



Prudhoe Community High School Application Pack

Expect Excellence

Keep raising achievement

High standards, High expectations

Promote the Positive

Keep looking outward

Teacher of Mathematics

MPS /UPS

Closing Date noon Friday 5 June 2020.

Guidance notes for completing your application

PLEASE NOTE sending a curriculum vitae (CV) is not an acceptable substitute for completing the form except when a person's disability prevents the completion of an application form.

1. Examine the information pack

It should contain the job description, a person specification and an application form together with additional information about the post. Hopefully, this pack will help you decide whether or not to apply and how to make your application as effective as possible.

2. Look at the person specification

This states the skills, qualifications, knowledge and experience which are required to do the job. When shortlisting takes place, your application form will be compared against the person specification.

3. Analyse your experience

What evidence can you offer to demonstrate that you possess the skills, qualifications, knowledge and experience necessary to do the job for which you are applying. Describe this experience on the application form. It may be important to include relevant skills and experience outside of work, e.g. domestic responsibilities, trade union, or some activities.

4. Fill in your application form

It must be legible, so you may first wish to do a rough draft then check for mistakes. If you have insufficient space continue on a separate sheet. Ensure that you are provided sufficient evidence that you can do the job for which you are applying. Remember to sign and date your application form, and then send it in on time. Completed applications should be emailed to: c.collings@pchs.org.uk

5. Job share

Job sharing is a form of working whereby two or more people share the hours of one full-time post and receive a wage or salary and other benefits pro-rata to the hours worked. The purpose of job sharing is to open up employment opportunities at every level within the Authority. In general, posts involving a working week of 32 hours can be shared. If you wish to be considered for a post on a job-share basis you should indicate this on the application form.

6. Response to your application

If you are not contacted within 3 weeks of the closing date for applications, you may assume that you have not been selected for interview on this occasion.

School Information

We are a 13-18 High School with approximately 791 students on roll (currently 222 in Sixth Form).

Head Teacher Annmarie Moore
Chair of Governors Susan McArdle

Prudhoe Community High School is a very hardworking and caring school which draws students from 100 square miles around Prudhoe. Our Sixth Form provision caters for over 200 students. We have a good examination record at GCSE and A Level with students performance higher than the national average each year.

We are a school that is full of enterprise, drama, art, music and sport and regard these areas as crucial in developing a whole range of personal and social skills.

Our school aims:

We want our young people to:

- Strive for excellence wherever and however they can
- Develop their values and learn to live by them
- Participate actively

We shall:

- Strive for excellence
- Create a hardworking and caring, safe and stimulating community
- Work in partnership with our parents and carers and local, national and international organisations to enrich our outcomes

We are in the unique position of having moved to our brand new purpose build 'under one roof' school in September 2016. We have a brand new 3G pitch and sports facilities shared with Active Northumberland. This is a school where students will be challenged to work hard and give of their best. We are a happy and caring school where individual needs are met and where every individual student matters.

About Prudhoe

Prudhoe (population 19,000) lies in the southern part of Northumberland only 12 miles west of Newcastle. The area around includes attractive rural countryside with dormitory villages, some industry along the Tyne Valley, and there is a wide range of good quality housing available. Prudhoe is close to the Northumberland National Park, yet enjoys easy access by road and rail to the urban amenities of the Tynedale conurbation.

The school is a co-educational 13-18 Comprehensive, and because the school attracts students from neighbouring LEAs this results in a comprehensive diverse mix of ability and background, we are a true rural comprehensive school. We are a successful school, which has shown considerable imagination and initiative in raising standards, breadth of opportunity and commitment for education in the school and the community it serves. Our current "expect excellence" motto, reflects our aspiration for our school and all our students.

Management & Leadership

Our staffing structures are designed to raise levels of student achievement, through a clear focus on the quality of teaching, learning and assessment and tracking progress. The Leadership Team takes the lead in the achievement of the school's objectives and monitors the school's performance. This team is supported by the Team Leaders who have a responsibility for day to day, operational issues, including teaching, learning and assessment, data tracking, quality assurance and appraisal etc. We also have Heads of Achievement and Learning who ensure year groups work effectively.

