

Head of Maths and numeracy

(CPS + TLR 1b £8,405 pa + September pay award)



The Swinton High School
a specialist school for the performing arts
Start date 1st September 2008

prepared May 2008

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SECTION 1

The Swinton High School

A specialist school for the performing arts.

Context

Swinton is situated on the outskirts of Salford, bordering Bolton, Bury and Trafford. It is well served by the motorway networks, M6, M60 and M62 giving access to the surrounding countryside of Cheshire, Lancashire, The Lake District and Derbyshire national parks. The school is within easy reach of the rail network into Manchester City Centre. Swinton rail station is two minutes' walk from the school and serves the Southport, Wigan, Bolton, Manchester line. The regeneration of Manchester city centre, Salford Quays and the Trafford Centre gives a wide diversity of theatres, clubs, cinemas, restaurant and shopping opportunities.

The Swinton High School, an 11-16 comprehensive is one of 14 high schools in the Salford Local Authority.

Accommodation

The school came into existence in September 1988 when Wardley High School and Pendlebury High School merged to form a single 11-16 comprehensive school on one site, located half a mile from the Swinton town centre. Whilst the buildings vary considerably in age and appearance, internal refurbishment of existing facilities has provided a generally pleasant working environment. A new maths suite, refurbished science labs, an ICT resource area comprising 5 computer rooms together with a further two elsewhere, a new design technology block and refurbished art and library facilities have improved the teaching environment. In the last five years all seven science laboratories have been completely refurbished in a refurbishment programme costing well over £500,000. Improvements to the school environment have been substantial over the last two years and are continuing. We regard the environment as an important factor in encouraging students to learn and every effort is made to maintain high standards.

ICT

We are currently half way through a £370,000 investment programme in ICT which will give every pupil access to a tablet PC's every day. Every teacher currently has their own laptop computer.

Students

We have an 8 form entry and the Standard Admission Number is 210. The school is popular with a rising roll, which attracts pupils across the full ability range, and has at present 1000 children between the ages of 11 and 16 years on its roll. Our pupils are drawn mainly from the Swinton, Clifton, Pendlebury and Wardley areas of Salford. At present 23% of our pupils are eligible for Free School Meals; there are 10 students with statements of special educational need.

Pastoral Organisation

We believe that the success of our pupils is founded on high expectations, on good teaching and a solid partnership between school and home. The pastoral system under-

pins the ethos of the school. It is based on the Year Group principle led by a Year Tutor reporting to the line manager Assistant or Deputy Headteacher. All staff are committed to this pastoral ethos, both as a form tutor and in their working relationship with the pupils. All staff are expected to support the maintenance of high standards of behaviour, discipline, appearance and uniform, upon which the school places a high priority. The school places emphasis on personal, social and health education. There is a Student Forum with representatives from each year group, chaired by the Head Boy, Head Girl and a senior member of staff. This meets to discuss issues raised by pupils at form and year level. There is a planned Tutor programme, organised by the Year Tutor.

Each pastoral team rotates on a five year cycle staying with their year group of some 200 pupils. Each year has a full time dedicated year manager who is line managed by the Pupil Progress Co-ordinator.

Academic Organisation

The school has a staffing complement of some 105 full and part-time members, including teachers, non-teaching assistants, site, secretarial and administrative/reprographic staff, technicians and midday supervisors. The academic structure of the school is based on a system of ten Faculty Leaders (English, Mathematics, Science, ICT, Design Technology, Performing and Visual Arts, Humanities, Modern Foreign Languages, Personal, Social and Vocational Education and Learning Support), reporting to their respective Deputy Head or Assistant Head Line Manager. We have fully implemented a teaching and non teaching staff restructuring following the introduction of Teaching and Learning Responsibilities (TLRs) in September 2006.

There are regular Curriculum, Pastoral, School Group Management and Senior Management Team Meetings. The school places high emphasis on staff development both for school improvement and personal professional development. There is a successful Induction programme for new staff, which has been praised by OFSTED. The school had a successful Ofsted inspection in May 2007 ("a good and rapidly improving school") and is recognised as an improving school by the Specialist Schools and Academies Trust, staff, pupils, parents and the community.

