

Information for Applicants

Teacher of Mathematics

Full Time
Permanent
MPS/UPS

Required from September 2022

Sherburn High School
Garden Lane
Sherburn In Elmet
Leeds, LS25 6AS

Tel: 01977 682442
Email: admin@shs.starmat.uk

Headteacher: Ms Miriam Oakley

Dear Applicant,



Thank you for your interest in the post of: **Teacher of Mathematics**

I am delighted that you are interested in joining “Team Sherburn” as a member of our Teaching Team. Teaching is at the heart of what we do and it is essential that all applicants share our passion for teaching and learning. For us, school improvement takes place through every interaction and the very best place to implement and embed positive change is in the classroom.

We strive to be open, honest and up for the challenge! We don’t claim to know all the answers or to always get it right, but we do claim to try our very best to support and care about every single young person in our school as summed up by our school motto “Achievement for All.”

With under 1000 students, we believe that Sherburn High is an 11-18 school, which is big enough to deliver, but small enough to care. We are extremely proud of the open and welcoming nature of the school from both the staff and students; the sheer variety of activities offered both within the curriculum and after school hours. We are proud of our student outcomes, our strong reputation for looking after our students and where high standards of conduct are non-negotiable. We believe that it is a combination of these factors that means that our student numbers are growing and that places for September 2021 were oversubscribed.

We are fortunate to have an established and cohesive team of outstanding practitioners within a successful and vibrant school. At Sherburn we do not limit our definition of achievement simply to academic pursuits. We believe in developing well-rounded individuals and, as such, we make a significant investment in sports and the arts.

Over the last four years, the school has taken huge steps forward. The platform we have for continual improvement is secure. The students here are fantastic to work with and they come to school eager to learn. The staff is professional, supportive, and collaborative; there is a positive, aspirational atmosphere and an impressive level of commitment from everyone to continue moving the school forward.

We have excellent relationships with a wide number of schools and academies through our partnership work and of course membership of the STAR Multi-Academy Trust. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

If you would like to know more about the school and its activities, please look at our website www.sherburnhigh.co.uk. and get in touch.

A handwritten signature in black ink that reads 'M - Oakley'.

Miriam Oakley
Headteacher

THE SELECTION PROCESS



If you wish to apply for the post of Mathematics Teacher, then you should:

- Fully complete the online application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of **two** professional referees with one being your current employer (with email addresses). If you are currently working in a school please ensure one of your referees is your current Headteacher. **Do not enclose additional CVs.**
- In your application please address how your experience to date best fits you to the requirements of the following sections of the person specification:
 - Experience
 - Skills and Knowledge
 - Personal Qualities

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.

Timeline for the Selection Process



Closing time/date for applications	12.00pm Monday 16th May
Shortlisting	Tuesday 17th May
Invitation to interview by telephone/ Confirmation by email	Wednesday 18th May
Interview day	Friday 20th May

If you are interested in applying for this post please click the link below to complete our online application form.

[Teacher of Mathematics Application Form](#)

Candidates who have not been notified **a week after the closing date** are asked to assume their application has not been successful in this instance. Unfortunately, we are unable to provide feedback to applicants who are not shortlisted.



Appendices

1	The School Vision and Values Statement
2	Job Description and Person Specification for the role of Teacher of Mathematics
3	Maths Team Information
4	Whole School Information
5	Local Area Information



Appendix 1: The School Visions and Values Statement

Sherburn High School Aims & Vision

We want members of our community to be:

- Skilled for the future
- Lifelong learners
- Emotionally resilient
- Confident
- Aspirational
- Open-minded
- Kind to themselves, others and their environment

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> ● Physically and mentally healthy ● Informed risk takers, problem solvers and critical thinkers ● Articulate communicators ● Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> ● Tolerant and respectful of others: different people, places and cultures ● Responsible, aware and engaged citizens: locally, nationally and globally ● Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> ● Develop mathematical fluency and essential literacy skills ● Be taught a broad, rich and age appropriate programme of study in every subject ● Stimulating and exciting learning experiences both within and beyond the 'classroom' ● Opportunities to take part in sport, performance and other creative activities ● Careers education and guidance

