

# Shevington High School

## Teacher of Mathematics

### Application Pack



Through our values and personalised approach to learning we expect students to achieve the highest academic excellence, recognise opportunities, have a positive view of challenges and dare to think in new ways - to be creative - and realise that "life is what I make it !"

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## Ofsted 2022

*“Leaders and governors are ambitious for all pupils. They have a clear vision for the school. They have been innovative in how pupils make use of information technology in their learning.”*



# WELCOME TO OUR SCHOOL

## Message from the Headteacher

Many thanks for your interest in the post above. I hope you find the enclosed information useful in making a decision about your application to join Shevington High School. Shevington High School is a growing, successful and popular high school. Over the last few years the school has seen significant investment and improvement in all areas of the school.

Shevington High School is a popular 11-16 community school located in the village of Shevington. We are 3 miles from Wigan town centre and mere minutes from the M6 motorway. The school is smaller than the average size secondary school but growing. We have 178 students in all years and a waiting list in year 7.

Shevington is a thriving and vibrant school. We work incredibly hard as a team to support pupils to make excellent progress in their learning from their varied starting points on entry. The school has celebrated very good examination results over recent years and we pride ourselves on our constant drive for improvement.

We pride ourselves at Shevington that we put the student at the centre of learning through the delivery of high quality teaching which enables all of our pupils to learn effectively. The school has a clear and well-articulated vision and intent for the curriculum and pedagogical approach in school, grounded on current research and methodologies nationally and internationally. This is drawn from the work we have been doing over the last 5 years on Student Agency in Learning as part of the SAIL Network, LAB Schools Network and inspired by work done with Kunskapsskolan Schools (Sweden).

Since 2020 as a school we have worked extremely hard to make further improvements in our educational provision. Through developing a truly blended learning approach using technology to enhance pedagogy that enables personalisation and develops learner independence and ownership.

School has a robust teaching and learning framework and strategy incorporating digital devices and using Google Classroom to enhance student learning. As part of our initial Remote Learning Strategy in March 2020 we devised a remote learning lesson framework, over time and whilst working as a Laboratory School with the International Centre of Educational Enhancement we collaboratively developed with staff the Shevington Teaching Framework.

### **The framework has a series stages and non-negotiables**

- **Instructional phase**
- **Practice phase**
- **A rubric assessment**
- **A retrieval task**
- **A very clear modelling or scaffolding of task**
- **Summary of learning**

The Rubric is an essential element of the Shevington Lesson; it is designed to encourage ownership of learning through transparent learning intentions and clear assessment criteria. The rubric is used by the student to set personal learning goals in the lesson.

A distinct part of student life at Shevington High School is coaching. We see coaching as the key to personalised learning and putting students at the centre of their learning. Students attend coaching in groups of 4-5 students once a week. In the coaching session the students are encouraged to set weekly learning goals and reflect on progress made.

**Mr J Grant - Headteacher**



## Teacher of Mathematics

Required from: September 2024

Salary: Teacher Pay Scale

Closing date: 20 May 2024 12noon

Interviews: TBC

Shevington High School is a successful and popular 11-16 community school seeking to appoint a full time Teacher of Mathematics. The post offers a fantastic opportunity for an ECT or experienced teacher.

The Mathematics Faculty is a very dedicated and highly motivated department of excellent teachers. We are a very supportive team that work extremely well together to ensure that we achieve the best results for all our pupils. Excellent progress is our key focus and we always ensure that we give all pupils superb opportunities to be successfully motivated in this subject area. The Faculty has celebrated very good examination results over recent years and we are very pleased and proud of these achievements. As a team, we work hard to inspire and promote a love of Mathematics in our pupils, as well as ensuring that all pupils have mastered the appropriate skills in Mathematics that they will need in the future. Many of our pupils continue to study Mathematics at A-Level and beyond.

The successful candidate will need to demonstrate excellent subject knowledge, mastery as well as fluency in this subject area. The expansion of our current team is an exciting development and we look forward to hearing from applicants who feel they can complement and enhance the learning experiences that we currently offer.

### Salary & Benefits

- M1 – UPS3 FTE £30,000 - £46,525 per annum
- Access to Teachers' Pension Scheme
- CPD including Senior Leader and Knowledge Development Courses
- Enhanced ECT Scheme including ongoing coaching and mentoring for all teachers
- Commitment to employee Health and Wellbeing including dedicated Employee Assistance Programme
- Rewards and Recognition Scheme
- Cycle to Work Scheme
- Dedicated Staff Wellbeing team

If after having read the enclosed information you decide that you wish to apply to become a member of our school please complete the application form and accompanying letter no more than two pages of A4.

Please return completed applications to [ltompson@shevingtonhigh.org.uk](mailto:ltompson@shevingtonhigh.org.uk) or by post to Lisa Thompson, Office Manager at the school's address.



