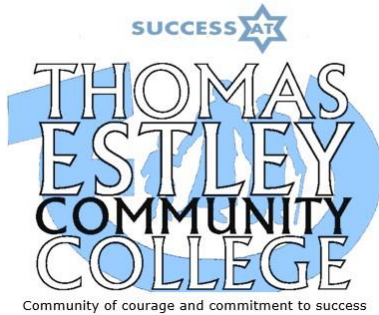


Application Pack



National Teaching School
designated by



**National College for
Teaching & Leadership**

**Station Road
Broughton Astley
Leicestershire LE9 6PT
Telephone: 01455 283263
Fax: 01455 285758**

admin@thomasestley.org.uk
www.thomasestley.org.uk

Principal: Mandi Collins

Dear Applicant

October 2020

**TEACHER OF MATHEMATICS (ideally with STEM experience)
Part-Time Part (0.6 FTE) - Temporary for 2 terms with the possibility to become permanent
for the right candidate**

Thank you for your interest in the post of Teacher of Mathematics (with some KS3 Science) at this Community College and lead teaching school in the Thomas Estley Learning Alliance. Please find below some information regarding the college and this post. You will also find extra information on our college website at thomasestley.org.uk and on the OFSTED website. We hope that you will find the information of value in considering and, if appropriate, making your application.

Mathematics at the College

Mathematics is a key subject within the Thomas Estley curriculum, and one of our core subjects at KS3 and KS4. Our results in Maths have been outstanding over a period of many years and among the very best KS3 results in the county.

Our Mathematics department comprises 6 teachers, as well as a dedicated Numeracy Support Assistant. The Mathematics curriculum incorporates mainly classroom-based lessons as well as access to interactive Maths IT based resources and a set of tightly focussed intervention lessons / extracurricular support where appropriate. Students study Maths for five lessons a week (four lessons a week in Year Nine) from Year Seven to Year Eleven, as well as through our Money Matters Module in Year Nine. Additional provision includes studying for the AQA Level 2 qualification in Further Maths for our more able KS4 pupils, a residential Maths / Science trip to Geneva and a range of enhanced opportunities from the UK Maths Challenge through a Bletchley Park coding visit to Maths leadership opportunities in feeder primary schools.

Science at the College

Science is a key subject within the Thomas Estley curriculum, and one of our core subjects at KS3 and KS4. Our results in Science are among the best KS3 results in the county. As our age range changed in August 2016 from 11-14 to 11-16, we are strongly committed to continuing excellence into our GCSE provision and have already worked hard to ensure that aim. Our Science department comprises of nine teachers and two technicians, within a suite of Science labs, prep room, office and theory classroom. The Science curriculum incorporates practical and theory-based lessons as well as access to department and college IT facilities and a set of tightly focussed intervention lessons/ extracurricular support where appropriate. Students study Science for four lessons a week in Year Seven – Nine and six lessons a week in Key Stage Four, as well as three extra lessons a week for those choosing Triple Sciences in Key Stage Four (currently three teaching groups). Additional provision includes a Maths/Science residential in

Geneva, university and masterclass visits and a range of enhanced opportunities from Science club to targeted interventions.

Throughout the college we aim for a high quality learning experience for all of our pupils, with close links with all partner schools, particularly within our Multi Academy Trust, Success AT. Projects and shared experiences take place across transition points, including opportunities for more able learners and targeted inclusion tasks.

Thomas Estley Community College is currently a thriving, well-established Leicestershire 11-16 Community College, with around 900 students on roll, and very strong links with primary and secondary partners. We are also the lead National Teaching School in the Thomas Estley Learning Alliance as well as a lead school for School Direct placements across Leicestershire. A leading member of many local networks, including Learning South Leicestershire and county wide groups, we have a high local and national profile, also recently being granted multi academy trust status.

The College is very strongly committed in principle and practice to its role as a Community College, including adult learning, before and after school clubs and an onsite preschool. We are proud to have received many awards for excellent practice, we regularly welcome local, national and international visitors, and our practice in leading training, from School Direct PGCE to middle and senior leadership level, is well embedded.

Applications to the College

If you are interested in an opportunity to work with us through this exciting period of growth and innovation along the lines outlined in the enclosed details, then we look forward to receiving your application. This post is subject to enhanced disclosure from the Criminal Records Bureau. Your application should include a completed form and a letter of application (no more than three sides of A4 please) with the names and addresses of two current professional referees. Please ensure that your letter matches your philosophy, practice and experience to the items in the job and person specification.

