



TEACHER OF MATHS

MAIN SCALE / UPS

FULL TIME, PERMANENT

SAFEGUARDING

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people.

WWW.HARLINGTONSCHOOL.CO.UK

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PINKWELL LANE, HAYES, MIDDLESEX, UB3 1PB



WELCOME FROM THE HEADTEACHER

Welcome prospective colleague, to quite possibly your next role and a life changing experience for both yourself and our students. Thank you for showing an interest in joining our team and working alongside us here at Harlington School. If successful you will be joining a dynamic, diverse and passionately committed team of highly professional staff. All of our staff place our students at the heart of everything we do.

Our vision is to enable each and every one within our School community to 'Be the BEST version of themselves'. Be it ourselves as staff or our students, we believe in being the best in ourselves so that we can bring positive solutions to make the world a better place. In an ever-changing world we aim to keep moving forward and to be part of the positive solutions...

We look after our staff here, using coaching and joint collaboration model for improving professional practice and pedagogy. Middle and senior leaders work hard to support staff with behaviour management to ensure you have the skills and support to teach without interruption. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority; colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations, and we have a stable staffing with low annual turnover.

Harlington School has a responsibility for, and is committed to, safeguarding and promoting the welfare of students and young people, and ensuring that they are protected from harm. All positions are subject to an enhanced DBS check and we take pride in being an equal opportunities employer.

Harlington has undergone significant transformational change over the last few years coupled with significant improvement in progress outcomes and examination results. Anticipating moving into our new building in November 2023 (phase 1/2), we are a happy, successful and popular oversubscribed school, with waiting lists in every year group. Much of this has been due to the successful inclusive culture fostered over many years by the staff and students at Harlington.

Our teaching and student facing staff aim to deliver quality first teaching approaches that builds both the keys to successful academic outcomes alongside the stability and resilience to thrive as an independent successful contributing adult. Our associate staff work tirelessly to deliver a professional, outstanding quality of practice with the students at the heart of their work, understanding that regardless of role our priority always remains the safety, wellbeing and improving the life chances of our students. It is these common goals and the ability to see challenges as opportunities rather than barriers that enables our collective and unified response, built over many years of dedication to the students of our Harlington School community.

Where we support, coach and promote successfully from within, we are also in the position to recruit transformational staff who can support, build on and enable our continued growth and change. We look for individuals with the capacity and drive to succeed, see solutions rather than problems, and are glass half full individuals with the ability to recognise that regardless of role, our students are paramount and that they have solutions to enable a better tomorrow.

We work hard, but the rewards are immense. We aim to maintain a work life balance so that in protecting each other we enable us to be at our best professionally and committed in the time we are here. We have a supportive culture where staff wellbeing is augmented by our commitment in constant improvement to keep moving forward.

We welcome contact prior to application (email recruitment@harlingtonschool.org) – please contact HR if you would like to see us in action, and we'll do our best. I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely,

Mr A D'Onofrio
Headteacher



THE ROLE

TEACHER OF MATHS

SALARY: Main Scale/Upper Pay Scale – depending on experience.

You will be employed by Harlington School on the appropriate point of the main scale, or, where appropriate, on the Upper Pay Scale, dependent on relevant experience. ECT's usually commence on an M1 starting salary, but for one or more years' relevant experience, consideration of an M2 starting salary will be considered.

If staff are successfully recruited via an agency, we expect that a proportion of the finders' fee will be reimbursed to the school if you leave (except by mutual consent) within 2 academic years.

HOURS: Full time, permanent.

This is a full time, permanent appointment, with contractual obligations based upon the Teacher 'Burgundy Book' conditions of employment.

ROLE:

It is an exciting time to join the team at Harlington School. With a new Headteacher in post since Summer 2022, a new building opening in Autumn 2023 and a new vision for the school, it is the perfect time to join our journey. Harlington is a happy, successful and oversubscribed school, where staff retention rates are excellent. We are a dynamic and passionate team of associate and teaching staff, who put the students in our Harlington family at the heart of everything we do. We employ colleagues who have a passion for working in a diverse, multicultural school.

There is a friendly and supportive working atmosphere within the mathematics department. The faculty offers committed, passionate and energetic teachers an ideal start to, or continuation of, their career in a school with a caring atmosphere. Colleagues will be offered extensive support in their professional development and will contribute to a strong team aiming to raise the standards of achievement across the curriculum.