Appendix 2a: Job Description

JOB TITLE:	Teacher of Mathematics
GRADE:	MPS/UPS
RESPONSIBLE TO:	Curriculum Leader
RESPONSIBLE FOR:	Support staff allocated to teaching groups (where applicable)
JOB PURPOSE:	Promote effective learning, appropriate achievement and educational, social and personal progress of all students for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
General Responsibilities	<ul style="list-style-type: none"> • Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and student support for which post-holder is responsible • Plan work to meet the learning needs of allocated students in a consistent and effective way • Use appropriate teaching and classroom management strategies to motivate students and enable each to progress • Monitor the progress of students for whom the postholder is responsible to set expectations and give constructive feedback • Maintain appropriate records to demonstrate progress made by students • Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate • Make an active contribution to the policies and aspirations of the school • To promote and safeguard the health and wellbeing of students through knowledge and understanding of appropriate school policies e.g. Child Protection • Have responsibility for good working practices including health and safety • Ensure services are delivered in accordance with the aims of the equality Policy Statement • Develop own and team members' understanding of equality issues
Sharing information	<ul style="list-style-type: none"> • Share information confidentially about young people with teachers and other professionals as required. • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.
Safeguarding and Promoting the Welfare	<ul style="list-style-type: none"> • Understand that different confidentiality procedures may apply in different contexts. • Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.

of Children/Young People	
Administration/ Other	<ul style="list-style-type: none"> • Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate. • Make an active contribution to the policies and aspirations of the school • To fulfil all of the requirements and duties set out in the current School Teachers Pay and Conditions document relation to the conditions of employment of teachers. • To embrace any performance criteria or targets arising from the School's Teacher Appraisal arrangements • To undertake additional duties which may be reasonably assigned from time to time by the Headteacher or other Senior Leader.
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • Work with colleagues and others to maintain health, safety and welfare within the working environment
Data Protection	<ul style="list-style-type: none"> • To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Equalities	<ul style="list-style-type: none"> • Develop own and team members' understanding of equality issues. • Promote inclusion and acceptance of all young people and staff. • Within their own area of responsibility, work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.
Customer Service	<ul style="list-style-type: none"> • The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

SIGNED **POST HOLDER**

NAME & DATE

SIGNED **LINE MANAGER**

NAME & DATE

Revised Jan 2022



Achievement for all

Appendix 2b: Person Specifications

Job Title: Teacher of Mathematics

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training		
<ul style="list-style-type: none"> A good honours degree 	x	
<ul style="list-style-type: none"> QTS 	x	
Experience		
<ul style="list-style-type: none"> Experience of teaching mathematics at KS3 and KS4 	x	
<ul style="list-style-type: none"> Ability to teach A level 	x	
<ul style="list-style-type: none"> Proven experience in the delivery of high quality education 	x	
<ul style="list-style-type: none"> An understanding of the requirements of the new A level curriculum 		x
<ul style="list-style-type: none"> Knowledge of current educational research 		x
Skills and Knowledge		
<ul style="list-style-type: none"> The ability to use a range of teaching and learning strategies to promote engagement and achievement with students of a range of abilities 	x	
<ul style="list-style-type: none"> The ability to use a range of classroom management techniques 	x	
<ul style="list-style-type: none"> Good communication skills with both adults and students 	x	
<ul style="list-style-type: none"> Strong interpersonal skills and emotional intelligence 	x	
<ul style="list-style-type: none"> Competence in assessing pupil progress and attainment 	x	
<ul style="list-style-type: none"> The ability to promote the value of mathematics and communicate a passion for the subject 	x	
Personal Qualities		
<ul style="list-style-type: none"> Positive attitude and approach 	x	
<ul style="list-style-type: none"> A growth mindset; the belief that hard work and dedication produces results 	x	
<ul style="list-style-type: none"> Good team player 	x	
<ul style="list-style-type: none"> Extra curricular interests and commitment 		x
Other Requirements		
<ul style="list-style-type: none"> Enhanced DBS clearance 	x	
<ul style="list-style-type: none"> Commitment to the school's policies and ethos 	x	
<ul style="list-style-type: none"> Commitment to Continuing Professional Development 	x	
<ul style="list-style-type: none"> Motivation to work with children and young people 	x	

<ul style="list-style-type: none"> Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	x	
Equal Opportunities		
<ul style="list-style-type: none"> To assist in ensuring the STARMAT Equalities policy is considered within the school's working practices in terms of both employment and service delivery. 	x	



Appendix 3: Maths Department Information

The Sherburn High Mathematics team are supportive, passionate and dedicated. We care deeply about the achievement and wellbeing of our students and we work as a team to create a positive, vibrant learning environment in which our students want to achieve, know how to and are given the support they need to make this happen. Since 2017 our GCSE results have consistently been in the top 5 percent of Mathematics Departments across the country. Even more important to us is that all of our students make excellent progress, which is reflected in strong progress 8 scores (+0.71, 2017, +0.72 2018). Our GCSE results in 2019 were equally impressive with 69% of pupils achieving a Grade 5+ and 84% of pupils achieving a grade 4+ with a progress 8 score of +0.65. We maintained a high level of results for 2020 and 2021 with 84/85% of students achieving a grade 4+ and 70% of students achieving a grade 5+. During their time with us, students develop a love of mathematics. This is reflected in the high uptake of both Mathematics and Further Mathematics at A level; the most popular Sixth Form subject. We attribute our success to teamwork which is a fundamental part of our department; the sharing of ideas and best practice alongside the support and guidance that we offer one another. At Sherburn High it is never a bad thing to ask; a team is more than the sum of its parts.

