TOOT HILL SCHOOL

Job Application Pack

Performance Director of Mathematics (Head of Mathematics)

L11-L14 (£48,991- £52,653)

Full Time

Closing Date: 9am Friday 1st May

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Welcome message from the Head of School:

Welcome candidate

Thank you for expressing an interest in a vacancy here. On behalf of the whole Toot Hill School Community, I extend you a very warm welcome.

I am really proud to be the Head of a vibrant school where students work positively with their teachers and take advantage of the numerous opportunities to develop their talents and aspirations.

Central to our vision are exciting, engaging and inspiring lessons. The staff at Toot Hill work very hard to ensure all students enjoy their learning experiences and secure high levels of progress. It is our core belief that every student has the innate ability to succeed. For the last few years every pupil has secured 5+ A*-C.

Our investment in staff is outstanding. Whatever the post, there is a clear professional development route map and we actively encourage leadership and risk taking at all levels.

As an Outstanding School, we are not complacent. We know that Toot Hill School can be even better, with a National and International reputation. Over the next few years we will continue to transform the school so that it becomes an even better place to shape young lives.

I look forward to welcoming you into our school community.

Ashfaq Rahman
Head of School

Welcome message from the CEO:

Dear Candidate

I am delighted to be able to introduce you to Toot Hill School and the tremendous opportunities this school offers the young people of Bingham.

Toot Hill School is the founder member of the Torch Academy Gateway Trust. As an outstanding school (Ofsted 2012) we aim to set the standard of all schools within our trust.

We aim to be a 'great' school with recognition both nationally and internationally for the standard of education that we secure.

Critical to this, is the appointment of dynamic and innovative staff who can bring energy and initiative to the work of the school.

This is a tremendous opportunity to make a difference to the lives of young people, and will suit an ambitious professional looking to make their mark.

Thank you for showing an interest in working at Toot Hill School, and we look forward to receiving your application.

John Tomasevic
CEO of the Torch Academy Gateway Trust

Application Details

Thank you for your interest in the Performance Director of Mathematics (Head of Mathematics) – Associate SLT vacancy at Toot Hill School. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to Mr. Rahman, which clearly demonstrates your suitability for this role. Applications can be submitted via email to krich@toothillschool.co.uk or by post, for the attention of Mr. Rahman, to the following address:

Toot Hill School
The Banks
Bingham
Nottingham
NG13 8BL

Application forms

These can be downloaded from the school website www.toothillschool.co.uk. Wherever possible, please provide email addresses for your referees.

Closing Date

Please ensure your application arrives by 9 a.m. on the closing date of **Friday 01 May 2015.**

Interview:

Interviews for the role will be held during the week commencing **Monday 04 May 2015**. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Safeguarding

Toot Hill School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

Job Description – Performance Director

Reports to: Senior Leadership Team and Head of School

Key purpose of the job

To provide leadership and management of the department.

In addition to the requirements of a class teacher, areas of responsibility and key tasks include:

Strategic direction and development of the department

- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning
- To have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils
- Develop plans for the subject which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school development plan
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes
- Chair meetings of subject staff (including provision of agenda and minutes) and provide other briefings as necessary.

Teaching and learning

- Use your own class as an example of high quality teaching and learning in the subject;
- Ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan;
- Establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- Evaluate the teaching and learning of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- Develop effective links with the local community including parents, business and industry;
- Ensure that teachers are aware of the implications of equality of opportunity which the subject raises;

- Assist in the efficient organisation of internal assessments ensuring that assessments are started, changed and finished in accordance with the schools assessment policy;
- Ensure that entries for all external examinations are submitted to the examinations officer by specified deadlines.

Leading and managing staff

- Enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- Ensure that the Head of School, S.L.T. and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development plan.

Effective deployment of resources

- Support the Head of School by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- To be aware of and respond appropriately to any Health and Safety issues raised by materials, practice or accommodation related to the subject;
- Support the Head of School by maintaining efficient and effective management of the expenditure for the subject;
- Help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- Take on any additional responsibilities, which might from time to time be determined.

Requirements of a classroom teacher

- Teach pupils within allocated classes, enhancing their learning and providing the opportunity for achievement for all pupils
- Planning and preparing tasks which challenge pupils and ensure high levels of interest during lessons
- Monitor the academic progress of pupils within allocated classes and implement appropriate strategies to address underachievement
- To assess, record and report on the progress and attainment of all pupils within allocated classes
- To register the attendance of pupils in class
- To set appropriate homework
- To mark pupil's work and give appropriate and constructive feedback

- To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials
- Manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- Communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Undertake critical self-evaluation and then participate in continuous professional development designed to enhance the quality of teaching or other working practices.

Responsibilities of a form tutor

- To address any issues concerned with the wellbeing, personal development and academic progress of pupils within the tutor group
- To check uniform and general appearance on a daily basis
- To monitor the behaviour of pupils in the tutor group.

Performance Management responsibilities

- All members of staff are required to participate fully in the school's performance management system.

Other professional requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.

