



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY



HEAD OF MATHEMATICS Application Pack



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January 2018

Dear Applicant

Head of Mathematics

Thank you for your interest in this really exciting post leading our secondary Mathematics department (Year 7 to Year 11) as we develop our provision to include Year 10 in September 2018 and then onwards to our first GCSE examinations in Summer 2020.

Castle Newnham is an all-through school where ambition and care for each of our pupils are at the heart of everything we do. We came together as Castle Newnham in January 2016 to develop all-through schooling in the community from reception right up to 16. Our aim is to serve the needs of our local community for high standards and a coherent and smooth transition throughout each child's 'one journey'. Knowing pupils throughout their time in education and close working with families is a central component of our vision. Pupils who attend come from the immediate local area, as well as from further away in Bedford. We also have a 'soft' federation partner in nearby Hazeldene School. Pupils from Hazeldene will join our own in Year 7 to make up our secondary cohorts from September 2019.

Our school is well thought of in the community and both school sites are set relatively close to the centre of Bedford in a pleasant suburb. The South site is situated in a listed Victorian building on Goldington Road. On this site, are classrooms leading off two main halls, offices, a dining room and a new building housing the nursery and care club. The North site is a short walk away near the University of Bedfordshire on Polhill Avenue, of which we are a lead school in a very well-reputed teacher training partnership with the university. Most classrooms are in the main building which includes the four storey towers. There is a separate primary block which will house Years 5 and 6, a brand new classroom block, a new sports hall and a new science lab. Plans for a new drama teaching area, music hub and 3G pitch are well underway, all of which will be available for use by pupils and staff across the federation. The Mathematics department will be housed in a newly-built block from September 2018 with four dedicated classrooms.

As a school we are committed to the highest of expectations for all pupils with no artificial ceilings on what individuals can achieve. This means that we have developed mixed-attainment teaching in all subjects throughout key stage 3 including in mathematics, and we have worked with a group of leading professionals nationally on developing our practice in this area.

I hope this application pack, alongside our new and developing website, will give you a flavour of the wide and growing range of opportunities our pupils enjoy and participate in. Our senior leaders, teachers and support staff are a committed and dedicated team and our pupils are a source of great pride in their enthusiasm, courtesy and care for others. They demonstrate our 'traditional values' of hard work, good behaviour and kindness on a daily basis. We encourage strong links with families, with our local partners and, increasingly, with international partners.

We are keen to recruit a dedicated, experienced and ambitious Head of Mathematics for the Newnham site in Polhill Avenue who will enthuse pupils to learn and a departmental team to grow and develop. The role will involve working collaboratively and enthusiastically as part of the extremely supportive secondary subject leaders' team. As well as working on the development of all-through education to GCSE, the Head of Mathematics has full responsibility for leadership of the subject area, bringing expertise, a love of mathematics and for ensuring the highest possible standards of teaching and learning.

We welcome applications from candidates with substantial and successful experience of teaching mathematics in a secondary school, excellent knowledge of the mathematics curriculum and specifications to GCSE and its focus on mastery of key knowledge and skills. We are forward looking in that we embrace innovation and research-based practice with a strong emphasis on training and development and would welcome applications from colleagues with a similarly outward-looking approach.

You will be very well supported in the role by an excellent governing body, a highly collaborative and supportive senior team and by me as federation principal.

The two most recent Ofsted inspections showed the previous Castle Lower School to be 'outstanding' and Newnham Middle was rated 'good' in October 2013. The challenge now is to ensure that pupils' experience of education remains excellent throughout their education, whatever their starting point and to achieve the best possible GCSE outcomes.

Also included within this application pack:-

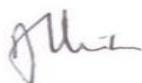
- Background Information about the school
- Job Advertisement
- Job description and personnel specification

Full details and an application form are available to download on our website in the vacancies section. Visits to the school to see both sites and to gain an insight into the way in which we are developing all-through education are highly recommended. Please call Romana Tomei for an appointment to discuss the role.

Interviews will be on Wednesday 28 February 2018.

I hope this information will encourage you to submit an application for what we believe is a superb opportunity for the right candidate. We accept applications via the post or email by the closing date of Monday 19 February 2018 (mid-day).

Yours sincerely



Mrs Ruth Wilkes
Federation Principal

Head of Mathematics

As from September 2018
Salary: MPS / UPS + TLR 1a

Due to Secondary expansion, we are seeking an experienced teacher with a proven and successful track record of excellent teaching and of leading developments within mathematics including up to GCSE. This is a unique and career defining opportunity.

Our federation is in an exciting period of growth and development offering all-through education from 4-16. The successful applicant for this role will be well supported by a dynamic and friendly team in his / her professional development.

Our new Head of Mathematics will:

- build a high performing department working with the existing strong team;
- demonstrate the skills and positive attitude to contribute collaboratively to the development of the Castle Newnham federation;
- have the confidence and experience to take a full lead of this vitally important curriculum area;
- be an inspirational leader who can motivate, enthuse and develop staff to ensure they are best able to ensure excellent outcomes for all our children;
- have the drive to ensure the highest possible standards in the teaching of mathematics from Year 7 to Year 11;
- be committed to safeguarding and the welfare of our children.