CPD

We are committed to ensuring every member of staff is able to carry out his/her role in the very best way possible and as a consequence we develop an annual CPD programme that focuses on the needs of staff.

Curriculum & Organisation

The foundation year (Year 9) follows a common curriculum of English, Maths, Geography, History, Ethics, Art, Music, Drama, Modern Languages, Physical Education, Science and Technology. In Years 10 and 11 students choose from a wide range of subjects with the option of additional subjects which lead to different qualifications. Students are guided to make a broad and balanced choice. All students follow courses in Maths, English, Science, Social & Ethical Studies and Physical Education. In Years 10 and 11 they have the opportunity to add an integrated and more practical programme of studies to the core of GCSE subjects.

Our Post 16 provision

We have a strong Sixth Form with a high staying-on rate of approximately 65%-70%. Sixth Form students can choose from a comprehensive range of A level and Applied courses.

Guidance and Welfare

Guidance and Welfare is organised on a year group basis. Meetings are arranged so that parents/carers can consult with teachers. Each Year is under the leadership of a Head of Achievement & Learning. Student Year assemblies take place at least weekly and there is a highly effective programme of tutorial called our 'BIG 5' centering on - Current Affairs, PSHE, reading, personal organisation etc.

Extra-Curricular Activities

At PCHS we are justifiably proud of our record in this aspect, with a wide variety of activities in sport, music, art, drama, enterprise, international exchanges, overseas trips, school productions, and charity work.

We are looking for.....

a very well-qualified, enthusiastic, energetic, ambitious, and 'willing to go the extra-mile' applicant to fill this role and support us in moving our school forward. At PCHS, we have a friendly and supportive staff body; we are a warm and welcoming school. We are judged by Ofsted as a 'good' school. Many aspects of the school are fantastic, our extra-curricular programmes, our pastoral support, and our students. Our aspiration is to be one of the best schools in the North East!

Are you interested?

We hope so. Thank you for your interest in working with us here at PCHS and we look forward to receiving your completed application form.

Address	Moor Road, Prudhoe, Northumberland NE42 5LJ
Telephone	01661 832486
E-mail	enquiries@pchs.org.uk
Web site address	www.pchs.org.uk



The Mathematics Department

The Mathematics department at Prudhoe Community High School has performed consistently well over recent years and is well respected by students, parents and carers alike. This reputation has been earned over a number of years and we are now looking for a new team member to both enhance the department and to continue to support our drive forward.

We are an enthusiastic and forward-looking team currently consisting of four full time and one part time Mathematics teachers with a range of teaching experience.

Every member of the department plays an essential role in ensuring the highest quality of learning for each individual student, regardless of ability. We are a school that wants to be one of the best in the North East and as such it is essential that every team member is able to contribute to the development of teaching and learning and also provide an enthusiastic and productive learning environment for all our students.

Curriculum time has been increased to reflect the importance of this core area and the increased demands of the new GCSE. With the increased focus on reasoning and problem solving at both GCSE and A level Mathematics, the department will be continuing to develop an approach to learning which enables students to tackle unfamiliar problems in a range of ways. All members of the department will be expected to contribute to this as part of our collaborative planning process.

Examination results are consistently above the national average at both GCSE and Post 16.

Are you a dynamic, self motivated and ambitious teacher who aims to use this post as a stepping stone to a promoted position in the future?

Are you able to contribute to the department and support it on its continuing journey towards excellence?

If you are, Prudhoe Community High School is looking for a committed, inspirational teacher to join our strong and successful Maths team. In return we shall provide you with support with your own professional development and an opportunity to work in a brand new school.