The school provides a wide range of extra-curricula activities, which are well supported by students and staff. These provide opportunities for students to follow their interests and talents in drama, sport, music and dance. The school's musical activities have an excellent reputation and the Steel Pans have performed in a wide variety of locations.

Study Support is an emerging feature of the school. A Numeracy Summer School was held on site in July/August 2000, a Literacy Summer School in August 2001 and a Gifted and Talented Summer school in July 2002. All have been extremely successful. Gifted & Talented Summer schools were held in July 2003, 2004, 2005 and 2006.

Community Links

The school has developed strong links with the local community through community placements including local nurseries and old people's homes, Year 10 Work Experience and the local Education Business Partnership.

Termly concerts are a regular feature of the school calendar, which are well supported by staff, parents, governors and pupils.

All faculties have developed links with feeder Primary Schools and post 16 educational establishments. There is a senior member of staff responsible for transition between Key Stage 2 and Key Stage 3. This is an extremely successful programme. At Key Stage 4 the Careers Connexions Service gives guidance to all students. The school is a member of CAMPUS - The Campaign to Promote the University of Salford. In addition to this, local and national charities are well supported.

Future Developments

We became a specialist school for the performing arts in September 2004, the first performing arts school in Salford LA and we expect to be invited to become a High Performing Specialist School on redesignation in September 2008.

Our GCSE examination results have improved for the fifth successive year and we expect further progress in the coming years. Our 5 A*-C grades have trebled in the last five years and more than doubled in the last two years. In summer 2007 we achieved 76% 5A* - C grades and our pupils make outstanding progress.

The school has established a detailed development planning cycle aimed at fostering a shared determination to develop an already good school into a better school. Monitoring and Evaluation of teaching is incorporated into the school calendar. Performance Management is thriving. As an Excellence in Cities school there is development work being undertaken which fits in with existing work already being done to support pupil learning. This includes:

1. Able, Gifted and Talented pupils - to provide curricular enrichment activities for all years and a specific mentoring programme in Years 10 and 11. An evaluation of its impact on school achievement forms part of the examination review. In English, maths and science Able, Gifted and Talented pupils are taught in classes of 20 and an additional class has been created.
2. Five year managers and a half time learning mentor to support learning for children by providing a complementary service to existing staff, external agencies working within the school and links with parents, with an aim to assist in improving attendance and academic attainment of targeted children. The Learning Mentor also provides post school study support.
3. The Key Stage 3 Learning Support Unit aims to support pupils predominantly with emotional and/or behaviour difficulties who are at risk of exclusion and/or under-achievement. There are no full-time attenders. The staff responsible for the Key Stage 3 work with children both in the LSU and in main-stream. This has been recognised as good practice in the authority by HMI November 2005 and by Excellence in the Cities (EiC) inspectors in July 2006.
4. Retreat - a unit which supports pupils who may need a 'cool down' period during the school day.

5. Nurture group – A supportive facility for those vulnerable pupils particularly in years 7 and 8.

The school is part of the Secondary Strategy and is currently developing teaching and learning strategies to improve Literacy, Numeracy, Science, thinking skills and ICT in Years 7-9. A full programme of staff INSET is integral to its success.

Culture

Our school Motto 'Strive to Achieve' is the foundation on which the educational philosophy is built. We are seeking to establish a culture in which learning is pre-eminent, which is ultra professional and efficient, which is inclusive and participatory and which is prepared to undertake radical change in the pursuit of a quality education for our pupils. We aim for a culture of achievement, which is based on rewards, not punishment, which encourages individual growth, shares the common value of RESPECT and the concept of a 'common good'. We value our pupils' views and there is a thriving student forum.

