



Teacher of Mathematics  
Northallerton School & Sixth Form College

Application Pack

Sept 2021

Dear Colleague,

Thank you for your interest in the teacher of maths post at Northallerton School & Sixth Form College. This is an exciting time to join this school as we continue to develop. We were placed in special measures in 2018 and in 2019 the school joined Areté Learning Trust which includes Stokesley School and Richmond School. This collaboration allows for cooperative working between 3 maths faculties. We are very proud of the progress we are making and have moved to a newly refurbished building and site in September 2021. There is still a lot of challenge and hard work required from all to secure the great school we are on route to become and we have confidence in the work we have done thus far.

The students attending NSSFC are fantastic. We are a comprehensive school where the majority are keen to learn and do well. Our policies and support systems encourage high expectations of behaviour and academic success.

The maths faculty consists of a team of experienced and well qualified staff. The attitude of students towards their learning is positive and there are good behavioural standards in the classroom. Evidence from our own internal tracking data demonstrates that performance in Maths is rapidly improving.

At key stage 3 the faculty follow the Kangaroo Maths scheme, which has been chosen as a challenging progression from the key stage 2 curriculum. In Year 7 maths is taught in mixed ability groups and then students are set according to ability from Year 8 onwards. Students benefit from access to the online learning platform 'Hegarty Maths' to support their learning and independent study. At GCSE the faculty currently follow the OCR specification and OCR is used again at A level. Option numbers for A level maths are consistently strong with a class of about 20-25 students usually. Students at A level also have the opportunity to study Further Maths at one of our local trust schools. The successful candidate will be expected to teach at both key stage 3 and 4 for students across the full range of abilities. For the right candidate there will also be the opportunity to teach at A level.

As a key curriculum area in a school, the performance of maths is a key priority for us. The team are very hard-working and are fully committed to the long-term success of the faculty. The Head of Maths works closely in collaboration with the Head of English in planning improvement strategies.

Staff development at all levels is important. A varied CPD programme is provided and tailored to personal needs. You will receive support from your team, your line manager and all colleagues within school.

If you are interested in submitting an application, please highlight the ways in which your abilities and experience make you a suitable candidate for this post. The closing date for applications is **10am on Friday 1<sup>st</sup> October 2021**. I look forward to reading your application and to welcoming you to Northallerton School & Sixth Form College. If you would like to discuss the role with me please contact my PA, Louise Bramley, on [bramley.l@northalletonschool.org.uk](mailto:bramley.l@northalletonschool.org.uk).

Yours sincerely



Vicki Rahn  
Head of School

**Job Description for:** Teacher of Mathematics – Full Time  
**Salary:** MPS/UPS  
**Responsible to:** Head of Department

**Job purpose:**

To promote effective learning, appropriate achievement and educational, social and personal progress of all students for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.

**Key responsibilities:**

**A Teacher must:**

**1. Set high expectations which inspire, motivate and challenge students**

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

**2. Promote good progress and outcomes by students**

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

**3. Demonstrate good subject and curriculum knowledge**

- have secure subject knowledge of the foster and maintain students' 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

**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 students 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 students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development

- have 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 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students 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 students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

#### **Form Tutor / Base Coach (if applicable)**

- to act as a personal tutor within the Year system.
- to be responsible for the well-being and academic progress of their personal tutor group.
- to act as the first point of contact for parents.
- to monitor and improve attendance rates for the tutor group.
- to be responsible for the school's reward system within the tutor group.
- to attend year team meetings
- to support inter-form and extra-curricular activities as arranged by the pastoral team.
- to deliver the school's PSHCE programme.
- to ensure that students follow the school's uniform policy.
- to ensure that students follow the school's rules and policies.
- to set a good example in terms of dress, punctuality and attendance

#### **Upper Pay Scale Additional Duties (if applicable)**

A UPS teacher must be highly competent and make a substantial and sustained contribution to the wider life of the school. Duties to be negotiated.

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Whilst every effort has been made to explain the main duties and responsibilities of the post, this does not constitute a jobs list and the successful candidate will be expected to undertake duties commensurate with her/his role.

*Areté Learning Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to satisfactory completion of all pre-employment checks including an enhanced DBS*

**PERSON SPECIFICATION**

<b>Qualities and Attributes</b>	
<b>Qualifications</b>	
<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Honours degree to include study of specialist subject</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent CPD</li> </ul>
<b>Experience / Knowledge</b>	
<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<ul style="list-style-type: none"> <li>• Recent teaching experience in the relevant key stages</li> <li>• Experience of planning and delivering curriculum at relevant key stages</li> <li>• A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in teaching at more than one school</li> </ul>
<b>Skills</b>	
<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<ul style="list-style-type: none"> <li>• Transferable ICT skills</li> <li>• Excellent time management</li> <li>• Efficient record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work under pressure</li> </ul>
<b>Attitude and values / personal qualities</b>	
<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<ul style="list-style-type: none"> <li>• Ability to relate to and build relationships with students, parents, and other members of the school community</li> <li>• Enthusiasm and commitment to the aims and objectives of the school</li> <li>• Good communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to participate fully in school activities</li> </ul>

## VALUES STATEMENT

### ἀρετή - “being the best we can be”

We chose the touchstone of ἀρετή, translated from the Greek as Areté, which, in its basic sense, means excellence of any kind. The word encapsulates our sense of purpose. It was the most articulated value in ancient Greek and resonates for us as it did centuries ago.