We look forward to receiving your application. Please note the closing date for applications is **Friday 23rd October 2020. Applications via email to myoung@thomasestley.org.uk.**

Yours sincerely



Mandi Collins
PRINCIPAL

Success Academy Trust

Registered in England
Vice-Principals: C. Cornelius, R. Fegan

Company No: 8135389
Assistant Principals: M. Young, J. Hartley

Registered Office: As above
Assistant Principals: M. Young, J. Hartley

VAT Registration No: 153 2274 31
College Manager: A.M. Willett



Thomas Estley Community College

"A Community of Courage and Commitment to Success"

Thomas Estley is a successful 11-16 Community College serving the villages of Broughton Astley, Cosby as well as Whetstone and surrounding villages. We are the secondary school in Success Academy Trust, working with three local primaries and a preschool within the Trust, 'Building Leadership and Character Together.' We host part of Birkett House Special School within the college and are passionate about inclusion and meeting the needs of every one of our students.

The college has a strong tradition of innovative curriculum planning and its curriculum has been a national case study with aspects adopted by a number of schools locally and nationally. Thomas Estley is a Teaching School, lead school in the Thomas Estley Learning Alliance (TELA) including almost 40 secondary and primary schools, and a National Support School. As a result, the college engages in significant School to School Support and CPD provision. We are also a Centre for School Direct placements for those looking to train as a teacher. The college is a vibrant, innovative and forward-looking institution, a place which never stands still but constantly seeks improvement.

All of our Trust staff have a Staff Wellbeing entitlement and a Leadership Development entitlement, as well as our Three Keys to Success.

Featuring additional entitlement to our 'Three Steps to Success' for all our Success Academy Trust Staff

 **ENTITLEMENT TO OUR TRUST TRAINING PACKAGE AS APPROPRIATE TO CAREER STAGE DEVELOPMENT, ROLE AND EXPERIENCE**

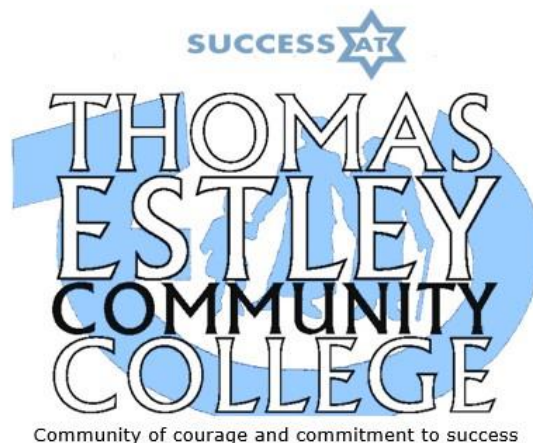
 **TALENT MANAGEMENT DEVELOPMENT ROUTES WITHIN THE TRUST WITH A PERSONALISED CAREER PLAN**

 **WELLBEING FOR SUCCESS – OUR OWN PERSONAL WELLBEING AND SUPPORT PACKAGE TO HELP YOU FLOURISH**

 **SUCCESS AT**

All of our work is firmly based within our values, collaboratively agreed and committed to by all of our stakeholders.

1. Aiming to achieve our best.
2. Taking full advantage of every learning opportunity.
3. Showing resilience through our experiences and challenges.
4. Seeking out our talents and following our dreams.
5. Reaching out for opportunities to lead and encourage others.
6. Making a positive difference and celebrating success.
7. Including the whole community, sharing, caring and giving time as needed.
8. Treating each other with kindness, fairness and respect.
9. Finding space in our lives for fun, joy, praise and laughter.