SECTION 2

The Post, Person Specification and Job Specification

The Post

Title: Head of Mathematics and Numeracy Faculty
Salary: CPS + TLR 1b (£8405p.a. + September pay award)
Date of Appointment: 1st September 2008

Person Specification

The school is continually striving for excellence. The Mathematics Faculty is a key contributor to the school's academic results at Key Stage 3 and Key stage 4, being at the forefront of curriculum development and delivery. The post would suit an ambitious well qualified and experienced teacher of Mathematics seeking a stimulating, supportive working environment. The teacher appointed will be an excellent practitioner, able to engage and challenge students to enable them to achieve their best and support and lead the Faculty in duties designated. The successful candidate should possess the following essential and desirable qualities:

1. A degree in mathematics or associated subject (Essential)
2. Qualified teacher status (Essential)
3. A high degree of subject competency and personal organisation (Essential)
4. An ability to teach across the 11-16 age and ability range (Essential)
5. A willingness to develop and teach statistics at key stage 4 (Essential)
6. To co-ordinate and manage key stage 4 curriculum (Essential)
7. To review, develop and help co-ordinate the department's contribution to numeracy across the curriculum (Essential)
8. Successful recent relevant experience in managing a team of mathematics teachers (Essential)
9. Effective and appropriate student management with high expectations evident in all lessons (Essential)
10. A willingness to lead fully as part of a faculty team (Essential)
11. Professional ambition, with the capacity for career development (Essential)
12. Rigorous professionalism in everything, accepting nothing but the best in a culture of achievement (Essential)
13. A willingness to participate (Essential)
14. A commitment to the pastoral organisation and ethos of the school (Essential)
15. The ability to work independently (Essential)
16. Experience of monitoring and evaluation (Desirable)
17. A good record of attendance and punctuality (Essential)

The Mathematics Faculty

The mathematics faculty is staffed by seven specialist full-time teachers and four members of the senior leadership team who are also mathematics specialists. This combines to give a wealth of experience and expertise. There is a second in faculty who has responsibility for all aspects of Key Stage 3 with guidance and support from the head of mathematics and the Secondary Strategy Manager (who is also a mathematician).

The mathematics faculty consists of a suite of well appointed classrooms, all of which have interactive whiteboards and internet access. The classrooms are spacious and have the benefit of a walk in storeroom attached to each classroom. All rooms are well resourced with accompanying maths equipment.

The department follows the Edexcel syllabus A scheme of work for GCSE and has all the accompanying Edexcel textbooks, workbooks and revision books to support its delivery. GCSE mathematics is one of the most successful subjects in the school, and has in the past entered small numbers for GCSE Statistics, and would like to develop this further.

The scheme of work at Key Stage 3 is currently under revision, with all staff collaborating to this under the direction of the second in mathematics faculty. The faculty is fully resourced at key stage 3 with the Heinemann Connect Maths Series of textbooks and teacher guides.

In addition to the text books at KS3 and KS4, all staff has access to the photocopiable worksheets series – 10 ticks and sum books.

Although whole class access to computers is available through a school booking system the provision of ICT through the mathematics curriculum is seen as an area for development.

For the last two years, the mathematics faculty has exceeded Fischer Family Trust category D targets at both Key Stages 3 and 4.

On specialist school redesignation in September 2008 we expect to be awarded High Performing Specialist School status in performing arts, mathematics and computing.

SCHOOL:	The Swinton High School
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JOB DETAILS:	
Job Title:	Head of Mathematics and Numeracy Faculty
Grade:	TLR 1b (£8,405 p.a. + September pay award)
Directly responsible to:	Deputy/ or Assistant Headteacher (Senior Line Manager)
Directly responsible for:	Second in Faculty and all Mathematics Faculty staff
Hours of Duty:	In accordance with teachers' pay & conditions
<p>The City Council are currently in the process of undertaking a job evaluation exercise as part of its commitment to achieve an equitable grading system for its staff. It is envisaged that this system will be ready for implementation for the budget year 2005/06. It is inevitable as a consequence of this that the grade of some jobs will change. Implementation will be phased over a period of up to 3 years at the conclusion of the process and in consultation with our Trade Union colleagues. Progress in respect of the job evaluation exercise will be communicated to all staff via regular newsletters and briefings as appropriate.</p>	
Primary purpose of the job: Ensure the highest possible standards are achieved in the Mathematics Faculty	

