

# TEACHER OF MATHS & KEYSTAGE COORDINATOR

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.



# THE ROLE

## KEY STAGE COORDINATOR

### **SALARY:** Main Scale/Upper Pay Scale – depending on experience plus TLR

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.

### **HOURS:** Full time, permanent.

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

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.

### **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 opened 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](mailto: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. CVs alone will not be accepted.*

**CLOSING DATE:** 3<sup>RD</sup> MAY 2024

**INTERVIEWS:** TBC - 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.

The department has a dedicated work and resource room. The maths team enjoy delivering lessons that develop conceptual understanding outside of the classroom.



# JOB DESCRIPTION

## JOB PURPOSE

### Main Scale Teacher element

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 teach, as well as record, how children behave, 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 student's 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.
- Manage the key stage curriculum
- Monitor and quality assure (drop-ins)



- Centralising of resources for the key stage.
- Support in providing long term cover for absent colleagues
- Organise class moves
- 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:

- 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).
- 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.

### GENERAL:

- The teacher will be part of the school's appraisal scheme. S/he will have a line manager who will set agreed targets for the year. The line manager 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 all 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)

## ADDITIONAL RESPONSIBILITIES OF THE KEY STAGE COORDINATOR

Support the Head of Faculty to set high expectations and inspire, motivate and challenge all staff and students, in the faculty by:

- Establishing a safe and stimulating environment for students, rooted in mutual respect.
- Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.

Support the Head of Faculty to promote good progress and outcomes by students in the faculty by ensuring that the team are:

- Accountable for students' attainment, progress and outcomes.
- Aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guiding students to reflect on the progress they have made and their emerging needs.
- Encouraging students to take a responsible and conscientious attitude to their own work and study.
- Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.

Support the Head of Faculty to ensure that staff in the faculty demonstrate good subject and curriculum knowledge, by:

- Having a secure knowledge of the relevant subject, fostering and maintaining staff and students' interest in the subject, and addressing misunderstandings.



- Demonstrating a critical understanding of developments in the subject area, and promoting the value of scholarship.
- Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulacy and the correct use of standard English.

### Support the Head of Faculty to ensure that all staff in the faculty plan and teach well-structured lessons by:

- Imparting knowledge and developing understanding through effective use of lesson time.
- Promoting a love of learning and student's intellectual curiosity.
- Contributing to the design and provision of an engaging curriculum within the relevant subject area.
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflecting systematically on the effectiveness of lessons and approaches to teaching.

### Support the Head of Faculty to ensuring that all staff in the faculty adapt teaching to respond to the strengths and needs of all students by:

- Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.
- Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.

### Make accurate and productive use of assessment in the faculty with the Head of Faculty by:

- Knowing and understanding how to assess the subject and curriculum area, including statutory assessment requirements.
- Making use of formative and summative assessment to secure students' progress.
- Using relevant data to monitor progress, set targets, and plan subsequent lessons.
- Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.

### Support the Head of Faculty to manage behaviour effectively in the faculty to ensure a good and safe learning environment by:

- Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.

### Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the school.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Communicating effectively with parents with regard to students' achievements and well-being.
- Deploying support staff effectively.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.



## 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.                                |           | ✓         |





# 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.

