



March 2018

**TEACHER OF MATHEMATICS
TMR/UPR
Required September 2018**

Dear Applicant

Thank you for your interest in the post of Teacher of Mathematics at The Henry Box School. We are looking for a well-qualified, committed and enthusiastic Teacher of Mathematics to join our successful 11-18 comprehensive school. This is an excellent opportunity for a talented and well qualified teacher to join a strong and successful Maths Faculty. Applications are welcome from NQTs or experienced teachers. Visits to the school are welcome, by prior arrangement.

The Henry Box School is a successful, thriving mixed comprehensive school of over 1200 students situated on Church Green in the historic market town of Witney. The school was founded in 1660 by local man, Henry Box, and the beautiful original school building is still in daily use in the centre of our attractive site. We are proud of our history and tradition and very excited about our future. The school was inspected by Ofsted in November 2017 and was judged as 'good' in every category. The GCSE examination results in 2017 were excellent, with 'A' Level results above the national average.

At Henry Box, we are fortunate to have fantastic staff, both teaching and support, experienced and supportive governors, and students who have positive attitudes and are keen to learn. Students and staff enjoy respectful relationships, and above all we are a very happy school. Professional Development is central to our work and we offer opportunities and support for all staff to develop their skills. From our excellent NQT programme through to our 'Future Leader' programme, we are committed to recruiting and retaining the best. Being the lead school in our multi academy trust, we can also offer the opportunity for colleagues to develop their careers beyond one school if this is their area of interest.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance, satisfactory references and other relevant pre-employment checks.

If you are interested in working in a forward thinking organisation, then Henry Box could well be the place for you. Our commitment to learning, leadership and literacy can found in our latest Ofsted report [here](#)

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If you decide you want to be part of our dynamic team, we look forward to receiving your completed application form by **Wednesday 9th May 2018 at 9am**. In the meantime, if you have any queries about this role, please contact Kirsty Cantley (HR Manager) on 01993 848166 Monday – Friday 8.00am – 2:00pm (term time only) (email jobs@millacademy.co.uk)

Further information about the post is given below.

Yours sincerely



W J Hemmingsley
Headteacher

Maths Faculty

Our faculty ethos is centred on developing autonomous learners who have a deep relational understanding of key mathematical concepts. We share and continue to seek even better ways to do this. Explicit teaching of problem solving backed up with deliberate practice of identified gaps and regular low stakes quizzing work to develop fluency. We have outstanding exam results in year 11 and year 13 but are very proud of the fact that we achieve this through a constant drive to improve the way we explain and model mathematics to *all* students regardless of their prior attainment. A shared team room; collaborative planning meetings and pedagogy focussed faculty meetings mean that new and more experienced staff support each other constantly in our work and outside. We really are quite familial!

We base much of our practice on evidence from research and have strong links with the Oxford University Department of Education, taking interns on placement in pairs, having 5 teachers who did the Oxford PGCE themselves as well as taking part in research projects.

A key feature of our faculty is our commitment to promoting learning goals rather than performance goals for both our students and for our staff. We run highly popular study groups twice a week for KS4 students and lunchtime HW support every day for KS3. Students are enabled to come and seek help on the specific areas of maths they need to practise or seek help with. A departmental database records question level detail on assessments and allows us to efficiently give detailed feedback allowing us time to formatively plan next steps.

Staff monitoring is non-judgemental and formative. We have worked collaboratively to write feedback, assessment and behaviour policies that work for us and for the students. Teachers are given opportunities to contribute in a variety of ways to the running of the faculty as soon as they feel confident. For example, by running primary school master classes and taster sessions; organising sixth form trips to open lectures at the Oxford Mathematical Institute; planning and leading STEP, MAT or TMUA preparation sessions or coordinating arrangements for the UKMT individual and team maths challenges. The whole school professional development programme is flexible and allows staff to focus on developing subject knowledge as well as more general skills. For example, one member of staff completed the Oxford University Masters in Learning and Teaching; two are currently on the Teaching A level Mathematics course at Warwick University and 3 others have completed online KS5 subject knowledge courses run by MEI. We regularly attend the Oxfordshire Mathematics Community network meetings (Coffee and Pi) and several staff have led sessions at these events.

TEACHING ARRANGEMENTS AND CURRICULUM

Students are grouped in parallel bands in years 7 to 10 and across the whole cohort in year 11. Grouping is based on prior attainment.

In Key Stage 3 classes follow the appropriate Kangaroo Maths Stage for their prior attainment ensuring that the increased demands of the new National Curriculum are met. Students have 7 x 60 minute lessons per fortnight.

In Key Stage 4, students are working on the AQA 8300 specification leading up to the final linear exam with internal practice exam periods throughout the 2 years. Students are broadly set across the year group and have 7 x 60 minute lessons per fortnight. Some students also take Functional Skills qualifications in either year 10 or year 11 to support their numeracy.

