



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY



## **TEACHER of MATHEMATICS**

**(Permanent – September 2019)**

## **Application Pack**



# Castle Newnham School

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Dear Applicant

January 2019

## **Teacher of Mathematics (to start in September 2019)**

Thank you for your interest in these exciting posts with our all-through federation.

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 and other local schools join in Year 7 to make up our secondary cohorts.

Our primary provision has an Ofsted grade of 'outstanding' whilst our secondary provision was graded 'good' in all areas at its first inspection in September 2018. 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 and we actively seek colleagues with a positive outlook and enthusiasm for teaching as well as great subject knowledge.

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 newly refurbished self-contained primary block which houses Years 5 and 6, a new sports hall and a new science lab, a new drama teaching area and music hub, all of which are available for use by pupils and staff across the federation. The maths teaching rooms are located together in a new block.

I hope this application pack, alongside our 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. One colleague recently tweeted the following message 'I'm so proud to work in a school where I honestly feel like I can legitimately have a work/life balance and still manage to do well at work. Having a supportive and understanding set of colleagues makes all the difference'. I think this sums up the school's ethos. We encourage strong links with families, with our local partners and, increasingly, with international partners.

We are keen to recruit a teacher of mathematics to a permanent post as our secondary provision continues to expand with Year 11 cohort beginning in September 2019.

We seek a teacher who will enthuse pupils to learn with a combination of great subject knowledge, energy, dedication and warmth of approach. 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. The role will

involve working collaboratively and enthusiastically as part of the extremely supportive team. The post is suitable for ambitious colleagues at any stage of their career.

Also included within this application pack: -

- 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 gain an insight into the way in which we are developing all-through education are highly recommended. Please email Romana Tomei at [rtomei@castlennham.school](mailto:rtomei@castlennham.school) for an appointment to discuss the role.

Interviews will be held on Friday 8<sup>th</sup> March 2019.

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 25<sup>th</sup> February 2019 (mid-day).

Yours sincerely



Mrs Ruth Wilkes  
**Federation Principal**





Castle Newnham School

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# Teacher of Mathematics

**NQT/MPS – Permanent**

**Full time to start in September 2019**

We are keen to recruit a teacher of mathematics to a permanent post as our all-through provision expands to include Year 11 from September 2019. Our first GCSE exams will be in Summer 2020.

We seek a teacher who will enthuse pupils to learn with a combination of great subject knowledge, energy, dedication and warmth of approach. 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. The role will involve working collaboratively and enthusiastically as part of the extremely supportive team. The post is suitable for ambitious colleagues at any stage of their career.

**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

School tours are available, please contact Miss Tomei (rtomei@castlenewnham.school) to arrange an appointment.

**Closing Date: Monday 25 February 2019 (Mid-day)**

**Interviews: Friday 8 March 2019**

**For further details of this post and an application pack please go to the school's website [www.castlenewnham.school/vacancies](http://www.castlenewnham.school/vacancies)**

Castle Newnham Federation is committed to safeguarding and promoting the welfare of children  
The position requires an enhanced criminal records bureau (DBS) disclosure



# Castle Newnham Federation

## Job Description

<b>Post:</b>	Teacher
<b>Responsible to:</b>	An identified member of SLT as appropriate
<b>Grade</b>	NQT / MPS
<b>Key relationships:</b>	Federation Senior Leadership Team; relevant teaching and associate staff; LA representatives; partner professionals; parents; local community; professional associations and networks
<b>Location:</b>	Castle Newnham – North site (Polhill Avenue) / South Site (Goldington Road)
<b>Working pattern:</b>	Full-time and as described in the School Teachers' Pay and Conditions Document or part-time by agreement with the federation principal.
<b>Disclosure Level:</b>	Enhanced
<b>Job purpose:</b>	To teach in your appointed subject area and to ensure that the standards of teaching and learning across the federation, particularly in secondary are high by being at the cutting edge of development in your subject, modelling and sharing good practice. To develop the federation as a centre for excellence for your chosen subject. To be a form tutor for an identified group of pupils with responsibility for their pastoral care and well-being.

### Responsibilities:

#### 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);
- 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 English 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**

- Have a secure knowledge and understanding of a specialised subject(s) or phase, including subject knowledge and sound knowledge of GCSE courses and assessment arrangements;
- 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.
- Understand progression in the specialised subject(s) or phase;
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements;
- Demonstrate a clear and well thought-out understanding of current educational issues, theory and practice;

## **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.**



## Personnel Specification Teacher

Areas of Assessment	Essential	Preferred
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree in the subject(s) taught</li> <li>• Evidence of Professional Development</li> <li>• QTS</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching in a school setting either on teaching practice or as part of current/previous employment</li> <li>• Experience of assessment of accurate attainment and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with children across the whole age and attainment range.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• High expectations of pupil outcomes and behaviour</li> <li>• Maintaining a caring and supportive class environment and effective deployment of support staff</li> <li>• Evidence of planning effective lessons</li> <li>• A working knowledge of assessment and evidence of high pupil achievement in your classes</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the need for personalisation in the curriculum.</li> <li>• Ability to teach outside of the particular subject area as required. (secondary)</li> <li>• Willingness to be flexible about which age range (primary)</li> </ul>
<b>Philosophy</b>	<ul style="list-style-type: none"> <li>• Self-motivated and self-reliant</li> <li>• Commitment to the post and a commitment to excellence</li> <li>• Commitment to innovation and change based upon sound evidence</li> <li>• Dedication to duty and to helping pupils overcome barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of how pupils learn.</li> <li>• Enthusiasm for school improvement</li> <li>• Totally inclusive philosophy.</li> </ul>
<b>Other factors, skills and knowledge</b>	<ul style="list-style-type: none"> <li>• A well-presented statement</li> <li>• Good communication skills</li> <li>• A commitment to the whole-school philosophy</li> <li>• Resilient, reliable, well-motivated, hard working</li> <li>• Ability to listen and act upon advice</li> <li>• A positive, enthusiastic approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in the life of the school outside the subject area / classroom</li> </ul>