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SMITHILLS SCHOOL

SUCCESS FOR ALL

Teacher of Maths
Candidate Information



OUR VALUES



EXCELLENCE



INDEPENDENCE



COMMUNITY



Welcome to Smithills School

Thank you for expressing an interest in the position of Teacher of Maths. This is a wonderful opportunity to join our successful, over-subscribed 11-16 school at an exciting stage of our journey.

We are a large secondary school, a single Academy Trust, situated in the heart of Bolton. As Headteacher I am fortunate to work alongside our talented staff, pupils, families and community partners. Our school is a very special place where we respect individuality, diversity and difference. Every child who joins us is encouraged to achieve and every adult who joins our team is given the opportunity to contribute.

Our values of Excellence, Independence and Community are evident in all that we do. They combine to ensure our vision of 'Success for All' is achieved.

September 2023, two weeks into my headship, the school was judged as requires improvement for Quality of Education and Leadership and Management, but good for Personal Development and Behaviour and Attitudes. Ofsted commented 'pupils are warmly welcomed and quickly settle into school life', we have 'high aspirations for pupils' achievement' and 'staff feel happy and proud to work' at the school. They remarked that we are on the right track with the changes we are making, we simply need more time to implement and embed them.

Our pupils are at the heart of everything we do. We are committed to developing and nurturing every child, providing the very best standards of education through a strong, knowledge rich curriculum, which is built around our expectations that all pupils will develop their depth of understanding across a wide range of subjects, securing an ambitious education for all. We also offer our pupils a wealth of cultural experiences, broadening horizons and developing self-esteem which provides them with the skills to make positive contributions to society, now and in the future.

We are committed to the continued professional development of all our colleagues and take our responsibility to develop leaders of the future seriously. We are equally committed to staff wellbeing: we provide a package of support to help all colleagues achieve a happy work life balance and we have a thriving wellbeing group that initiates real change in school.

If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious team, we would love to hear from you.

Carolyn Dewse
Headteacher



Why work at Smithills?

As a team, we value every member of staff – from the site team to middle leaders, from teachers to SLT, from canteen staff to teaching assistants, from pastoral staff to IT support. We know that every person on our staff is crucial to the strategic development and the operational work of our school. As such, we promote well-being and prioritise manageable workloads in the following ways:

- SLT are supportive and highly visible around our site
- Teachers have their own classroom
- Every teacher has a protected Professional Development hour every fortnight
- The correction system is centralised
- The Staff Wellbeing Team includes broad representation from teaching and associate staff
- This team meets at least every half term, capturing staff voice and responding with concrete actions
- We are committed to the Education Staff Wellbeing Charter
- CPD is a regular feature of our calendar and includes teaching and support staff
- Internal applications for a range of roles are actively encouraged
- Opportunities for career development are embedded in our structures and systems
- Data entry points are kept to a minimum for each year group
- Every department has high quality 5 year curriculum plans in place
- Departmental marking policies have been designed to actively reduce marking workload
- Lunch duties are paid
- Reprographics is centralised

Most of all, though, we offer something which a bullet point list cannot capture: our staff and students are friendly and fiercely loyal to our school. Our school is a community and we are proud of that.

'Leaders at all levels carefully consider the impact of any changes that they make to school systems which may affect the workload and well-being of staff'.

OFSTED
September 2023

We encourage you to come and see our school for yourselves. Please contact the Headteacher's PA, Chris Fleming on 01204 842382 ext. 104 or c.fleming@smithillsschool.net to arrange an appointment. A member of SLT will be only too happy to show you around.

Closing date for applications: Monday 29th April 2024 at 9.00am

Interview date: To be Confirmed



SMITHILLS SCHOOL
SUCCESS FOR ALL

Teacher of Maths

Salary: MPS

Permanent Post

Required: September 2024 or earlier

Job Description

MAIN RESPONSIBILITIES OF THE POST

The post holder is required to fulfil the professional responsibilities which are common to all classroom teachers in the school, as outlined in the current School Teachers' Pay and Conditions Document. These detail the professional duties required of teachers, together with requirements for management time, working time, guaranteed planning, and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

The post holder's key responsibilities will be for improving the standards of learning and raising levels of achievement for all students in their care.

The post holder is accountable to a nominated Head of Department/Faculty, Senior Leader and to the Headteacher.

PROFESSIONAL RESPONSIBILITIES

The post holder will be expected to match the characteristics described in the Professional Standards for Teachers, as appropriate to his/her career stage, and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below. This post is covered by the School Teachers' Pay and Conditions Document (STPCD) and the Burgundy Book Conditions of Service for School Teachers in England and Wales.

Making an impact on the educational progress of students in your care.