As well as a supportive team and strong professional development Castle Newnham offers:

- well-behaved, happy, confident and enthusiastic pupils who are keen to learn;
- a school highly valued and supported by parents and the community;
- a nurturing, enthusiastic and committed staff, who can rise to a challenge;
- great opportunities to make your mark and to be part of something exciting and unique.

Closing date: Monday 19 February 2018 (Mid-day)

Interviews: Wednesday 28 February 2018

*Visits to the school are warmly welcomed,
please contact Romana Tomei on 01234 303403
to arrange an appointment.*

An enhanced DBS check is required for the successful applicant.
References will only be requested for candidates invited to interview.

**For further details of this post and an application pack
please go to the school's website www.castlnewnham.school**



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Castle Newnham Federation

Job Description

Post:	Head of Mathematics (secondary)
Responsible to:	An identified member of SLT as appropriate
Grade:	MPS/UPS + TLR 1a
Key relationships:	Federation Senior Leadership Team; relevant teaching and associate staff; LA representatives; partner professionals; parents; local community; professional associations
Location:	Castle Newnham – principally the North site
Working pattern:	Full-time and as described in the School Teachers' Pay and Conditions Document or part-time by agreement with the federation principal.
Disclosure level:	Enhanced
Job purpose:	To lead and teach in the subject area mathematics to ensure that the standards of teaching and learning in secondary are high by being at the cutting edge of development in the subject, modelling and sharing good practice. To develop the federation as a centre for excellence for mathematics.

Responsibilities:

Leadership and development

- Lead and be accountable for standards of teaching and pupil outcomes in mathematics (including up to GCSE);
- Monitor and evaluate standards according to the federation's annual cycle, making use of assessment information and performance data to drive improvement;
- Advise and support the senior leadership team on matters pertaining to standards in the subject area, devising, taking and monitoring appropriate action as required;
- Ensure that schemes of work are developed to take in to account progression from primary standards to GCSE
- Enable and contribute to the sharing of good practice across the federation and with other high-performing institutions;
- Lead the subject team, playing the key role in its drive to become part of a leading edge, innovative and high performing federation;
- Ensure that opportunities are sought and developed for high-quality and extensive enrichment activity pertaining to the subject;
- Ensure that the highest standards in teaching and learning are continually modelled to all staff to help improve their personal classroom performance;
- Support, train and coach staff in the development of resources and pedagogical approaches in the subject;

- Be an active member of the subject leaders' group contributing to the development of high-quality and successful provision in the secondary phase;
- Advise and support the senior leadership team on matters pertaining to recruitment and resources in the subject;
- Contribute fully to the federation's options process including the production of high quality information, advice and guidance pertaining to mathematics;
- Ensure that staff contributing to teaching in the subject are well supported and helped to improve and progress as professionals;
- Organise and administer as required the internal assessments and public examinations in this subject.

Teaching, learning and assessment:

- Set appropriate and demanding expectations for pupils' learning, motivation, and presentation of work based on a sound knowledge of their prior attainment;
- Work collaboratively as part of a subject or phase team to plan consistent and effective sequences of lessons and associated resources;
- Set and mark work for pupils absent from school for health or disciplinary reasons;
- Set and make clear high expectations for pupils' behaviour by establishing a purposeful working atmosphere in accordance with federation strategies;
- Ensure positive relationships with pupils based on warmth and respect;
- Follow the behaviour policy in monitoring, recording and acting to improve any incidents of poor behaviour;
- Deliver teaching which develops the skills and knowledge required in order to succeed in the subject area(s); and model consistently high expectations and standards setting the tone for the department
- Provide regular guidance to pupils on the work they have done and how to improve it in accordance with federation policy on feedback and marking;
- Attend the appropriate parents' evenings to keep parents informed about the progress of their child;
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and Disabilities (SEND) as well as federation practice in this area and contribute to / make use of appropriate documentation;
- Support all pupils to achieve regardless of their SEND or stage of learning mathematics or home disadvantage;
- Work in collaboration with support staff attached to any teaching group;
- Set clear targets for pupils' learning building on and ensuring mastery of knowledge and skills;
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources;
- Set and monitor pupils' homework providing constructive oral and written feedback;
- Secure progress towards challenging pupil targets. Praise effort and improvement and acknowledge achievement using guidance from the federation;
- Recognise that learning takes place outside the federation context and provide opportunities to develop pupils' understanding by relating their understanding to real-life examples.

Care and guidance

- Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of pupils as is required by the federation, including tutor, pupil, interviews and coaching and mentoring;
- Be the first point of contact for parents of this group;
- Monitor the social, personal, academic and vocational progress of individuals in their designated group;
- Be prepared to undertake responsibility as required for the delivery of the PSHCE programme;
- Promote good attendance and monitor in accordance with the federation's attendance policy;
- Understanding the need to liaise with partner professionals responsible for pupils' welfare, care and guidance.