Main Duties and Responsibilities/Accountabilities:	
1.	To carry out the standard duties and responsibilities of any teacher in The Swinton High School
2.	To lead on all aspects of Key Stage 3 and Key Stage 4 Mathematics and Numeracy which will involve the development of the teaching and learning resources that have been started within the faculty and to build upon this. The QCA Scheme of Work provides the framework upon which colleagues base their lessons and the aim is to have a better guide to the resources and materials available and appropriate for the various teaching groups.
3.	Monitoring: This is an important aspect of ensuring that the faculty works with cohesion and in harmony. Informal and formal monitoring contribute to these tasks which involve looking at lesson planners, lesson observations, scrutiny of pupils' work and teachers' files, before producing reports to inform the Deputy/Assistant Headteacher.
4.	<p>A) To supervise the work of the second in faculty on KS3 SAT Liaison: This will involve the collation of target levels for all pupils in years 7-9 and provision of copies to SLT. Also involved are the co-ordination and administration of both mock SAT and end of key stage 3 SATs as well as the co-ordination and administration of end of module tests and end of year examinations.</p> <p>B) To supervise the work of the second in faculty and to organise the provision of support /revision/booster/exam re-sit classes for all pupils in KS 3/4 taking external examinations, module tests and course work.</p> <p>C) To supervise the work of the second in faculty on cross curricular numeracy policy and practice.</p> <p>D) To supervise and direct the work of the faculty's support (non Teaching) staff.</p>
5.	To organise the provision of support /revision/booster classes for all pupils in KS 3/4 taking external examinations, module tests and course work.
6.	Gifted and Talented and SEN Responsibility: This will involve the identification of those pupils with gifted and talented special educational needs in all years and track the progress of these pupils within the faculty. Liaison with the Pupil Progress Co-

	ordinators and the SEN faculty will be important, both formally, e.g. via designated meetings and informally, e.g. via discussions. The monitoring of provisions within the faculty and suggesting strategies and resources that could be used and developed by colleagues for the benefit of our pupils will also be required.
7.	At all times, promote the ethos of the school as outlined in our Mission Statement and school aims and objectives.
8.	To develop effective relationships with pupils, parents, staff, governors and other members of the school community.
9.	To provide quality learning experiences for all children in your care.
10.	To assess, record and report on the development, progress and attainments of children.
11.	To have corporate responsibility for the behaviour of the children in accordance with the School's Discipline Policy.
12.	To manage classroom and teaching equipment to create a positive, stimulating and safe learning environment, which makes full use of available resources.
13.	To attend and participate in meetings and training sessions and contribute to school decision-making and consultation procedures as required.
14.	The setting of aims and objectives for the Department, monitoring and evaluating the achievement of these in line with the aims of the school and the requirements of the National Curriculum.
15.	To allocate pupils to teaching sets and review placements on a termly basis in consultation with colleagues of the Mathematics and Numeracy Faculty, other associated faculties and members of the pastoral staff. The preparation of set/group lists and organising the methods for promotion/demotion between the sets, as necessary.
16.	The development and implementation of schemes of assessment and reporting to parents in line with the overall school policy and the secure maintenance of examples of pupils' work required to justify any internal assessments.
17.	The liaison with pre-11 and post-16 agencies/institutions re the continuity of the department's contribution to our pupils' education.
18.	The submission and checking of all entries to external examinations and to supervise the administration necessary for operating the SAT's and examinations where necessary.
19.	<p>The Leadership of a Team:</p> <ul style="list-style-type: none"> • Keeping the faculty abreast of developments within the subjects. • Supervising and monitoring the work of colleagues in the faculty, ensuring that lesson content, teaching methods, monitoring and assessment procedures are in keeping with the departmental policy. • The preparation, updating and distributing of schemes of work for the faculty staff with copies being given to the Senior Leadership Team. • To ensure that work is set for classes of absent colleagues and the provision of support when needed by 'emergency' teachers (including supply teachers). • The representation of the views of the faculty members and the reporting back from all areas of consultation. • To be a key participant and leader in the Performance Management system for Mathematics staff.
20.	<p>Staff Development:</p> <ul style="list-style-type: none"> • To advise the Headteacher on the appointment of staff to the faculty and to play an appropriate part in the interview procedure.

