



EMMANUEL COLLEGE

Emmanuel Schools Foundation

TEACHER OF MATHEMATICS

VALUED, CHALLENGED, INSPIRED



“
WE OFFER OUR BEST TO
EVERYONE AND EXPECT
THE AMAZING BECAUSE
WE BELIEVE IN THE INNATE
POTENTIAL OF ALL PEOPLE”

WELCOME

Dear Applicant

I am delighted that you are interested in applying to be a Teacher of Mathematics at Emmanuel College.

We truly believe that Emmanuel College is a fantastic and exciting place to study as a student and work as a teacher. Whilst we are an outstanding school, we do not believe that we have finished our journey for improvement and we are looking for the right candidate to work within our mathematics department. At Emmanuel College we want all our students to know that they are mathematicians, understanding that we study mathematics because it enables us to become numerate, informed citizens with an insight into how and why the world is constructed as it is.

We are looking for a candidate who believes that mathematics is an inspiring and beautiful subject, inherently worthy of study beyond just its practical utility and who is excited about working in a team of like-minded specialists to deliver a fantastic maths education to the students we serve. We are in search of an teacher who finds excitement in the evolving landscape of mathematics education over the past few years and has adjusted their teaching accordingly.

Emmanuel College is a truly exceptional school, with excellent leadership, teaching and support for our students. As a Christian-ethos school of character for the whole community, everyone is welcome whatever their educational background and ability, faith position, social or ethnic background. Student behaviour is excellent and we put a great deal of emphasis on ensuring that staff can work in an environment where students want to learn. These high standards are maintained because of a relentless commitment to expectations and routines and so each teacher should be enthusiastic about upholding

these. We are committed to the holistic development of young people: outstanding teaching goes hand in hand with opportunities for character development.

As Head of School, I am looking for teachers who are passionate about their subject, have expert subject knowledge and care deeply about securing the best life chances for the young people in our care. I am also interested in learning about you as a person and what you might offer the College beyond the maths classroom. We firmly believe that for students to gain the most from school they should be able to experience a wide range of co-curricular offerings and your perspective on this would be most useful.

We believe that we are an outstanding school, not because of any external judgement, but because we have a deep and abiding commitment to do the best we can for the students, teachers and leaders in our care. We want our College to be a place where staff come to work excited about the lessons they are going to teach and looking forward to strengthening the relationships they have with colleagues as well as students.

If what you have read above excites you and aligns with your personal values, experience and ambitions, then you are probably the right person for this role and you will love working here.

Nat Ogborn
Head of School

MISSION

CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

OUR CORE VIRTUES



“
ALL PEOPLE ARE INFINITELY
PRECIOUS, MORALLY
RESPONSIBLE AND GIFTED
FOR A PURPOSE”



“
SUPPORTING STUDENTS
AND STAFF TO BECOME
THE PERSON THEY HAVE
THE POTENTIAL TO BE”

SUPPORT

We recognise that staff are our most important resource: they will have the biggest impact on the quality of education that our students receive. The Emmanuel staff body is an impressive group: well qualified, highly motivated and eminently hardworking. Colleagues are keen to continue developing their subject knowledge, pedagogical sophistication and classroom practice and the College is committed to doing all it can to support them in these endeavours.

The professional development of staff is a priority for us. All colleagues have access to a well-structured and high-quality CPL programme suited to their stage in their teaching journey and all teachers have the chance to pursue an NPQ through a national provider. Each member of staff has a line manager who is deeply interested in their

wellbeing as well as their performance.

In addition to the normal remuneration package that includes a contributory pension scheme, company sick pay and maternity/paternity leave, Emmanuel staff enjoy a number of additional benefits. These include a daily lunch allowance, free use of our fitness suite, parking on the College grounds, as well as access to Care First, a free, independent and confidential resource available to employees that can help with all manner of needs.

There is a sense of real community amongst the Emmanuel staff body. Various social events sit alongside the long tradition of colleagues getting together after the College day to play football or netball – new players always hugely welcome!



THE DEPARTMENT

At Emmanuel College we want all our students to know that they are mathematicians, understanding that we study mathematics because it enables us to become numerate, informed citizens with an insight into how and why the world is constructed as it is. We aspire for all students to think hard, be resilient learners, and experience success. We do this by embedding reasoning and problem-solving throughout our curriculum alongside sufficient opportunities to practise the fundamental skills.