At Sherburn High School we are keen that our students not only achieve highly but develop a love of mathematics. Our lessons are engaging for the young people that we work with; we help them to see the value of what they are learning and its relevance to them. As such, Mathematics is very highly regarded by students, parents and staff. For example, 84.2% of parents rated the progress that their son/daughter was making in maths as good or outstanding in the Kirkland Rowell survey (graded "exceptional").

We are a stable team of eight mathematicians with a wide range of experience, including a lead practitioner and a Mathematics HLTA who specialises in supporting our weakest students, for example through the Success @ Arithmetic package developed by Edge Hill University, as well as providing in class support.

The department is housed in a suite of seven dedicated maths classrooms, each of which is equipped with an interactive whiteboard. This means that each full-time teacher has their own classroom. We also have regular access to ICT rooms as well as a variety of ICT packages, to facilitate the delivery and exploration of the mathematics curriculum.

Key Stages 3 and 4

We see students' learning as a five year journey which builds on their understanding from primary school. As such, we follow a five year scheme of learning rather than splitting into Key Stages 3 and 4. Students are taught in sets thereby enabling us to provide an appropriate level of challenge and support for all. Regular assessment, through in class activities and formal tests, allows us to adjust sets as needed thereby ensuring each individual's personal learning needs are met.

Key Stage 5

Mathematics is a very popular option at post-16. The Mathematics course is taught in eight lessons per fortnight including an assessment hour that allows students and teachers to identify the progress that is being made. We also offer Further Mathematics for our most able students.



Enrichment

We offer a range of enrichment activities for our students including: Maths Challenge; the Mathematics Institute Masterclasses for Year 9 students; the Year 7 Parent-Student Project in which students work alongside their parents to solve a variety of mathematical puzzles; the Year 5 cross curricular murder mystery day; and extra-curricular trips such as a Key Stage 3 puzzle day at The University of Sheffield.

We are really proud of the progress of our students and are a great, supportive team to work in. We strongly encourage you to come for a visit to the school prior to applying and get to know us a little bit more. For further information contact Laura Beardsworth (Curriculum Leader of Mathematics) on: laura.beardsworth@sherburnhigh.co.uk

Appendix 4: Whole School Information



Teaching and Learning

Here at Sherburn High School we aim to ensure that our classrooms are places where thinking, questioning, predicting, contradicting and doubting is actively encouraged. We believe in quality first teaching where subject experts guide students through their learning. We reinforce literacy in every lesson and we are passionate about providing regular feedback that will help students understand how to improve their work. We are a thriving group of teachers who are passionate about remaining at the cutting edge of new ideas and we recognise that regular training is key to success.

Assessment, recording and reporting

Whilst at Sherburn High School, students receive at least three regular data rich reports per year to show how they are progressing in all their subject areas. Students are set aspirational targets that provide challenge and set high expectations. Reports are communicated to parents and students on a termly basis. This allows staff to plan effective intervention and support and ensures students remain focussed and on course to achieve their potential.

Care, Support and Guidance

In order to care, guide and support students we promote good behaviour for learning and have consistently implemented sanctions. We ensure that all students have a range of adults / peers within and beyond school to support them. Our tutoring system provides opportunities for high quality teaching of our SRE/PSCHE curriculum and an opportunity to build our House system.

Parents are ensured continuity of care, with Heads of Year moving up the school with their year group. The pastoral system also promotes student leadership with increased roles and responsibilities for students. The tutorial system develops relationships with the community via a structured system of links, competition and rewards to promote a sense of identity for all students within and outside of school. The work of our student leaders is also fundamental, with a strategic plan for consultation on key issues and subsequent feedback.

Curriculum

Our curriculum provides planned and structured progression for students from joining us in Year 7 through to when they move onto higher or further education, or the world of apprenticeships and employment at 16 or 18.

We have balanced subject content at Key Stage 3, providing a broad base of skills and knowledge that meets the requirements of the National Curriculum. Groupings enable students to work at a pace best suited to their individual rate of progress and provide appropriate pace and challenge as students progress through school. There is a strong emphasis and time allocation towards English and Maths ensuring students have the skills to complement other areas of the curriculum and build the foundations for lifelong learning.

