents:

- Application Form
- Equality & Diversity Form
- Letter of Application (no more than 2 sides of A4 paper) in which you detail the skills, attributes and experiences which make you an appropriate candidate for the post.

### **Disclosure & Barring Service**

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

We look forward to receiving your application.

Yours sincerely



**Nicola Bull**  
**Headteacher**



*Our learning campus in Laverstock*

## Examination Results at St Edmund's School

From August 2016, the DFE introduced new 'success measures' for schools. Schools are measured with regard to the progress that Year 11 students have made (from Year 6 (SATS) to Year 11) as well as the overall attainment of their students.

### 'Progress 8' Measure

The "Progress 8" figure shows the progress made by students in a school, compared to students nationally based on eight key subjects. Our Progress 8 score has been above zero for the last three years, showing that students at this school have made more progress than the national average.

### 2017 Examination Results

<b>% achieving A*-C (or 9 – 4) in both English and Maths</b>	<b>74%</b>
Progress 8	+0.1
Attainment 8 Estimate	48.7 (C+)
% of students achieving 5 or more A and A* grades	12%

### 2016 Examination Results

<b>% achieving A*-C in 5 or more subjects including English and Maths</b>	<b>76%</b>
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### 2015 Examination Results

<b>% achieving A*-C in 5 or more subjects including English and Maths</b>	<b>73%</b>
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Our history of excellent results show that year on year, over 70% of students at St Edmund's achieve five or more GCSEs at C grade or above including Maths and English. This places us as one of the most successful comprehensive schools in Wiltshire.

## Examination Results at Wyvern College

The Mathematics Department has an improving profile of results at GCSE level. The department is well resourced, enabling use of ICT and more innovative teaching approaches. We also enjoy a full complement of staff and study support. Personalised learning and providing targeted intervention, especially for vulnerable learners, has been a key aspect of development in this academic year and the outcomes are being monitored closely.

For GCSE Maths, the percentage of students achieving Grade C or above, despite being in a grammar school catchment area is expected to be above national and local averages for boys. At Key Stage 3 and Key Stage 4, students are set by ability for Maths and each student receives almost daily lessons of Maths. The ability to contribute to the teaching of Computer Science would be welcomed. As an innovative and ambitious department, we are keen to welcome new colleagues with initiative, commitment and determination.



St Edmund's  
School



Trafalgar  
School



Wyvern  
College



Sarum  
Academy

*A new Multi Academy Trust : Opened in April 2017*

**With effect from 1<sup>st</sup> April 2017 St Edmund's Girls' School and Wyvern College became founder members of Magna Learning Partnership, a multi academy trust with a growing partnership of schools.**

**Magna Learning Partnership is the employing body rather than individual schools. To all new staff joining any of the schools, therefore, this may afford the professional development opportunity to work in more than one school by mutual agreement.**

The schools within Magna Learning Partnership are:

**St Edmund's Girls' School** in Laverstock, Salisbury

[www.st-edmunds.eu](http://www.st-edmunds.eu)

**The Trafalgar School at Downton**, a co-educational school just south of Salisbury

[www.trafalgarschool.com](http://www.trafalgarschool.com)

**Wyvern College** for boys in Laverstock, Salisbury [www.wyverncollege.wilts.sch.uk](http://www.wyverncollege.wilts.sch.uk)

**Sarum Academy**, a co-educational school to the west of Salisbury

[www.sarumacademy2017.org](http://www.sarumacademy2017.org)

Offering single sex and mixed education in four educational settings with their own distinctive values and ethos, we work closely as a partnership through our shared vision and high ambitions for our students.



<http://www.magnalearningpartnership.org.uk>

## **JOB DESCRIPTION: TEACHER OF MATHEMATICS (with Computer Science)**

### **Job Purpose**

To promote student **enjoyment** and **achievement** through outstanding teaching that inspires learning.

**Responsible to: Head of Mathematics**

### **Teaching and Learning**

- To manage student learning through effective teaching in accordance with subject schemes of work and policies.
- To embrace whole school initiatives, including Assessment for learning, differentiated learning and the dynamic use of ICT.
- To teach Mathematics and Computer Science at Key Stage 3 and Key Stage 4.
- To set homework regularly in accordance with the school's policy.
- To encourage independent learning.
- To promote learner self-esteem and a positive academic self-concept.
- To work effectively as a member of the subject team to improve the quality of teaching and learning.
- To deepen learner knowledge and understanding and to maximise learner achievement.
- To use positive behaviour management techniques based on mutual respect and recognising that every child matters.