We are looking for an individual who hold the following areas of experience and take responsibility for:

- Knowledge of the maths curriculum and teach in accordance of the National Curriculum.
- Taking account of students' prior levels of attainment and using them to set future targets and appropriate programmes of study.
- Identifying or using information provided, to work appropriately with 'special educational needs' students and 'academically more able' students.
- Committing to full engagement with teacher development, reflecting and joint planning initiatives, to further improve pedagogy and practice in the classroom.
- Maintaining a professional interest in educational initiatives relevant to the teacher's subject(s).

APPLY:

Applications are to be made electronically using the school application form available on the website. All enquiries and applications via email only to: recruitment@harlingtonschool.org. If you require any further information or wish to discuss this role in more detail please contact the Director of HR and Admin, Vanessa Chettiar via the recruitment email.

We are committed to safeguarding and promoting the welfare of children, and to equality of opportunity. Enhanced DBS clearance will be required. No agency enquiries. CVs alone will not be accepted.

CLOSING DATE: 22ND MAY 2024

INTERVIEWS: SHORTLISTING AND INTERVIEWS MAY TAKE PLACE BEFORE CLOSING DATE FOR SUITABLE CANDIDATES.



SELECTION AND INTERVIEW PROCESS

APPOINTMENT PROCEDURE

The appointment procedure will be based on the following activities:

- Shortlisting based upon skills and experience that meet the person specification and job description
- Suitable references and safeguarding checks occurring prior to, during and after the interview process.
- Lesson observation and discussion/reflection meeting, to explore your current practice with you
- Interview panel if calibre of teaching and reflection is good, in line with the experience of the candidate.

Please note that we shall be following up references after shortlisting has taken place. Please ensure that you complete all sections of the application form. Gaps in employment history will be explored with you at interview, and we ask that you bring copies of your qualification certification with you – thank you.

FACULTY BACKGROUND INFORMATION

MATHS FACULTY OVERVIEW

There are seven full time teachers in the department and one second in charge of the department. The team members are all able teachers with a wide range of experience. The department is a close knit, mutually supportive team, who utilise a variety of teaching styles to enhance the pupils learning experience.

Regular meetings are held to share views and discuss developments. Each member of staff is given the opportunity to teach all years and ability levels and there are many opportunities for further professional development.

The curriculum and schemes of work and are regularly reviewed to improve the learning of pupils. Throughout each scheme of work, we have adopted the mathematics mastery approach and go in small steps. This allows students to have a deep understanding of the topic before moving on. AQA GCSE Further Mathematics is taught to high ability Mathematics students in year 11 who are passionate about Maths and highly likely going to complete A Level Maths.

In the Sixth Form, the Edexcel Linear A-level Mathematics course is followed. All staff are offered the opportunity of teaching A level.

The department sets pupils in all years, the sets are regularly reviewed. We have two parallel half year groups in KS3 and KS4.

At all stages we strive to ensure that the subject is taught in a lively and interesting way and that students enjoy their Mathematics. Investigation and discovery form a part of our approach to active learning.

There are seven specialist teaching rooms. All rooms have data projector and a smartboard projector. The department has a dedicated work and resource room. The maths team enjoy delivering lessons that develop conceptual understanding outside of the classroom.

SCHOOL BACKGROUND INFORMATION

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our



staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 162 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are an IQM Flagship School, an ArtsMark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 we were featured in the Parliamentary Review:

<https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent OfSTED Section 8 inspection in April 2018, the school was judged as continuing to be Good.

<https://reports.ofsted.gov.uk/provider/23/102451>

NEW TO THE TEACHING PROFESSION?

Your training and development needs are fully supported in your ECT years and beyond. We have a full time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly ECT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for, in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to September contracts commencement.

TEACHING STAFF: LEARNING, ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Teaching is good at Harlington as a result of a whole school commitment to continual discussion and improvement of the teaching craft. We have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since OfSTED judged it to be good in 2015, and this was reconfirmed in the recent 2018 Section 8 visit. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are encouraged and supported to gain additional qualifications, and we currently have staff undertaking National Professional teaching accreditations, as well as Lead Practitioner and Masters' Degrees. There are 'step up' programmes for emerging middle and senior leaders, and coaching opportunities for the Middle and Senior Leadership Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme.