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Person Specification: Performance Director

Factors	Essential	Desirable
Qualifications	• Qualified Teacher Status (PGCE or equivalent qualification) • Good Honours degree (First or Second Class)	• Higher professional qualification.
Experience	• Successful experience of teaching in the subject across the full age range of a secondary school • Experience of teaching a wide range of abilities • Proven record as a teacher whose pupils reach high standards of learning and achievement.	• Current/recent responsibility post within a department • Experience of pastoral/tutor role
Skills/ Knowledge	• Excellent teaching skills, including effective communication skills, ability to motivate students and staff and the capacity to create good learning environments. • A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils. • Knowledge of current issues and recent developments in the curriculum area. • Capacity to use ICT as integral part of teaching. • Knowledge and understanding of the value added agenda, including levels of progress. • Ability to lead initiatives, support the process of change and work effectively in a team. • Ability to prioritise, plan and organise. • Secure commitment to a clear aim and direction for the subject • Understanding of safeguarding and promoting of welfare of children issues. • Understanding of equal opportunities issues and their application to work.	• Understanding of particular needs of pupils with SEN • Awareness of factors affecting language and learning across the curriculum • Knowledge/involvement in other cross curricular initiatives/projects or whole school developments
Personal Qualities	• Enthusiasm for the subject • Ability to use own initiative • A commitment to the vision of the school • A commitment to inclusive education. • Ability to form good working relationships with pupils and staff • High standards and expectations • Ability to use pupil assessment data to raise standards • Outstanding communication skills • Reliability and integrity • A commitment to safeguarding and promoting the welfare of young people	• A willingness to contribute to extra-curricular activities • A vision for the development of the department. • A commitment to personal and professional development.

Department Information:

Maths - Departmental Information for Applicants

About the Department/Department Ethos

Mathematics at Toot Hill School is a very successful subject, with increasing numbers opting to study this at A-level. As a department we aim to encourage students to apply their mathematical skills to everyday life and use an investigative approach to learning. The pupils enjoy the rigour and discipline needed to tackle trickier problems and thrive under the high expectations set by the department.

Meet the team/Staffing

Debbie Clarke – Performance Director

Lead Teachers: Peter Armann (KS3 + monitoring and data); Lucy Waring (KS4 + ITT, 2nd in dept); Chris Ritzmann (KS5 + G&T), Nick Wilson (2nd in dept)

Wider team of 9 dedicated maths teachers, with KS3 support from 4 additional subject experts, together with KS4 intervention provision.

The Curriculum – Key Stage 3

At Key Stage 3, the department follows the Numeracy Strategy Framework for Teaching Mathematics. The content of the framework is divided into units of work, with topics being revisited and extended throughout years 7 and 8 in order to deepen understanding and build on previous knowledge. Pupils sit internally-marked exams throughout KS3 in order to assess progress and provide opportunities for target setting.

The Curriculum – Key Stage 4

At Key Stage 4, students complete a 3 year GCSE programme. Pupils follow the OCR Mathematics B GCSE specification, which builds knowledge over the 3 year period and assesses progress using internally marked Stage Exams. The most able students are given the opportunity to complete the GCSE course at the end of Year 10 and follow the FSMQ in Additional Maths in Year 11.

The Curriculum – Key Stage 5

At Key Stage 5, we offer Mathematics and Further Mathematics at AS/A-level and students follow the AQA Mathematics specifications.

The department supports pupils needing GCSE re-sit opportunities.

Resources

The Mathematics Department consists of 10 dedicated classrooms, each of which has an interactive Promethean whiteboard and a digital projector, with a further room for small group intervention work. Each room has a Hue HD Webcam for demonstrating close-up techniques which would otherwise be difficult to show to the whole class and for sharing pupil's work.

Extra-curricular

Each year over a hundred pupils at Toot Hill take part in the UKMT Maths Challenge, entered at all three levels: Junior, Intermediate and Senior.

We also take part in the UKMT Team Maths Challenge. Four pupils from Years 8 and 9 showing strong ability in the individual challenges are chosen to work together as a team in competition with other schools in the region.

We have an active Maths Ambassador team, who have helped to prepare Pupil Voice surveys and promote events such as Pi Day and World Maths Day.

Enrichment

Throughout the year, a mixture of learning activities is used, including teacher led discussions and tasks, small group investigations, use of ICT, practical projects and text book practice. Our aim is to make mathematics as accessible and enjoyable as possible for all our students through the use of a variety of teaching methods that accommodate different learning styles.

For a number of years we have worked on a transition project with our feeder primary schools, delivering mathematics enrichment for gifted and talented Year 6 pupils on our school site.

Our KS5 pupils have the opportunity to attend the 'Maths Inspiration Show', a series of lectures presenting mathematics in the context of exciting, real-life situations.

Cultural Trips/Visits (if applicable)/Notable Events & Activities

The department arranges school-based activities to celebrate World Maths Day and Pi Day each year.

Academic Achievement – 2014 results

KS4 – 93% achieved grade A*-C, with 28% of pupils achieving grade A/A.*

KS5 - 50% achieved grade A/A*, with 93% achieving grade A*-C; Further Maths, 45% achieved A*/A, with 82% achieving grade A*-C

Overview of the Trust

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children

Overview of the School

Ethos

Toot Hill School has a very clear and distinctive ethos. We believe that through continually reviewing and reflecting upon every aspect of our work we provide students with the very best educational opportunities.