Professional standards

- Support the ethos, vision, principles and values of the federation;
- Treat colleagues, pupils and all members of the community, with respect and consideration;

- Treat all pupils fairly, consistently and without prejudice;
- Set a good example to pupils in terms of appropriate dress, standards of punctuality and attendance;
- Support the aims of the federation through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities);
- Support the ethos of the federation by upholding the behaviour policy, uniform rules, etc.;
- Take responsibility for own professional development and participate in arrangements as adopted by the federation for the assessment of own performance and that of colleagues;
- Reflect on own practice as well as the practices of the federation with the aim of achieving excellence in every area of our work;
- Read and adhere to the various policies of the federation and implement federation improvement plans;
- Participate in the development and management of the federation by attending various team and staff meetings;
- Ensure that all deadlines are met as published in the school calendar;
- Be proactive and take responsibility for matters relating to health and safety;
- Promote lifelong learning and promote enrichment and extension activities within the federation;
- Participate actively in the review and setting of appraisal objectives agreed annually;
- Support and contribute, as required, to the federation's programme for Initial Teacher Training and to the programme of teaching and learning briefings.

Knowledge and understanding

- Demonstrate a clear and well thought-out understanding of current educational issues, theory and practice;
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements;
- Have a secure knowledge and understanding of a specialised subject(s) or phase, including subject knowledge and sound knowledge of GCSE courses (including separately biology, chemistry and physics) and assessment arrangements;
- Understand progression in the specialised subject(s) or phase;
- Cope securely with subject-related questions which pupils or parents raise and know about pupils' common misconceptions and mistakes as related to the specialised subject(s).

Safeguarding children

Castle Newnham Federation is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

General

The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Terms and Conditions.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

This job description and person specification may be renegotiated by the Federation Principal if changing circumstances arise.

PERSON SPECIFICATION

Category	Essential	Desirable
1. Qualifications/ Professional Development	<ul style="list-style-type: none"> ▪ Qualified teacher status ▪ Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning 	<ul style="list-style-type: none"> ▪ Evidence of further professional study post-degree

Category	Essential	Desirable
	<ul style="list-style-type: none"> ▪ Experience of leading/coordinating professional development opportunities ▪ Experience of working with other schools/organisations/agencies ▪ Ability to identify own learning needs and to support others in identifying their learning needs ▪ Evidence of recent and appropriate training in safeguarding and the 'prevent' strategy 	
<p>2. Experience</p>	<ul style="list-style-type: none"> ▪ Substantial experience of successful teaching including up to GCSE level ▪ Successful experience in a leadership and management role ▪ Successful experience of leading key areas of school improvement ▪ Effective implementation of policy and practice to keep children safe from harm 	<ul style="list-style-type: none"> ▪ Successful experience in a leadership and management role ▪ Successful experience of leading key areas of school improvement ▪ Experience of teaching in more than one school
<p>3. Strategic Leadership</p>	<ul style="list-style-type: none"> ▪ Ability to provide strong and up-to-date expertise on all matters pertaining to teaching and learning in this subject area ▪ Ability to inspire and motivate staff, pupils, parents to achieve the aims of the school ▪ Evidence of successful strategies for planning, implementing, monitoring and evaluating improvements to teaching ▪ Ability to analyse assessment information, develop strategic plans, set targets and monitor/evaluate progress towards these 	
<p>4. Teaching and Learning</p>	<ul style="list-style-type: none"> ▪ A deep understanding of the requirements of the curriculum in this subject area ▪ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils ▪ Promoting SMSC of pupils across the curriculum ▪ A secure understanding of secondary assessment strategies and the use of assessment to inform the next stages of learning 	<ul style="list-style-type: none"> ▪ Demonstrable interest in current research and debate concerning the teaching and learning of this subject. ▪ Commitment to or interest in mixed-attainment teaching in mathematics.

Category	Essential	Desirable
	<ul style="list-style-type: none"> ▪ Experience of effective monitoring and evaluation of teaching and learning and taking successful action to improve ▪ Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	
5. Leading and Managing Staff	<ul style="list-style-type: none"> ▪ Experience of leading staff teams ▪ Ability to delegate work and support colleagues in undertaking responsibilities 	<ul style="list-style-type: none"> ▪ Experience of using appraisal to support the professional development of colleagues
6. Accountability	<ul style="list-style-type: none"> ▪ Experience of offering challenge and support to improve performance ▪ Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, ▪ Ability to provide clear information and advice to staff, parents and governors 	
7. Skills, Qualities & Abilities	<ul style="list-style-type: none"> ▪ High quality teaching skills ▪ High expectations of pupils' attainment and progress ▪ Strong commitment to school improvement and raising achievement for all ▪ Ability to build and maintain good relationships ▪ Ability to remain positive and enthusiastic when working under pressure ▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively ▪ Empathy with children and families ▪ Excellent communication and interpersonal skills ▪ Stamina and resilience ▪ Effective ICT skills 	