We are developing our virtual learning platform, migrating to Microsoft Teams this year for student communications, remote learning and pedagogy to provide a wider range of curriculum resources to students. We are actively moving away from 'marking' to 'feedback', and developing best practice in moderating students' work when evaluating progress.



ASSOCIATE STAFF: ETHOS, VALUES AND PROFESSIONAL DEVELOPMENT

Associate staff are expected to be committed to supporting and educating young people, whether or not their job involves working directly with the students. Everything that we do is to provide a high quality educational experience for our students. Associate staff are encouraged to develop their own professional development and have equal access to the staff development budget. We are currently supporting entry level and higher level apprenticeships in finance and learning support, and we have a great track record in supporting staff into teacher training from a learning support assistant background. Industry accreditations such as CLEAPPS and HAS training is also encouraged and supported.

HOW TO FIND US

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport. We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire, Buckinghamshire and Hertfordshire via the M4 and M25.

BY BUS

U4 Uxbridge – Prologis Park via Hayes & Harlington Station.

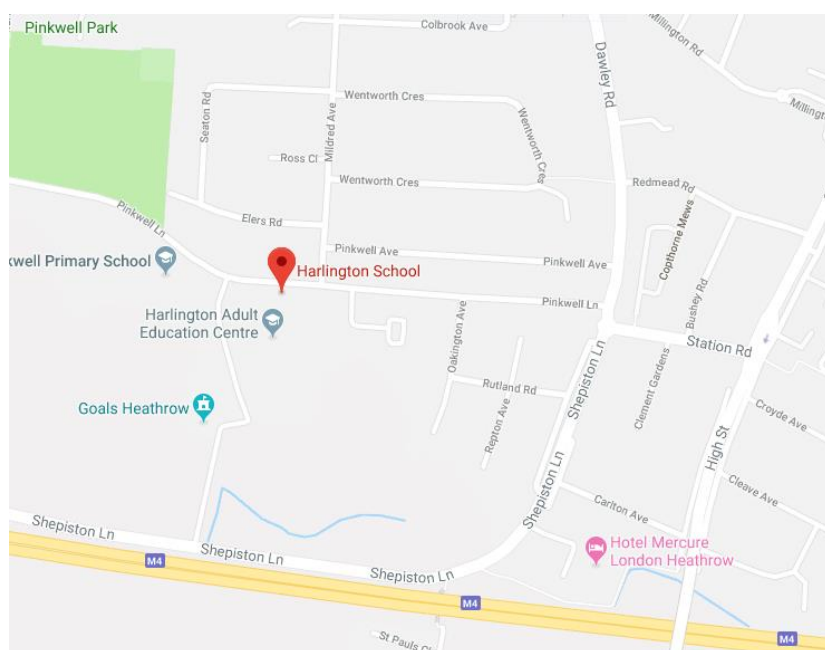
BY RAIL

Hayes & Harlington Station from Paddington, Ealing, Reading and Slough.

BY CAR

Exit M4 Junction 4, following signs towards Hayes.

If you wish to use your Sat Nav to find us, use postcode UB3 1PB. Please park in the car park accessed from Dudley Place.



JOB DESCRIPTION – MAIN SCALE TEACHER

JOB PURPOSE

The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document.

Main scale teachers are expected to prepare and deliver high calibre learning experiences that stretch and challenge students' educational development, and lead to excellent progress and outcomes in public examinations. All teachers must have high expectations of work completion, behaviour, conduct and positive attitudes to learning from all students.

All teachers are also form tutors, and are responsible for developing emotional and behavioural self – regulation, so that our students are fully equipped to take their place in the wider world, being able to communicate, listen and have a high regard for other people at all times. All staff are expected to model appropriate behaviour and to engage in restorative practice as well as consistently upholding the rewards and sanctions outlined in our behaviour policy. All teachers deliver PSHE to their form class on a weekly basis, and are the key motivators for students' commitment and support of everyone in the Harlington family.



All staff should recognise and relish both the rewards and the challenges of educating adolescents, and be committed to guiding, mentoring and supporting our young people on their way to their adult lives. It goes without saying that the staff we employ are committed to the highest standards of awareness and action in respect of safeguarding children, and to keeping up to date with the latest guidance to keep children safe from harm.