In Greek mythology, it embraces wider ideals, including moral values, the idea of excellence being intrinsically linked to the concept of perfecting oneself. In the ancient world, this notion of excellence encompassed the aspiration to fulfil purpose – becoming the best one can be – it is associated in mythology with bravery, with generosity of spirit and with achievement. The concept implies that as individuals and as a community, our actions matter: in a complex world, human value and meaning can be judged by our contribution, our efforts, behaviours and self-improvement. The word ἀρετή is analogous to deep learning – the pursuit of knowledge, in terms of self-awareness as well as academic study: the belief that studying is the highest form of happiness is particularly appropriate for schools.

Hence our simple statement to capture a complex aspiration, encompassing all the more subtle nuances of the philosophy, and encapsulating our vision that every child, whatever his or her circumstances and starting point, has unique skills and qualities and given the support, encouragement, opportunity and challenge to achieve, can do so. It is our task to create a context for them to thrive, academically, personally, socially, to experience the real joy of learning, as well as preparing them for the adult world.

When the trust was established in 2015, we decided to adopt the principle of “being the best we can be” previously a touchstone of Stokesley School, the first ALT member. As a trust we extended this:

#### **Areté Learning Trust:**

“Being the best we can be - by uniting schools,  
communities and families to secure  
success for all young people”

## APPLYING FOR A JOB WITH ARETÉ LEARNING TRUST IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

### Rehabilitation of Offenders

If the post you are applying for requires you to have a Disclosure and Barring Service (DBS) check you will be required to disclose full details of your criminal history prior to your interview. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants where the post involves access to children and/or vulnerable adults. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the authority. Any information given will be completely confidential and will be considered only in relation to this application.

### Canvassing

You must not try to influence any staff members, governors or directors of Areté Learning Trust to act in your favour, as this will disqualify you. If you are related to a trust member, director, employee or governor you must indicate this in the relevant section of the application form.

### How to apply

Please forward your completed application form to Helen Wiseman using the following email address: [recruitment@aretelearningtrust.org](mailto:recruitment@aretelearningtrust.org) stating the title of the post you are applying for in the subject box.

The closing date for receipt of applications is **10am Friday 1<sup>st</sup> October 2021**

Interview date: **TBC**






**SECTION 7 – MEMBERSHIP OF PROFESSIONAL BODIES**

Institute	Grade of Membership, Membership Number	Enrolment date	Examination date	Expiry date

**SECTION 8 – REGISTERED COUNCILS**

Are you registered with the Institute for Learning?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>If you have answered Yes, please provide your Registration number:</b>	

**Teaching Roles only:**

Teacher Reference Number:	
Current salary point:	
Date QTS awarded:	
Induction period completed?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>If you have answered Yes, please confirm the date:</b>	
<b>If you have answered No, please select the appropriate option:</b>	Not yet started <input type="checkbox"/> Stage 1 completed <input type="checkbox"/> Stage 2 completed <input type="checkbox"/>

**SECTION 9 – PRESENT OR MOST RECENT EMPLOYMENT**

Name of Employer:	
Local Education Authority:	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Grade:
Number on roll ( <i>teaching roles only</i> ):	Age Range ( <i>teaching roles only</i> )
Date of appointment (Month/YYYY):	Salary:
Notice Required ( ) Weeks:	Telephone number:
Leave date (if applicable- Month/YYYY):	Reason for leaving (if applicable):
Summary of current job role; duties and responsibilities:	

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**SECTION 10 – PREVIOUS EMPLOYMENT**

List all your previous jobs (most recent first). Identify and account for any gaps in employment.

<b>Name of Employer :</b>	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	
Job Role Summary:	
Grade / Salary:	Date from (Month/YYYY):
Date to (Month/YYYY):	Reason for leaving (if applicable)

<b>Name of Employer:</b>	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	
Job Role Summary:	
Grade / Salary:	Date from (Month/YYYY):
Date to (Month/YYYY)	Reason of leaving (if applicable)

<b>Name of Employer</b>
Address line:

Town:	County:
Postcode:	Country:
Post held:	
Job Role Summary:	
Grade / Salary:	Date from (Month/YYYY):
Date to (Month/YYYY):	Reason for leaving (if applicable):

<b>Name of Employer</b>	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	
Job Role Summary:	
Grade / Salary:	Date from (Month/YYYY):
Date to (Month/YYYY):	Reason for leaving (if applicable):

<p><b>Please provide details for any gaps in your employment history when you have not been in education, training or employment.</b></p> <p><b>Please list dates and the reason (i.e. Travel, Parental leave etc)</b></p> <p>Gaps in employment (including dates)</p>
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## SECTION 11 – REFERENCES

Please give the name and addresses of two referees (not relatives) one of whom should be your present employer (or last employer if not currently employed). If you are in, or have just completed, full time education, one referee should be from your College/University.