Our curriculum enables all students to be mathematically fluent, preparing them for the opportunities, responsibilities, and experiences of later life, learning and work. Our curriculum in mathematics goes far beyond the National Curriculum; as well as achieving academic success, we believe our curriculum should develop students' character. We seek to engage minds so that all students increasingly think independently. Our students will experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject whilst developing a secure and deep understanding of mathematical concepts through multiple representations.

The mathematics department consists of a hardworking and enthusiastic team of 13 staff who believe in a culture of 'no limits' and academic excellence, underpinned by extremely high expectations and consistency. Our KS3 and KS4 curriculum is structured using the sequencing of the White Rose Maths schemes of learning which have been influenced, inspired and informed by the work of leading maths researchers and practitioners across the world. This is an ambitious, connected and inclusive curriculum accessible to all pupils right through from Year 7 to the end of KS4, with the aim of building a deep culture of understanding, confidence and competence in Maths.

Each half term has a common theme which is then split into blocks that ensure students spend enough time to get a deep understanding of the topic being covered. We

start with algebra in Year 7 as this is key to the secondary curriculum as well as being comparatively new for students. This gives students the opportunity to look at something new and exciting without the fear of failure that some may have associated with difficult arithmetic.

Substantive knowledge is both horizontally and vertically sequenced in the curriculum; revisiting the concepts in other areas of the curriculum and making sure that topics are covered so that students experience variety as well as consolidation. Through intelligent practice and building up experience of different contexts, students gradually move towards mastery where they are fluent in the unfamiliar areas and can apply their skills learnt to tackle these situations. The curriculum is designed to give time to think about a topic and develop understanding and with the intention that mastery will not have been achieved by the end of the unit, but rather as a result of the whole learning journey.

All students at Emmanuel College from years 7-9 have four Mathematics lessons per week, increasing to five for GCSE and five for A Level. We are committed to ensuring our students develop a passion for mathematics and choose to continue with mathematics in the sixth form, this is reflected in the size of our cohort with three A level mathematics classes and a class of Further Mathematicians. Our KS4 and KS5 curriculum follows the Edexcel Mathematics specification and we have a team of staff with experience of working for the exam board and the authoritative teaching of subject specialists is a hallmark of our department. As a department, we feel passionate about nurturing a continued culture of excellence and interest post-16 and possess a wealth of A Level experience, which ensures those new to this stage of specialism are expertly guided. Our department is exceptionally well-resourced, giving you the space to support with extra-curricular activities or embark on CPD to improve your own personal development.



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**GRADES ARE THE CURRENCY
WITH WHICH STUDENTS
BUY A BETTER FUTURE”**



“
OPEN MINDS, A THIRST FOR
KNOWLEDGE AND INTELLECTUAL
ACADEMIC CURIOSITY”

ACADEMIC EXCELLENCE

The Emmanuel College curriculum is designed to engage all students, no matter their background, in a broad and balanced range of subjects. Highly effective teaching and learning principles share our practice and are embedded within every classroom.

Our curriculum enables students to:

1. acquire the knowledge and cultural capital they need to succeed in life;
2. cultivate strong character and the intellectual discipline to apply their learnt knowledge correctly.

Emmanuel College is committed, for all students, to:

1. have access to an ambitious, coherent, knowledge-rich curriculum that allows all students to acquire and apply knowledge;
2. experience a straightforward delivery of said curriculum, supported by effective sequencing of topics with long-term learning at its core;
3. engage in reliable assessments that accurately gauge students' progress through the curriculum and further embed knowledge.



THE PERSON

The successful candidate will be able to work within a team of subject specialists led by the Head of Mathematics to deliver the maths curriculum at Key Stages 3, 4 and 5. Whilst the ideal candidate should be capable of teaching all three stages, we will consider applications from those who currently cannot teach Key Stage 5. However we do expect all applicants to be well qualified, self-motivating, adaptable and imaginative and keen to join a team that is committed to achieving academic excellence in their teaching of mathematics to students of a wide ability range between the ages of 11 and 18.

Your motivation as a teacher will be the positive care and development of young lives and you will view children as individuals, gifted with unique abilities and potential regardless of background, ability or behaviour. A high level of commitment to achieving academic excellence compounded by proficient subject pedagogy and high standards of delivery is a prerequisite for this post. You will have the highest expectations of students, refusing to believe that socio-economic deprivation or special

educational needs should act as a barrier to success, and possessing a natural authority in the classroom. You will aspire to be an outstanding teacher, combining a mastery of your subject with strong relationships with young people, and having a confident grasp of the craft of the classroom.