# Job Description

## Main Scale Teacher - Mathematics

|                                |  |
|--------------------------------|--|
| <b>Job purpose:</b>            | <p>Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.</p> <p>Monitor and support the overall progress and development of students as a teacher/ Personal Tutor</p> <p>Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student attainment.</p> |
| <b>Reporting to:</b>           | The Headteacher / SLT Liaison/ Senior Middle Leader/Lead Teacher   |
| <b>Liaising with:</b>          | Headteacher, SLT, teachers and support staff, LA representatives, external agencies and parent/carers  |
| <b>Responsible for - Staff</b> | No line management responsibility  |
| <b>Salary:</b>                 | MPS  |
| <b>Working Hours</b>           | 195 days as specified in the STPCD Full Time   |
| <b>Disclosure level:</b>       | Enhanced   |

### Teaching

- Set high standards and expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes for students.
- Demonstrate good subject and curriculum knowledge, including examination specifications.
- To teach to the highest standard.
- To promote a level of learning and children's intellectual curiosity.
- Teach, students according to their educational needs, including the setting and marking of work including homework.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Ensure that ICT, Reading, Writing, Communication and Maths, and Social, Moral, Cultural and Spiritual developments are reflected in the teaching/learning experience of students.
- Undertake a designated programme of teaching.

- Ensure a high quality learning experience for students which meets internal and external quality standards.
- Prepare and update subject materials.
- Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of students as requested by external examination bodies, departmental and school procedures, including marking of classwork and homework.

### **Strategic/ Operational Planning**

- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- Contribute to the curriculum area and department's development plan and its implementation.
- Plan and teach well structured lessons that reflect the abilities and needs of the students.
- Contribute to the design and provision of an engaging curriculum within the relevant subject areas.

### **Curriculum Provision**

- Assist the Subject Leader, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

### **Staffing**

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the performance excellence process.
- Ensure the effective/efficient deployment of classroom support.
- Work as a member of a designated team and to contribute positively to effective working relations.

### **Quality Assurance**

- Help to implement school quality assurance procedures and to adhere to those.
- Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- Review methods of teaching and schemes of work.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school and department.

### **Management**

- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- Complete the relevant documentation to assist in the tracking of students.
- Track student progress and use information to inform teaching and learning.
- Assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

### **Communication and Liaison**

- Communicate effectively with the parents of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- Follow agreed policies for communications in the school.

### **Pastoral System**

- Be a Form Tutor and Assertive Mentor to an assigned group of students.



- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Lead Tutor to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Contribute to the preparation of action plans and progress files and other reports and references.
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- Apply the school's behaviour management systems so that effective learning can take place.

### **School Ethos**

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.

# Person Specification / Selection Criteria

## Main Scale Teacher

| Selection Criteria   | Essential | Source<br>Source<br>A = Application<br>I = Interview<br>R = References<br>T =<br>Task/Observation |
|--|-----------|---|
| <b>Qualifications</b>  |           |   |
| Qualified Teacher status with a good honours subject degree  | ✓         | A   |
| Evidence of continued personal and professional development  | ✓         | A   |
| <b>Experience</b>  |           |   |
| Recent experience of working with students across the secondary age range incl GCSE                                      | ✓         | A R   |
| Recent experience in raising students' attainment  | ✓         | A R I   |
| <b>Knowledge and Skills</b>  |           |   |
| A passion for learning and an outstanding teacher  | ✓         | A R I   |
| Secure commitment to a clear vision for the department and the school  | ✓         | A R I   |
| Ability to match children's needs in terms of curriculum, spiritual, personal and social development                     | ✓         | A R   |
| Understanding and awareness of current educational developments and the implications of relevant educational legislation | ✓         | A   |
| Work as part of a team   | ✓         | A R I   |
| Motivate and inspire students and parents  | ✓         | A R I   |
| Knowledge of all necessary NC assessment, recording and reporting  | ✓         | A   |
| Communicate effectively, orally and in writing for a range of audiences and purposes                                     | ✓         | A R I   |
| Manage good communications systems   | ✓         | A R I   |
| Excellent ICT skills   | ✓         | A R I   |
| <b>Corporate Responsibility</b>  |           |   |
| Commitment to comply with the school's policies  | ✓         | A R   |
| Commitment to continue personal development in relevant area   | ✓         | A   |
| Commitment to participate in the staff review and development process  | ✓         | A R   |
| Commitment to raising standards for all staff and students   | ✓         | A I   |
| Commitment to equal opportunities and inclusion  | ✓         | A I   |
| Commitment to participation in the full life of the school   | ✓         | A   |
| <b>Personal Qualities</b>  |           |   |
| Tact and a sense of humour   | ✓         | I   |
| Resilience   | ✓         | R I   |
| Deal sensitively with people and resolve conflicts   | ✓         | R I   |
| Ability to get the best out of people  | ✓         | R I   |
| High levels of motivation and commitment   | ✓         | A R I   |
| Ability to work under pressure and meet deadlines  | ✓         | A R I   |
| Achieve challenging professional goals   | ✓         | A   |
| <b>Application</b>   |           |   |



|   |   |   |
|---|---|---|
| Accurate completion of school application form                                  | ✓ | A |
| Letter which addresses person specification, evidence in letter and application | ✓ | A |
| Technically accurate in terms of spelling, punctuation and grammar              | ✓ | A |
| Legally entitled to work in the UK  | ✓ | A |