We encourage staff to be creative, independent and ambitious. We expect them to challenge and inspire our students, providing them with the motivation and support necessary to achieve their full potential.

We value commitment, independence and courtesy from all our students. We demand the very highest standards from our pupils and in return we value and respect their ideas and opinions. Through our Student Ambassadors and the Student Voice Committee, pupils at Toot Hill School have an active and important role in developing and improving their school.

To summarise

–We have high expectations of students and staff
–We believe every student can succeed
–We ensure barriers to learning are challenged and overcome
–We expect teaching to be well planned, varied and stimulating
–We expect learning to be active, focused, social and engaging
–We insist on high standards of behaviour at all times

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Achievement

At Toot Hill School we believe that examination success allows our students to make the very most of their lives and student achievement is at the very heart of everything we do.

We have developed a curriculum designed to challenge and engage students, offering them the very best preparation for examination success and the skills and confidence required to make full use of those qualifications.

Exciting, engaging and inspiring lessons lie at the centre of our curriculum and as a school we constantly strive to provide your child with the very best educational experiences.

Should a student require additional support Toot Hill provides a range of support services that will ensure every student's success, whatever their individual educational needs.

Examination results provide a good indication of how well a school is serving its students. In 2014, we secured our best ever set of GCSE results with 84% of all students in Year 11 gaining 5 or more GCSE grades A*-C including English and Mathematics.

At Key Stage 5, Toot Hill College has an excellent track record with over 100% of students achieving A* to E. Students regularly secure places at Oxford, Cambridge, Russell Group Universities, Higher Education colleges and employment.

Pastoral

At Toot Hill we pride ourselves on the quality of care, guidance and support given to individual pupils. At the core of this provision is a year system led by a Head of Year and supported by the Achievement Co-ordinator, Tutors, Student Welfare and Learning Support teams.

This system provides students with the care they need whilst allowing them to nurture friendships and develop a strong sense of community.

Tutors play an active role in ensuring that students are happy, well supported and fully engaged in school life and serve as the first point of contact between school and home. There are regular updates of pupils' progress through termly reports, online data, twice yearly parent consultation days and a Parents' Evening.

Students progresses through Toot Hill School their attainment and well-being is closely monitored, ensuring that they are recognised and rewarded when they succeed but also supported when things are more challenging.

Toot Hill is a very caring community and the health, happiness and well-being of students underpins our overall ethos and philosophy.

Curriculum

Our curriculum follows National Curriculum guidelines and aims to provide a broad and balanced learning experience for all.

At Key Stage 3 our two-year programme covers all the National Curriculum subjects. Students are taught in ability groups in the majority of subjects.

During our three year Key Stage 4 programme all students study the English Baccalaureate core subjects of English, Mathematics, Science, a Modern Foreign language and a humanities subject such as Geography or History.

A wide range of option subjects including visual and performing arts, technology, sports and ICT courses supplement the core curriculum. We expect all our students to achieve at least 8 passes at grades A*-C including the English Baccalaureate subjects.

Toot Hill College offers a range of pathways for students to continue learning with us during Key Stage 5 (16 - 18 years). We pride ourselves on our A Level provision and promote the highest aspirations for all our students.

Extra-Curricular

Extra-curricular opportunities are an essential part of providing a balanced and exciting range of experiences in school. At Toot Hill the after-school ‘Extra’ programme provides students with an impressive range of courses and sessions most nights of the week.

Opportunities include Ancient History, Science, Mathematics, Latin, Cooking, Critical Thinking and a comprehensive range of sporting activities including football, hockey, netball, rugby, cross country, tennis and athletics are also available. Toot Hill students regularly compete at county level and our sports teams have a strong tradition of success.

Students’ extra-curricular achievements are recorded and celebrated through our Torches award scheme. This programme allows students to build up a portfolio of their achievements throughout their time at Toot Hill School; essential for successful applications to university, college or work.

Music is very much at the heart of Toot Hill School and we encourage students to take up or continue playing a musical instrument. There are regular concerts and workshops where students can demonstrate and develop their performance skills.

The Performing Arts also take a leading role in school life with regular Drama productions allowing all students to fully explore their creativity.

In addition there are regular opportunities to travel including a Year 8 residential and international educational visits. In recent years Toot Hill students have travelled to France, Germany and Africa.

Student Voice

Student voice is active within the school with each year group choosing student representatives that meet through year councils and the college running a student's union format.

There are additional opportunities for students to be leaders through the Ambassador, Diplomat and Prefect Program and all subjects have student representatives.

Students are involved in all aspects of school life and contribute to the interview process for new staff and assist at school open evenings. They have also delivered feedback to staff on aspects of teaching and learning, such as marking. They have presented at Governor meetings and have also been involved in leading assemblies.

In the college, we have Senior Prefect positions as well as a Head Boy and Head Girl.

Safeguarding and Child Protection

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the Trust will be subject to an enhanced DBS check.

Each school in the Trust has 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.