In Year 9 students begin their GCSE studies, following a three year route, which provides challenge and depth of study. All students follow Mathematics, English Language and Literature and Science. Students opt for four further subjects from a broad pool of subjects, including the Creative subjects. At both KS3 and KS4, we ensure that there are progressive programmes of study for personal, religious, enterprise and health education along with citizenship and career planning. All students follow a comprehensive PE programme combining both the traditional sports with the opportunity to experience some of the less familiar sports.

Provision for students with Special Educational Needs

All students are taught in mainstream classes and are supported by teaching assistants through a variety of provisions including one to one, class support, small groups and interventions. We have expertise in providing personalised programmes to meet the needs of vulnerable children, particularly those with Dyslexia and those on the Autism spectrum, as well as in many other areas. Because of the relatively small size of the school, we know our students very well.

Sixth Form

Sherburn High School's Sixth Form provides students valuable continuity in their learning.

Our curriculum leads to nationally recognised Advanced Level 3 and Level 2 qualifications. Where possible, we aim to tailor our timetable to the demands of individual students. The range and combination of courses on offer to students extends through our Post 16 collaboration with Tadcaster Grammar School (Law, Economics, Drama and Theatre Studies, Sociology and Philosophy and Ethics).

All Sixth Form students have their own personal tutor, who provides them with guidance and support to University, apprenticeships, or employment. Tutors will strategically monitor student progress and deliver a comprehensive tutorial programme.

We aim to develop independent, responsive and creative students who have transferable skills beyond the school environment. Our success is built on a three-way partnership, with the individual student at the centre supported in their studies by home and school.

Facilities

The school has eight fully equipped ICT rooms, used extensively by all curriculum areas. All teaching rooms are equipped with LCD projectors for interactive white boards.

In addition, there is an Information Centre (which includes the library and Internet access), student social areas, a main hall with stage, drama studio and a multimedia lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and private study rooms are also available.

Extensive playing fields, a full-sized 4G pitch, brand new gym and swimming pool allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis. Our facilities alongside our new changing rooms allow for community use of our facilities beyond the school day.

Extra Curricular Activities

Extra-curricular activities are many and varied; they include numerous performing arts productions, sport and art. The school encourages residential and field trips. Foreign visits and student exchanges occur annually including a Post 16 trip to Iceland, a visit to Lille, a "Language Immersion" trip near Paris, watersports in the Ardeche, survival skills at the Bushcraft camp trip and Skiing trip.

Professional Support and Development

We believe that the school's greatest asset is the quality of our staff. Consequently, we place particular emphasis on continuing professional development. New teachers joining the school can expect to receive considerable support from their curriculum leaders and members of the senior leadership team.

Administration Team

The finance and admin team support all aspects of school life and are a vital service to the smooth running of the school. The school has a general office and visitor reception, student reception,

finance office and personnel office. Responsibilities covered are reception duties, general admin, supply cover for teachers, student attendance monitoring, Parentpay, school finance, HR and payroll.

Safeguarding Children

The school is committed to safeguarding and promoting the welfare of all its students.

We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school, a copy is on our website at www.sherburnhigh.co.uk.

In relation to this appointment process, you should be aware that your referees will be asked the following question – “Are you aware of any child protection allegations or issues of a similar nature in relation to this person? If so please provide details”.

At interview all candidates will be asked if there have been any allegations or issues raised against them by children and, if so, the outcome of them.

All employees must have enhanced DBS checks prior to starting work.

Examination Results

We are very proud of our students' achievements at the end of Key Stage 4 and Key Stage 5. Full details of public examination results can be viewed on www.dcsf.gov.uk/performance tables as well as on our website.

Appendix 5: Local Area Information



Achievement for all

Local History

The school crest depicts the history of the area. The crimson discs on each of the five petals recall the Wars of the Roses, which reached a climax in the Battle of Towton nearby, in 1461. The other two discs bear the Archbishop's Mitre (the Archbishops of York once held the lands and power in Elmete) and the hound taken from the coat of arms of the Hungate family, the founders of the original grammar school in Sherburn-in-Elmet.

The Area

Sherburn-in-Elmet is an ideal commuter village situated close to the A1 and A64 and therefore within easy travelling distance of Castleford (6 miles), Leeds (14 miles), Selby (8 miles) and York (15 miles).

Sherburn-in-Elmet has a thriving industrial estate on the outskirts of the village, which is good for local employment. Children attend the school from villages in the locality extending from Saxton in the North to Kellington in the South.

In addition to a good academic record, there is also a well-developed community spirit within the school and many links have been forged with the local community.

Thank you again for your interest in the post.