THOMAS ESTLEY COMMUNITY COLLEGE

JOB DESCRIPTION

Title and Grade of Post	Teacher of Mathematics (STEM experienced)
Job Purpose	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support Mathematics as appropriate. • To monitor and support the overall progress and development of pupils as a teacher / form tutor • To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential • To contribute to raising standards of pupil attainment • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
To whom the postholder reports to	Curriculum Leader of Mathematics (and Science)
The persons line managed by the postholder	n/a
Operational / Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Maths Department • To contribute to the Maths department's development plan and its implementation • To plan and prepare courses and lessons • To contribute to the whole school's planning activities
Curriculum Provision	<ul style="list-style-type: none"> • To assist the Curriculum Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives

Curriculum Development	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's mission and strategic objectives.
Staffing Staff Development: Recruitment / Deployment of Staff	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management Review process • To ensure the effective / efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school
Quality Assurance	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those • To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria To seek/implement modification and improvement where required • To review work from time to time, methods of teaching and programmes of work • To 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
Management information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant, accurate and up-to-date information for MIS, registers, etc. • To complete the relevant documentation to assist in the tracking of pupils • To track pupil progress and use information to inform teaching and learning
Communications:	<ul style="list-style-type: none"> • To communicate effectively with the parents of pupils as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the school • To follow agreed policies for communications in the school
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools • To contribute to the development of effective subject links with external agencies

Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials • To assist the Curriculum Leader to identify resource needs and to contribute to the efficient / effective use of physical resources • To Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and pupils
Pastoral System:	<ul style="list-style-type: none"> • To be a Tutor to an assigned group of pupils • To promote the general progress and well-being of individual pupils and of the Tutor Group as a whole • To liaise with a Team Leader to ensure the implementation of the school's Pastoral system • To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • To evaluate and monitor the progress of students and keep-up-to date • To contribute to the preparation of Action Plans and progress files and other reports • To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved • To communicate as appropriate, with the parents of pupils, with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff • To contribute to curriculum enrichment according to school policy • To apply the Behaviour management systems so that effective learning can take place

<p>Teaching</p>	<ul style="list-style-type: none"> • To teach pupils according to their educational needs, including the setting and marking of work to be carried out in school and elsewhere • To assess, record on attendance, progress, development and attainment of pupils and to keep such records as are required • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students • To undertake a designated programme of teaching • To ensure a high quality learning experience for pupils which meets internal and external quality standards • To prepare and update subject materials • To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework • To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures • To mark, grade and give written/verbal and diagnostic feedback as required
<p>Other Specific Duties:</p> <ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example • To support the school in meeting its legal requirements for worship • To promote actively the school's corporate policies • To continue personal development as agreed • To comply with the schools Health and Safety policy and undertake risk assessments as appropriate • To undertake any other duty as specified by STPCB not mentioned in the above <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>	
<p>This job description is current, but, following consultation with you, may be changed by the Senior Leadership Team to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>	

THOMAS ESTLEY COMMUNITY COLLEGE

Person Specification **Teacher of Mathematics (STEM experienced)** **Part Time 0.6FTE, temporary for two terms, with the possibility to become permanent for the right candidate**

	Essential	Desirable
1 QUALIFICATIONS	Graduate Qualified Teacher	
2 EXPERIENCE	Recent and relevant experience teaching Maths	Successful teaching in secondary comprehensive education Maths at KS3/4
3 CURRICULUM	Knowledge and understanding of the current KS3/4 Maths curriculum. Some knowledge and understanding of the current KS3 Science curriculum.	Knowledge and understanding of recent developments in the national curriculum regarding Maths and Science.
		Involvement in developing relevant curricula and/or schemes of work.
		Awareness of related courses and qualifications at KS4 and above.
4 PEDAGOGY	Knowledge and experience of the practice of differentiated teaching and learning across the full ability range, including pupils with individual educational needs	
5 TUTORING	Knowledge and experience of the practice of pastoral care and tutoring in secondary education	
6 TEAM WORK	Willingness and evident skills to contribute to collaborative work within the College	Participation in professional collaborative review / action research around learning.
7 PROFESSIONAL DEVELOPMENT	Willingness and ability to review and identify, with others, personal professional development needs	Evidence of personal practice already in this area
	Participation in training and development activities	
	Willingness, skills and ability to contribute to the professional development of the team, its purpose and effectiveness	
	Aspiration to further career development and promotion	
8 COMMUNITY	Awareness and knowledge of the contribution of related skills to the practice of comprehensive, community education	
	Knowledge and recognition of the role of parents in support of pupil learning	
9 COMMUNICATION	An application which is original to this post	
	Personal presentation skills, on paper and orally, to secure and sustain communication within the team, across the College and with the wider community, including parents and governors	
	As this job is designated as a 'regulated activity' an enhanced DBS with barred list check is essential.	
10. Other	Must be eligible to work in the UK	