There is no requirement that individual teachers should be Christians, but it is essential however that all staff understand and enthusiastically support our mission, ethos and values. There is a remarkable unity of purpose within the current staff team as individuals unite around our core beliefs that people are infinitely precious, gifted for a purpose and morally responsible. A desire to work with the most deprived in our communities and those with low academic starting points, as well as with the most able and those from more privileged backgrounds, is an essential prerequisite.

If, prior to submitting your application, you wish to visit Emmanuel College to find out more about the role and the College, then you would be most welcome.

GENERAL
INTERERE

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**WE BELIEVE IN EXCELLENCE IN
CHARACTER DEVELOPMENT,
LEARNING ACROSS THE
CURRICULUM AND SERVICE
TO OUR COMMUNITIES”**





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A PLACE WHERE EVERYONE IS
WELCOME AND SAFE”

THE ROLE

All teachers are responsible, through their head of department, to the Principal for:

Creating the very best opportunities for learning and the pursuit with a particular emphasis on:

- carrying out effective planning and instruction, ensuring that teaching and learning is differentiated and thus suitable to stretch all students in every teaching group;
- providing appropriate homework and class work tasks for students that will promote effective learning and ensure rapid progress;
- marking work, providing honest but motivational feedback to students and ensuring that feedback is acted upon.

Striving for the achievement of every child's personal best with a particular emphasis on:

- supporting students effectively in their preparation for internal and external examinations;
- communicating effectively with parents by providing clear, accurate and informative information through the College reporting system, and at other times as necessary;
- providing timely, accurate information regarding any concerns over academic progress to their head of department.

Developing students' character with a particular emphasis on:

- cultivating responsibility for learning and intellectual discipline;
- promoting exemplary standards of discipline, deportment and dress within and beyond the classroom in line with the College discipline policy;
- providing students with quality opportunities for servant-hearted leadership.

THE OPPORTUNITY

PERSONAL SPECIFICATION

You will have:

- Bachelor's Degree or equivalent;
- teaching qualification (Secondary);
- Qualified Teacher Status (QTS);
- awareness of current developments in mathematics with a lifelong commitment to learning;
- evidence of successful secondary teaching/teaching practice;
- the ability to articulate how a Christian ethos could be developed and the capacity to contribute to this;
- excellent people skills with the ability to build long-term relationships within a team;
- strong communication skills and high levels of literacy;
- excellent organisational skills;
- high energy levels and a willingness to work hard;
- a commitment to raising student achievement;
- confidence in using technology, both within the classroom and beyond;
- willingness to participate in co-curricular activities;
- commitment to being part of our wider school community.

PERSONAL ATTRIBUTES

The successful candidate will:

- be committed to student learning and raising achievement of all students through his/her teaching;
- have very high expectations for the learning and achievement of all students;
- be enthusiastic with the ability to inspire our students;
- demonstrate consistently the qualities of an outstanding learning practitioner through his/her own professional work;
- demonstrate commitment, reliability and integrity;
- have energy and resilience;
- be flexible and adaptable to changing circumstances and new ideas;
- have the ability to get things done with imagination, vision, drive, strength and character;
- be a model of professionalism, through his/her conduct in and around the workplace and when representing the school;
- exemplify excellence in his/her relationships with, and attitudes to pupils, parents, colleagues, governors and other professionals with whom they have contact as part of their role.



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A PLACE WHERE ALL STUDENTS AND STAFF HAVE EQUALITY OF OPPORTUNITY AND SUPPORT”



APPLICATION DETAILS

Vacancy details:

M1 - U3 with the possibility of some additional responsibility points
Applications from ECTs and experienced teachers are welcome
Required to start January 2024

Deadline:

Closing date: **Monday 23 October at 9:00am**
Interview date to be confirmed

How to apply:

Potential candidates are more than welcome to arrange a visit to the school. For further information, please visit www.emmanuelcollege.org.uk or call HR on 0191 461 4156 or email hr@emmanuelctc.org.uk. A CV may be submitted to supplement your application but will not be accepted in replacement of a completed application form.

[APPLY ONLINE HERE](#)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.



EMMANUEL COLLEGE

Emmanuel Schools Foundation

Principal **Matthew Waterfield MA**

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**EMMANUEL SCHOOLS
FOUNDATION**