- To ensure that lessons are appropriately planned, delivered and reviewed
- To promote the progress and well-being of all students reporting concerns to the appropriate staff member
- To ensure that students experience an educational programme that is personalised to their particular needs, developing their skills and abilities
- To attend all department meetings and Professional Development training sessions as directed by the school or Head of Department
- To actively promote extra-curricular opportunities
- To be actively involved in interventions to raise student achievement and attainment across the curriculum area
- To assess, record and report on the progress and attainment of students in line with school policy
- To monitor and review student progress against targets, ensuring appropriate follow-up action
- To ensure positive behaviour for learning for all students in line with the school's behaviour management policy



- To work to foster a positive working environment in the curriculum area that supports students' learning
- To provide an effective role model for students in terms of your own professional practice

Leading, developing and enhancing your own teaching practice and supporting the development of others

- To work collaboratively within the subject team
- To participate fully in the school's performance management system
- To be a reflective practitioner who evaluates the quality of your teaching
- To participate in school's Quality Assurance procedures to support your own Professional Development

Taking an active role in the day-to-day management of the school

- To follow all the whole school and departmental policies and practices
- To attend and participate in all calendared meetings
- To participate fully in arrangements for preparing students for external examinations
- To play a part in the pastoral development of students – in particular fulfilling the role of form tutor for a group of students
- To take all registers promptly in line with school policies
- To undertake supervision duties before, during and after school in line with the school's duties policy
- To take responsibility for the effective management of resources in your care
- To ensure that all Health & Safety requirements are complied with
- To ensure the environment within the curriculum area is conducive to learning

Other specific responsibilities

- To liaise and collaborate with peers in school and in other schools to share, disseminate and develop good practice
- To develop effective partnerships with parents and carers both informally and through formal home/school communications procedures
- To make an active contribution to the school's ongoing self-evaluation process
- To play an active part in the provision of a range of enrichment activities and extra-curricular activities across the curriculum area
- To carry out any other reasonable duties as assigned by the Headteacher

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the careers leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

The roles and responsibilities in this job description may change and/or evolve in a reasonable manner over time.



SMITHILLS SCHOOL
SUCCESS FOR ALL

Person Specification

| MINIMUM ESSENTIAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|--|---|------------------------------|
| 1. SKILLS AND KNOWLEDGE | | |
| 1.1 | To be a good classroom practitioner and the ability to work effectively within a team environment | Interview/Reference |
| 1.2 | Ability to build effective working relationships with all pupils and colleagues | Interview/Reference |
| 1.3 | Ability to enthuse, inspire and motivate students | Interview/Reference |
| 1.4 | Good ICT skills to support learning | Application Form/Interview |
| 1.5 | To be able to plan and develop appropriate learning activities | Application Form/Interview |
| 1.6 | To be able to plan and organise themselves effectively. | Application Form / Interview |
| 2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC | | |
| 2.1 | Qualified Teacher Status | Application Form |
| 2.2 | Honours degree or equivalent | Application Form |
| 2.3 | Experience teaching GCSE | Application Form |
| 2.4 | Willingness to participate in relevant training and development opportunities | Application Form |
| 2.5 | Experience of working successfully with young people | Application Form |
| 3. WORK RELATED CIRCUMSTANCES – PROFESSIONAL VALUES & PRACTICES | | |
| 3.1 | Thorough subject knowledge and understanding of current curriculum developments | Application Form/Interview |
| 3.2 | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Interview/Reference |
| 3.3 | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Reference |
| 3.4 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work | Interview/Reference |
| 3.5 | Able to liaise sensitively and effectively with parents/carers, recognising their role in pupil learning | Application Form/Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues | Application Form/Interview |
| 3.7 | Up to date knowledge of NC requirements | Interview |
| 3.8 | Awareness of current curriculum requirements KS3-4 | Application Form/Interview |
| 3.9 | A willingness to support and uphold the multicultural ethos of the school | Application Form/Interview |
| DESIRABLE REQUIREMENTS | | METHOD OF ASSESSMENT |
| 1. SKILLS AND KNOWLEDGE | | |
| 1.1 | To be familiar with the use of technologies to enhance learning | Application Form/Interview |
| 2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC | | |
| 2.1 | Higher Degree | Application Form |
| 2.2 | A desire to progress in his/her career | Application Form |



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|-----|--|----------------------------|
| 2.3 | Proven ability to engage and enthuse pupils | Application Form/Interview |
| 2.4 | A willingness to contribute to extra-curricular activities | Application Form |

Safeguarding

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including anywhere the penalty is “time expired”
- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

We may use internet searches using information held in the public domain to perform due diligence on shortlisted candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

C Dewse
Headteacher