### **Monitoring, Assessment, Recording, Reporting and Accountability**

- To be immediately responsible for learner tracking, recording and reporting.
- To work with the SENDCO where necessary, e.g. to effectively match curriculum materials and approaches to meeting learner needs.
- To assess learners' work and use findings to inform future planning, teaching and subject development.

- To produce informative, helpful and accurate reports to parents.
- To plan lessons and keep an accurate record of learner progress.

### **Knowledge and Understanding**

- To have a thorough and up-to-date knowledge of all the subject national curriculum and examination courses.
- To keep up-to-date with research and development in pedagogy both within the subject and as a teacher/learner.

### **Professional Standards and Development**

- You are expected to be a role model to learners through personal presentation and professional conduct.
- To be punctual to lessons and meetings.
- To support school policies.
- To strive for personal and professional development.
- To be involved in extra-curricular activities.
- To liaise effectively with parents and other stakeholders involved with education and welfare.
- To be responsible for promoting and safeguarding the welfare of students at the school.
- To undertake any reasonable task requested by the Head of department.

### **Pastoral Duties**

- Every subject teacher may be expected to be a tutor.

### **NQTs only**

- To aim to pass the standards at the end of the induction period to maintain QTS.
- To take full advantage of the school's induction programme.
- To seek advice and guidance.
- To engage in reflective self-analysis of professional practice.
- To play an active part in the everyday life of the school.

This job description will be reviewed annually as part of our Appraisal process and may be subject to amendment or modification at any time after consultation with the post holder. It is not comprehensive but sets out the main expectations of the school.



## THE MATHEMATICS DEPARTMENT

### Mathematics Mission Statement

To challenge and engage students to build a secure framework of mathematical reasoning, which they can use and apply with confidence.

The Maths Departments are fully supported by Teaching Assistants where required. The department is well resourced, with a wide variety of materials and ICT necessary for effective teaching of Mathematics.

### Key Stage 3

Students are assigned to sets within the first term in Year 7 according to their mathematical aptitude. Pre and post assessment reviews take place every term.

We are developing a Maths Mastery Scheme of Work. Teaching Maths Mastery involves employing approaches which help students to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning. This means that by the end of every school year or Key Stage, students will have acquired mastery of the mathematical facts and concepts they have been exposed to, thus equipping them to move on confidently and securely to more advanced material.

### Key Stage 4

At Key Stage 4 students follow the Edexcel GCSE 9 to 1 course. The department is actively developing materials for the significant challenge of the new Mathematics GCSE. Again, the cohort is set according to ability.

We track student data to identify areas of underachievement through regular assessments. After each assessment the students are given personal targets and time to focus on these. We provide personalised learning and targeted intervention.

The department runs a comprehensive revision programme at Key Stage 4.

### Person Specification for Teacher of Mathematics (with Computer Science)

	Essential	Desirable	Assessed by
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Good Honours Degree</li> </ul>		Application form
Experience	<ul style="list-style-type: none"> <li>Teaching Mathematics and Computer Science in a Secondary Comprehensive school to GCSE level</li> <li>An outstanding classroom practitioner</li> <li>Successful curriculum delivery</li> </ul>		Application form and references
Knowledge and Understanding	<ul style="list-style-type: none"> <li>Knowledge and understanding of the National Curriculum for Mathematics and Computer Science</li> <li>The ability to recognise good classroom practice</li> <li>The ability to use student data to monitor and improve performance</li> <li>Confidence in using ICT to support teaching</li> <li>Aware of current trends in Mathematics teaching</li> <li>Knowledge of the role of the form tutor</li> </ul>	<ul style="list-style-type: none"> <li>How to foster extra-curricular involvement</li> <li>Data management and skills</li> </ul>	Application form, references and interview
Professional Skills	<ul style="list-style-type: none"> <li>The ability to inspire, develop and motivate students</li> <li>Clear and effective communication</li> <li>Ability to manage practical activities</li> <li>Ability to manage young people effectively</li> <li>Organisation and management of resources</li> <li>Ability to set targets for students in relation to achievement</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with young people</li> </ul>		Application form, references and interview
Professional & Personal Qualities	<ul style="list-style-type: none"> <li>A genuine interest in young people</li> <li>A commitment to inclusive education</li> <li>Energy and drive</li> <li>Ability to work as part of a team</li> <li>High expectations of achievement and behaviour</li> <li>Able to articulate personal values in relation to education</li> <li>Committed to safeguarding and promoting the welfare of children</li> <li>Respect for students, staff, parents and governors</li> </ul>	<ul style="list-style-type: none"> <li>A healthy sense of perspective</li> <li>Willingness to seek further professional development</li> <li>Ambitious to further career</li> </ul>	Application form, references and interview