Title:	First forename:
Other forename:	Surname:
Address line:	
Town:	County:
Postcode:	Country:
Telephone number:	Email address:
Occupation:	Relationship to you?
Do you give permission for referees to be contacted prior to an offer of employment being made?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Please note your second referee should ideally be a previous line manager or someone in a position of authority.

SECTION 12 – REFERENCE	
Title:	First forename:
Other forename:	Surname:
Address line:	
Town:	County:
Postcode:	Country:
Telephone number:	Email address:
Occupation:	Relationship to you?
Do you give permission for referees to be contacted prior to an offer of employment being made?	Yes <input type="checkbox"/> No <input type="checkbox"/>

SECTION 13 – DECLARATIONS AND CONSENTS	
Do you consider yourself to have a disability:	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please detail any reasonable adjustments that you would require if you were selected to attend an interview/assessment event.	
Are you related to any member or employee of Areté Learning Trust?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If you answered Yes, please provide details.	
I understand that canvassing of any staff members, governors or directors of Areté Learning Trust in connection with this appointment will disqualify me.	Yes <input type="checkbox"/> No <input type="checkbox"/>

Has any previous employer expressed concerns and/or taken any action, whether informal/formal (including suspension from duty) on the following, including any investigations or actions taken by your professional body:

<b>Capability/Performance</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please provide details:	
<b>Disciplinary</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please provide details:	

Are there any dates when you would not be available for interview in the near future?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please provide details	
Please state the date on which you could take up duty if appointed.	
I declare that the information contained in this application form is correct and understand that the trust will request to see proof of qualifications at the time of interview.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I consent to Areté Learning Trust recording and processing the information detailed in this application. The trust will comply with their obligation under the Data Protection Act 2018.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever been convicted of a criminal offence/received a caution, reprimand or warning?	Yes <input type="checkbox"/> No <input type="checkbox"/>

**Under the Safeguarding Vulnerable Groups Act 2006, it is a criminal offence for a barred person to knowingly work, or apply to work in regulated activity with vulnerable groups.**

**As you are applying for a post which requires a DBS clearance, under the Rehabilitation of Offenders Act 1974, you are required to disclose full details of any 'spent' and 'unspent' convictions. If you answered Yes to this question, please provide details below.**

What was the date of the conviction(s)?	(DD/MM/YY)

#### SECTION 14 – SUPPORTING EVIDENCE WHICH SHOULD INCLUDE RELEVANT KNOWLEDGE, EXPERIENCE AND SKILLS

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I confirm that the information that I have provided in support of this application is complete and true and understand that knowingly to make a false statement for this purpose may be a criminal offence.

Signature: ..... Date: .....

**SECTION 15 – EQUAL OPPORTUNITIES MONITORING**

Areté Learning Trust is committed to equality in employment. The trust’s aim is to ensure equality for all existing and prospective employees. In line with this, the Trust is required to publish work force data.

In order to assist the trust with this aim please provide the information below in monitoring recruitment procedures for which your co-operation would be appreciated.

The information will not form part of our short listing, and will be separated from your application form upon receipt. The information provided will be used for statistical and monitoring purposes and to help us to develop our policies and practice and will be treated confidentially and be subject to the provisions under the current Equality Legislation and Data Protection Act.

Gender	Male <input type="checkbox"/> Female <input type="checkbox"/> Prefer not to disclose <input type="checkbox"/>	
Ethnic group	White British <input type="checkbox"/> White Irish <input type="checkbox"/> White Other <input type="checkbox"/> White and Black <input type="checkbox"/> Mixed: Mixed: White and Black African <input type="checkbox"/> Mixed: White and Asian <input type="checkbox"/> Asian or Asian British <input type="checkbox"/> Asian or Asian British: Indian <input type="checkbox"/>	Asian or Asian British: Pakistani <input type="checkbox"/> Asian or Asian British: Bangladeshi <input type="checkbox"/> Asian or Asian British: Other Asian <input type="checkbox"/> Black or Black British: Caribbean <input type="checkbox"/> Black or Black British: African <input type="checkbox"/> Black or Black British: Other Black <input type="checkbox"/> Chinese or Other Ethnic Group <input type="checkbox"/> Other <input type="checkbox"/>
If Other please specify		