Examination Results GCSE

Year	% Grade 4+ in Maths
2016	80%
2017	72.1%
2018	79.4%
2019	71.6%



Summer 2019 Results

A level: 67% A* - B, 100% pass rate

GCSE: 72% grade 4+, 48% grade 5+, 98% pass rate

PCHS is committed to the safeguarding and welfare of young people: an enhanced DBS check is required for all posts

Job Description

Post Title:

Teacher Mathematics

Salary /Grade:

MPS /UPS

Reporting to:

Subject Leader of Mathematics

Job summary

- To contribute to the teaching and development of Mathematics
- To maintain an effective learning environment
- To undertake a teaching responsibility across the full age and ability range
- To be a Form Group tutor, to take a care and guidance responsibility within the school and, where necessary, to deliver and contribute to the development of the tutorial programme

Main Duties

- To work in accordance with the School's Policies and the School's Improvement Plan
- To be responsible to the Subject Leader of Mathematics
- To have a teaching position predominantly within the Mathematics Department
- To support the department in delivering high quality teaching to all students and contribute to the joint planning of an excellent curriculum.

Team Role

The School requires an individual who is:

- Flexible and can work in a variety of teams to develop the curriculum and wider interests of the school.
- Can collaborate, learn from, and contribute to the wider development of teaching and learning across the school.
- Support the planning of lessons and Schemes of Work in Mathematics
- Appreciate the importance of Numeracy, Literacy and other whole school priorities within the School's Action Plan.

Responsibilities

- The teacher will be responsible to the Subject Leader of Mathematics and to the Head of Achievement & Learning for his/her Tutor role.

Corporate tasks

- Self familiarise with statutory orders and changing National Curriculum specifications
- Contribute to the development of resources, student assessment, tracking, and target setting
- Take an active role in the department's Self Evaluation Procedures
- Play an active part in department and the school calendar of meetings
- Regularly review personal staff development needs

In addition

The teacher is expected to fulfill those professional duties as contained in the current School Teachers Pay and Conditions Legislation.

Person Specification

Essential	Highly Desirable
<p><u>Qualifications</u></p> <ul style="list-style-type: none"> • Graduate (or equivalent qualification) in main or closely related subject • DfE Teaching qualification 	<p><u>Qualifications</u></p> <ul style="list-style-type: none"> • A degree or equivalent qualification in mathematics.
<p><u>Experience</u></p> <ul style="list-style-type: none"> • Familiarity with developments in the National Curriculum and Post 16 Curriculum • Experience of delivering KS4 Maths • Experience in planning of lessons in a way that clearly demonstrates student progress • Ability to teach Key Stage 3 to Key Stage 5 • Experience in preparing students for GCSE and/or A Level 	<p><u>Experience</u></p> <ul style="list-style-type: none"> • Experience in planning lessons to meet the needs of groups of students, including those with Individual Needs. • Experience/awareness of wider inclusion strategies and how they affect students' self esteem • Experience of teaching KS5 Further Maths or observing lessons.
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Evidence of on-going commitment to and participation in CPD • Capacity to be a role model for all students and a positive support in their university or employment aspirations • Can promote the school's vision to encourage participation in initiatives such as Mathematics Challenge, in extra-curricular and wider community activities. 	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Able to show evidence of ability to deal with young people in an academic and pastoral context • Evidence of a willingness to engage with in-school support mechanisms such as academic mentoring • Can work productively with Learning Support Assistants
<p><u>Skills & Qualities</u></p> <ul style="list-style-type: none"> • Willingness to share expertise and curricular techniques • Inter-personal skills and sensitivity in dealing with students, colleagues, and parents. • Team Player able to work with others to maximise student achievement and self-esteem 	<p><u>Skills & Qualities</u></p> <ul style="list-style-type: none"> • Evidence of working with students outside the main school curriculum • Evidence of using a variety of teaching techniques that enhance the learning of all students

Equality in Employment Policy

1 Scope

This policy is recommended for adoption by the governing bodies of all maintained schools.

2 Purpose

The purpose of this policy is to set out the commitment of the County Council and its schools to tackle discrimination and promote equality and diversity in employment. It sits within the wider context of each school's Single Equalities Scheme and duty to promote community cohesion.

3 Legal considerations

Employers must not discriminate against people on the basis of any of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, unless this can be objectively justified. There are some specific circumstances, known as "occupational requirements", where an employer is allowed to discriminate on the basis of a protected characteristic, which are set out in more detail in the Recruitment and Selection Code of Practice for Schools.