All teaching staff should also be committed to working with others in a supportive and collegiate manner. They should be committed to regular reflection and an 'open classroom' policy, within a 'no blame' culture, to develop best pedagogical practice. Finally, we expect that all staff adhere to professional expectations in matters of courtesy and conduct.

KEY TASKS AND RESPONSIBILITIES

TEACHING:

- Plan work in accordance with departmental schemes of work and national curriculum programmes of study.
- Take account of students' prior levels of attainment and use them to set future targets and appropriate programmes of study. Set work when required for absent students, and also if cover is required for your classes.
- Maintain good discipline by following the school's student disciplinary policies and procedures.
- Ensure punctuality and establish a purposeful and calm working atmosphere during all learning activities.
- Maintain excellent classroom management with due regard to health and safety policies.
- Set appropriate and challenging work for all students.
- Ensure effective setting of home learning for students, in line with the school policy.
- Identify, or use information provided, to work appropriately with 'special educational needs' students and 'academically more able' students.
- Commit to full engagement with teacher development, reflection and joint planning initiatives, to further improve pedagogy and practice in the classroom.

ASSESSMENT, RECORDING AND REPORTING:

- Keep appropriate records of students' work.
- Mark and return work set, including homework within an agreed and reasonable time.
- Use the faculty marking/feedback scheme at all times.
- Carry out assessment and intervention programmes, as agreed by the school, faculty or department.
- Complete records of achievement or concern when requested.
- Complete student data drop requests in line with school policy. Attend parents' evenings as required and keep parents informed about their child's performance and future targets.

PASTORAL WORK:

- Undertake responsibility for a form group.
- Monitor targets set for the social and academic progress of all students in the form.
- Build up a good relationship with the students in your form, so that they will look to you for support and advice.
- Command high standards of student behaviour, uniform and conduct at all times and support the school in its application of related policies.
- Report issues of concern to the appropriate pastoral or senior staff.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.
- Attend all required safeguarding and child protection training. Familiarise yourself with Keeping Children Safe in Education and all school safeguarding policies and procedures. Ensure that you follow mandatory procedures for teachers, for the reporting of suspected or disclosed cases of Female Genital Mutilation (FGM).

OTHER:

- Report any and all safeguarding concerns immediately to the Designated Safeguarding Lead or a member of the Safeguarding Team, in person, and using the appropriate school procedures.



- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date.
- Attend and contribute to key stage, subject, team and full staff meetings.
- In relation to the school's strategic plan, contribute towards the goals and targets.
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s).

REVIEW OF THE JOB DESCRIPTION

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher. This job description will be reviewed and updated as required, in consultation with the post-holder and the Headteacher.

Person Responsible: Headteacher.

PERSONAL SPECIFICATION

Personal and Interpersonal Qualities – all posts	Essential	Desirable
Be prepared to adopt and support the core values of Harlington School , in order to play your part in providing high quality education and support to our students and other staff colleagues	✓	
Understand, promote and uphold policies for safeguarding children and young people	✓	
Maintaining absolute confidentiality and integrity; being trustworthy and honest.	✓	
Excellent interpersonal and communication skills; a non – judgemental team player	✓	
Positive, 'can do' approach to tasks and workstreams	✓	
Calm and patient; emotionally resilient in challenging situations	✓	
Energetic, enthusiastic and good attendance and punctuality.	✓	
Professional in attitude, conduct and appearance – a role model to young people	✓	
Planned and organised approach to workload	✓	
Excellent written and verbal communication skills	✓	
Good ICT skills	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	

Qualifications, Understanding and Experience - Main Scale Teacher	Essential	Desirable
Appropriate First degree (2ii minimum pass)	✓	
Qualified teacher status.	✓	
A continued commitment to own professional development.	✓	
Teaching experience (including training practice) within the designated age range.	✓	
Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children	✓	
Knowledge of current legislation, guidance and developments relating to the subject area.	✓	
Successful practice (including training practice) in accordance with the specified teaching standards 2012 (as identified below).	✓	
Second Subject offered:		✓
Involvement in and organisation of wider school activities, including extra-curricular activities.		✓



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- 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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; 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

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- 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

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - 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
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.