	<ul style="list-style-type: none"> • The provision of support, when needed, to trainee teachers, newly qualified teachers and other colleagues. • Concern for the development of newly qualified and trainee teachers. • Encouraging in-service training, both school-based and out-of-school courses, and through regular faculty meetings. • To submit minutes of all faculty meetings to the Senior Leadership Team, within one week of a faculty meeting and to maintain accurate records of all faculty activities. • Care for the personal development of all staff in the faculty, e.g. career development.
21.	Resource Management: <ul style="list-style-type: none"> • To advise on levels of capitation required, allocate resources given within the faculty and monitor their use. • Organise the efficient use of teaching space. • Organise effective methods of stock control and to submit annually on request from the headteacher details of all items with a value of £100 plus. • The day-to-day monitoring of the teaching areas allocated to the faculty. • To monitor the Health and Safety situation within the faculty and make referrals when appropriate. To produce an annual report on request from the headteacher.
22.	To undertake any further duties reasonably requested by the Headteacher or Governors.
23.	To undertake such additional duties as are reasonably commensurate with the level of this post.
The postholder must carry out their duties with full regard to the City Council's Equal Opportunities, Health and Safety and Community Strategy Policies.	
To contribute and demonstrate a commitment to the City Council's Crime and Disorder Reduction Strategy.	

Review Arrangements:	
The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, The Swinton High School will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.	
Date Job Description prepared/revised:	April 2008
Prepared by:	J. Biddlestone Headteacher
Agreed by Postholder	

SECTION 3

Arrangements for the Application

Application details:

Please apply by submitting to the Headteacher Mr John Biddlestone at the school:

- i. A completed application form.
- ii. A letter in which you state how your personal qualities and teaching experience to date make you a suitable candidate for the post at The Swinton High School plus how you have prepared for this post.
- iii. The names, addresses and telephone numbers of two referees one of whom is expected to be your current headteacher.

Closing date

Noon Wednesday 21st May 2008

Interview date

TBA in May 2008

Candidates called for interview may be contacted by telephone or in writing.

SECTION 4

School Aims and Philosophy

MISSION STATEMENT

Preparing for tomorrow's challenges
by achieving excellence in a well-disciplined
and supportive environment.

VISION

In five years time we will have established
a high quality and purposeful environment
and raised academic achievement

SCHOOL AIMS AND OBJECTIVES

1. To give every pupil an equal opportunity to fulfil his or her potential, personally, socially and academically, within a rewarding and stimulating school environment by:

- a) grouping pupils in a manner which enables the needs of all to be recognised and provided for;
- b) presenting a differentiated curriculum;
- c) ensuring that no person is disadvantaged by virtue of colour, creed or gender, utilising the school system of monitoring and evaluation;
- d) maintaining a support system providing for special educational needs and talents of all;
- e) providing a curriculum which is broad and involves experience in areas of:

- (i) mathematical*
- (ii) aesthetic*
- (iii) pre-vocational*
- (iv) linguistic*
- (v) technological*
- (vi) cultural*

- (vii) spiritual*
- (viii) physical*
- (ix) ethical/ moral*
- (x) scientific*
- (xi) personal & social*
- (xii) creative*

- f) encouraging all subject areas to develop a skills/process approach which gives consideration to:

- (i) communication skills*
- (ii) numeracy*
- (iii) practical skills*
- (iv) social skills*

- (v) study skills*
- (vi) decision making & problem solving*
- (vii) information technology*

- g) ensuring a balanced curriculum provision;
- h) encouraging differentiation to match pupils' abilities and aptitudes;
- i) providing an information technology capability;
- j) promoting a school homework policy;
- k) developing inter-departmental collaboration;

- l) ensuring compatible departmental aims by maintaining a staff awareness of the school curriculum policy;
- m) resourcing the curriculum adequately.