There are four types of treatment which can be unlawful:

Direct discrimination: less favourable treatment of a person compared with another person because they have a protected characteristic or are associated with someone with a protected characteristic (for example, the parent of a disabled child);

Indirect discrimination: The use of an apparently neutral practice, provision or criterion which puts people with a particular protected characteristic at a disadvantage compared with others who do not share that characteristic, and applying the practice, provision or criterion cannot be objectively justified;

Harassment: Unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive environment; and

Victimisation: Subjecting a person to a detriment because they have done a protected act or there is a belief that they have done a protected act i.e. bringing proceedings under the Act; giving evidence or information in connection with proceedings under the Act; doing any other thing for the purposes or in connection with the Act; making an allegation that a person has contravened the Act.

4 Roles and responsibilities

Governing body: The governing body has overall responsibility for this policy and monitoring its effective implementation.

Headteacher: The headteacher is responsible for ensuring that the policy is implemented and maintained within their school, including progressing any action plans developed as part of the school's Single Equalities Scheme.

Employees: Every employee is under a duty to behave appropriately at all times in accordance with this policy and we actively seek to prevent harassment, discrimination, bullying and all other forms of unwarranted or improper behaviour in the workplace. Failure to do so may result in disciplinary action.

5 Policy statement

All schools share Northumberland County Council's commitment to making their school a fully accessible and inclusive organisation that welcomes and respects the diversity of their students, staff, community and visitors to the school.

The County Council wishes to promote a society in Northumberland which embraces the diversity of the whole community, where unjustifiable discrimination or prejudice does not exist and where all individuals are treated with courtesy, dignity and fairness in all ways including the provision of services and employment.

The County Council, including its maintained schools, seeks a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that people can make when we recognise individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We recognise and understand the importance of delivering the maximum benefits to the community through the recruitment, development and retention of a diverse and highly effective workforce. We are determined to eliminate unfair discrimination in all its forms and to recognise and take account of equality and diversity through our employment policies and practices.

6 Policy in practice

This policy applies to every aspect of employment, from recruitment through pay, access to facilities and employment benefits, training, discipline and grievance procedures and so on up to the end of the contractual relationship and beyond, for example, when references are provided.

Each stage of the employment relationship is covered by an individual employment policy or procedure. The full suite of employment policies and procedures will be consistent with the aims and principles of this policy and will take into account the specific equalities considerations that arise in that particular context. Examples include:

- Recruitment and Selection Code of Practice
- Pay Policy
- Dignity at Work Policy (which sets out how we aim to prevent and deal with harassment)
- Leave Policy
- Flexible Working Policy
- Sickness and Disability Procedure
- Redundancy Procedure

All employment policies and procedures are available from the school office and electronically via the Northumberland Schools Network.

7 Publicising the policy

All job applicants will receive a copy of this policy with the application form for the vacancy. All staff will have access to this policy in their school and electronically via the Northumberland Schools Network.

Schools will ensure that awareness and understanding of equality and diversity in both employment and service delivery is included in the induction of new staff and volunteers. Consideration of equality issues will be included in appropriate training courses, including all training provided by the local authority to support the effective implementation of its employment policies and procedures for schools.

8 Complaints or concerns

Complaints from external job applicants under this policy should be sent to the chair of governors, who will consider how to proceed under the school's Complaints Procedure.

An employee who has a concern or complaint under this policy should raise the matter with their line manager in the first instance and may use the school's Grievance Procedure, or the Dignity at Work Policy in cases of harassment, if the matter is not dealt with to their satisfaction.

9 Breaches of this policy

Every employee is under a duty to behave appropriately at all times and we actively seek to prevent harassment, discrimination, bullying and all other forms of unwarranted or improper behaviour in the workplace.

Any employee who commits an act of discrimination or personal harassment will be liable to disciplinary action, and ultimately the possibility of dismissal.

Revision Record of Issued Versions			
Author	Creation Date	Versi on	Status
School Support	January 1993	1.0	Final version
Changed by	Revision Date		
School Support (SH)	13 August 2010	2.0	As above but updated with changes to department names, statutes etc.
School Support (SH)	23 December 2010	3.0	Updated final version agreed with trade union representatives