**Parkside Academy**

Parkside Academy is a successful 11 – 16 Convertor Academy with around 700 students. We are located in the village of Willington, mid way between Durham City and the Weardale market town of Crook. Most of our students come from Willington and Crook and the surrounding villages, with about 60% arriving by school bus. A higher than average number of our students stay in education beyond 16 and study at a number of sixth forms and colleges in the Durham and Bishop Auckland areas.

The ability range of our students is broadly average. In Key Stage 4 we expect every child to achieve their best and all our students study a minimum of 11 GCSEs or their equivalent. There are opportunities to study academic subjects, such as separate sciences, as well as vocational subjects such as Leisure and Tourism, Sports Studies etc. We aim to build a personalised curriculum for every child. 100% of pupils have achieved 8A\* to C grades or equivalent and the school has been in the top 5 in the country for CVA in 2008, 2009, 2010 and in the top 1% of schools for value added based on prior attainment in 2011, 2012 and 2013. In addition this year we are 1st nationally for the adding value in the ‘Best 8” subjects.

Our most recent Ofsted inspection (March 2011) rated us as “Outstanding” overall.

We encourage students to embrace opportunity and have a full programme of after school and holiday activities. We even provide a free ‘Activities Bus’ which leaves school when clubs end on some evenings.

Within the last few years we have added new computer suites taking our total to 10, as well as constructing a new drama studio, dance studio and re-equipping our fitness room. All classrooms have an interactive whiteboard and access to subject specific, as well as generic, software.  All staff have ipads.

We have a full programme of C.P.D. for staff and have Investors in People status. We hold the NACE “Challenge” award reflecting our excellent provision for gifted and talented students and are one of the few secondary schools in the country to hold the UNICEF “Rights Respecting School” Award. In addition, we are a National Support School and a member of the Leading Edge group of high performing schools.

The school has extensive grounds and playing fields on three levels, the lowest of which borders the River Wear. Other sports facilities include a sports hall, gym (with climbing wall), dance studio, fitness room and a 3G floodlit all-weather football pitch.

**THE MATHEMATICS DEPARTMENT**

**(April 2014)**

The Mathematics Department consists of a team of seven staff, including two members of the SLT, the majority of whom teach across the age and ability range. Teaching takes place in a suite of six rooms. Each room is well equipped, with an interactive whiteboard and a full class set of scientific calculators, etc.

**Key Stage 3**

On the basis of their KS2 SAT results pupils are allocated to sets within two half year blocks. Pupils are taught within these sets for the first two years within the school. Movement of pupils between sets normally, but not exclusively, occurs half way through and at the end of the academic year.

There are good relationships between Key Stage 2 and Key Stage 3 teachers which enable pupils to “hit the ground running” when they arrive at Parkside. Pupils make good progress in their early years using the resources available. There is the opportunity to further enhance the curriculum by broadening the range of dynamic activities.

Excellent use is made of the schools ICT facilities to assist pupils in their learning and the VLE helps to provide high quality individualised revision packages.

**Key Stage 4**

Pupils in years 9-11 follow the Edexcel Linear Syllabus. Assessment takes place throughout the three years, in the form of regular homework, end of term assessments and unit assessments.

The Mathematics Department receives a good share of curriculum time which enables the department to meet the needs of the National Curriculum. KS4 results have followed a rapidly improving trend over recent years, and the school is seeking to appoint someone who will maintain this improvement and to help raise pupils’ attainment even further in mathematics.

The application form together with a supporting letter should be returned to the Headteacher by Friday 9th May, 2014.

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| **Post Title**  **2** | Deputy Subject Leader : Mathematics |
| **Postholder reports to** | Subject Leader for Mathematics |
| **Generic responsibilities** | Teacher 22 hours (approx) [19 hours NQT]  (see Professional Duties School Teachers’ Pay and Conditions Document 2013 and Staff Handbook)   * Maintain personal expertise and be a role model of good practice |
| **Teaching and Learning Responsibilities** | * carry out a teaching commitment within the general framework of the school timetable based essentially, but not necessarily exclusively, within subject expertise, teaching the full age and ability range, and attending appropriate meetings with colleagues and parents * contribute to the work of the school as a whole by:   + assisting in the overall supervision within the school and the maintenance of a happy well-ordered environment   + welcoming parental and community involvement in the life and work of the school   + tutoring an assigned tutor group and carrying out the duties in accordance with school policy * Ensure continuity and progression for all students including those of high ability and those with special educational needs. * Safeguard students’ health and safety when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere. * Take responsibility for the management of students’ behaviour by following the school’s policy and using effective strategies at an early stage and referring them appropriately to others. * Take responsibility for promoting and safeguarding the welfare of children and young people. * Make use of a variety of teaching and learning strategies to meet the needs of the subject and of different students in line with the school’s Learning and Teaching policy * Ensure effective development of student literacy, numeracy and IT skills in whole class and small group situations. * Set expectations for students in relation to examination results and evaluate progress towards these outcomes * Evaluate teaching in order to identify effective practice and areas for improvement * Ensure development of students’ individual and collaborative study skills necessary for them to become increasingly independent learners both in and out of school * Ensure involvement in the wider school community. * Ensure that teaching makes a contribution to students’ understanding of their duties, opportunities, responsibilities and rights as citizens. * Ensure recognition of, and ability to deal with, discrimination and equal opportunities issues. * Establish contact with parents to involve them in their child’s learning. * Ensure all lessons are planned in line with the SOW and the school Learning and Teaching policy. * Implement Subject Area policies for assessing, recording and reporting on student achievement and using this information to recognise achievement and help students in setting targets for further improvement. * Use data to ensure students meet targets and demonstrate an understanding of the factors that may impact on the success of this. * Ensure their own personal development and targets are met as agreed through the annual Performance Management cycle. * Attend assemblies and register the attendance and punctuality of students * Carry out and report evaluation activities in line with learning area and school requirements * Take responsibility for own professional development * Any other appropriate duties as directed by the Headteacher or line manager |

**PERSON SPECIFICATION**

**Deputy Subject Leader : Mathematics**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** | **METHOD OF ASSESSMENT** |
| Qualification and Experience | Qualified Teacher Status in Maths | Degree in Mathematics or Maths related subject. | Application form.  References.  Interview. |
| Skills and Abilities | Good ICT skills  Ability to inspire pupils of all abilities  Experience of leading a Mathematics initiative. | A commitment to applications-based courses | Application form.  References.  Interview.  Observed teaching. |
| Other Requirements | Sense of humour and enthusiasm  Ability to work as a member of a team.  Organisational skills and ability to meet deadlines. |  | Interview  Observed Teaching  References |