All groups have consistent whole year group assessments points and we have a particular focus on generating formative feedback from these that promotes learning goals and the autonomy of the students. This was recognised as a very positive feature of the faculty in our recent Ofsted inspection (November 2017).

The learning support department provides some assistance in the classroom for students with lower prior attainment at Key Stage 3 and 4. The department has a dedicated maths teaching assistant/technician who works in class or with small withdrawal groups. She is always happy to share her experience of teaching primary maths and her amazing cupboard full of concrete resources to help plan tasks that help address knowledge gaps for our lower attaining students.

In the Sixth Form, we follow the new MEI A level specification in year 12. Further Maths is taught in collaboration with another Witney School, Wood Green.

ACCOMODATION AND RESOURCES

The faculty has nine specialist rooms, all of which are well equipped with good ICT facilities including projectors, interactive whiteboards, a teacher PC and iPad. All maths classrooms have recently been refurbished with large whiteboards around the walls of the rooms for student use. The faculty staff team room and resources area add to the amenities. In addition to SMP Interact textbooks, there is a wide range of worksheets, additional texts, practical equipment and sources of investigations. We are committed to developing ICT within the subject area. We have 30 laptops available for use in classrooms. In addition, the school has three networked computer suites which are bookable for lessons. All rooms have a wireless network.

STAFFING (2015/2016)

Lucy Dasgupta (Head of Faculty), Alex Baish (Deputy Head of Faculty), Hollie West (Lead Practitioner), Tom Rosenberg, Paul Hayward (Assistant Head teacher), Amy Gibbons, Andy Richens, Sophie Rowney, Holly Hyams, Paul Patrick and Jo Rudd (Maths TA)

Health & Safety

All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.

Conditions of Service

The Henry Box School converted to Academy on the 1st June 2012 and continue to follow the Pay Terms and Conditions of Oxfordshire County Council

Selection Criteria

Essential

- Qualified Teacher Status
- Ability to teach KS3, KS4 and KS5.
- Effective behaviour management.
- Ability to work as part of a team.
- Knowledge of planning, assessment and record-keeping.
- Commitment to further training and development.
- Conscientious, enthusiastic and positive.
- The ability to relate well to students, staff and parents.
- Willingness and ability to be an effective tutor, if required.

Desirable

- Ability to teach KS5
- Willingness to teach PSHE
- Willingness to contribute to extra-curricular activities
- Evidence of improving practice by identifying and meeting CPD needs

JOB DESCRIPTION: TEACHER (MPR and UPR)

Post Title: Teacher of Mathematics

Purpose: To raise standards of attainment and achievement of learners

Reporting to: Faculty Leader and Assistant Faculty Leader where appropriate

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder. You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

Liaising with: SLT, Department Leaders, Year Leaders and relevant staff with cross-school responsibilities, relevant support staff

Working Time: Full Time

Disclosure Level: Enhanced

Salary: TMR/UPR

TEACHING

1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect

1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- 2(a) be accountable for pupils' attainment, progress and outcomes
- 2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 2(c) guide pupils to reflect on the progress they have made and their emerging needs
- 2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- 3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. PLAN AND TEACH WELL STRUCTURED LESSONS

- 4(a) impart knowledge and develop understanding through effective use of lesson time
- 4(b) promote a love of learning and children's intellectual curiosity
- 4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
- 4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
- 4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

- 5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- 5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- 6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 6(b) make use of formative and summative assessment to secure pupils' progress
- 6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- 6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- 7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

8(a) make a positive contribution to the wider life and ethos of the school

8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

8(c) deploy support staff effectively

8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues.

8(e) communicate effectively with parents with regard to pupils' achievements and well-being

PERSONAL & PROFESSIONAL CONDUCT

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school.

(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

(c) showing tolerance of and respect for the rights of others

(d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition for UPR (STPCD):

- The teacher is **highly competent** in all elements of the relevant standards; and
- The teacher's achievements and contribution to an educational setting or settings are **substantial** and **sustained**.

General Responsibilities

- Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager

Additional duties:

- Play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage and ensure staff and students follow this example

- To promote and lead extra-curricular activities in line with the traditions and expectations of the school within the context of a life work balance

Other Specific Duties:

- To undertake the role of Form Tutor if required
- To share in supervisory duties according to the school's published rotas
- To keep up to date with school information e.g. the weekly bulletin, staff handbook and to clear your pigeon hole daily
- To participate in any arrangements within an agreed national framework for the appraisal of your performance and that of other teachers
- To continue personal development as agreed
- To engage actively in the appraisal process
- Whilst every effort has been made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers
- 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.
- To undertake any other duty as specified by STPCD not mentioned in the above

For all staff - You have specific responsibilities under Health & Safety / Child Protection legislation to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Cooperate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as practicable
- Report any safeguarding children / child protection concerns to a senior member of staff
- Attend safeguarding training as requested

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in job commensurate with the grade or job title.

W J Hemmingsley
Headteacher
March 2018