2. To have (or develop) an atmosphere of RESPECT in order to allow all individuals to achieve their full potential in a safe, happy and stimulating environment by:

- a) ensuring that the school encourages and supports equal and challenging opportunities for all and a positive and ordered environment where the individuals develop self-esteem and independence, learn to respect and co-operate with others and are encouraged to exercise responsibility in the school and community;
- b) developing a secure, caring and supportive atmosphere which fosters stimulating learning opportunities within a moral and spiritual framework;
- c) consistently applying a negotiated code of behaviour which encourages individuals to take responsibility for their own actions and exercise self-discipline;
- d) providing advice, guidance and counselling throughout all stages of education;
- e) recognising and preserving the rights and responsibilities of all individuals, thus fostering co-operation, empathy, respect and the resolution of conflict through consensus and support;
- f) acknowledging and valuing the partnership between home and school.

3. To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills by:

- a) creating a stimulating environment conducive to pupil progress;
- b) encouraging discussion across the curriculum;
- c) utilising all forms of media available to us;
- d) promoting active and experiential methodology.

4. To develop all pupils as individuals, each valued in his or her own right and to promote for each pupil a positive self-image by:

- a) maintaining the awards system;
- b) providing pupils with the opportunity to speak or perform publicly;
- c) encouraging pupils to take responsibility for themselves and their activities and providing opportunity for residential experience;
- d) providing access to a pastoral team who are sympathetic to their needs both in and outside school;
- e) encouraging special talent development.

- 5. To help pupils to use language and number effectively by:**
- a) promoting language and number as basic tools required across the curriculum;
 - b) presenting pupils with situations which they recognise as enriching their experience and desire to communicate to others.
- 6. To help pupils to care about other people, to be capable of forming relationships and accept responsibilities for the welfare of others. This will include developing the values of empathy, tolerance and understanding by:**
- a) involving all pupils in community service activities;
 - b) giving a responsibility to the school forum to consider the needs of pupils;
 - c) maintaining a community action group with pupils represented;
 - d) operating a prefect system;
 - e) developing personal skills in the personal and social education course.
- 7. To help the pupils understand that there are legal, ethical and socially acceptable forms of behaviour by:**
- a) creating an atmosphere in which children will work willingly and freely with a self-discipline;
 - b) maintaining codes of conduct agreed through the behaviour policy which are seen to protect the interests of all parties;
 - c) teaching pupils politeness, good manners and consideration for others by example;
 - d) using the system of positive sanctions.
- 8. To help the pupils understand themselves and the world in which they live, including social, political, technological, economic and environmental aspects by:**
- a) encouraging active learning to enable pupils to develop inter-personal skills;
 - b) providing opportunities for community service;
 - c) establishing opportunities for work experience;
 - d) facilitating residential experience;
 - e) supporting field work activities;
 - f) striving to establish a sense of wonder of the universe and reverence for life and help pupils to appreciate human achievements and aspirations;
 - g) initiating shared activities between the school, community and the employer.
- 9. To develop a respect in all pupils for religious and moral values and an understanding of other races, religions and ways of life by:**
- a) creating a school which is a caring, supportive community where life is enjoyable and where there is equal provision and opportunity for each student;

- b) supporting the development of personal and social education;
- c) implementing a pastoral curriculum;
- d) organising school assemblies;
- e) celebrating festivals as a school within the local community.

10.To present the school to the local community as a worthwhile place of education and learning by:

- a) encouraging the community to use the facilities of the school;
- b) publicising the achievements of the school and its pupils;
- c) supporting community projects which encourage pupils to be caring and able to accept responsibilities for the welfare of others;
- d) developing links with industry resulting in opportunities for work experience and school based industrial/commercial processes and shared activities;
- e) striving to improve lines of communication between parents and school;
- f) encouraging community links which enable this resource to support curriculum activity;
- g) establishing liaison links which ensure continuity of provision between phases of education.