



Job Application Pack

Mathematics Teacher (2 vacancies available)

Teachers' Pay Scale
Full Time, Permanent Contract Starting: September 2022
Closing Date: 3pm on Monday 9th May 2022
Interviews will take place during week commencing 16th May 2022

Letter from the Headteacher Neal Holder



Dear Colleague,

Thank you for your interest in the role of Mathematics Teacher at Farringdon Community Academy.

At Farringdon Community Academy, we pride ourselves in delivering an ambitious, broad and balanced curriculum, enabling all our students, irrespective of background, to acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens. Our high standards and expectations of students and their behaviour ensures that our teachers are able to teach to a high standard and all of our students have access to the very best learning. We work hard as a staff to ensure our students develop a love of learning and are supported in achieving their aspirations.

As well as being committed to academic excellence, we also prioritise pastoral care. Our House system focuses on building our students' character and it provides them with the opportunity to develop attributes such as: leadership, resilience, initiative and respect. Our Houses also give our Academy a 'family feel' where staff and students alike care for each other and forge strong relationships.

It is an incredibly exciting time to be joining our team, ahead of an exciting journey. Farringdon Community Academy has been selected by the DfE to be rebuilt and we are one of only two schools in the North East who will be opening the doors to a new school, in October 2023. The news of our new build marks the beginning of a very important chapter for our Academy's history as well as its future.

We value staff development in the Academy and are as equally committed to the growth of our staff as we are to the growth of our students. Working within the Academy, you will be supported and challenged to develop and will be provided with the opportunities to reflect on your practice so that you continue to perform at a high level. We invest a lot of time in staff training and providing staff with support tailored to suit their needs and aspirations.

We are looking for committed, experienced, ambitious and dynamic individuals to join our dedicated staff team. At Farringdon Community Academy, our vision, values and expectations are clear. If you share our ethos and our mission to provide the highest quality of education for our students and passionately believe in the potential of all young people, we can offer you the support you require to develop and the opportunity to make a difference and make an impact on our community.

I hope you enjoy reading our prospectus and learning more about who we are and what we are about. If we are the right fit for you, I look forward to receiving your application.

Yours faithfully,

Neal Holder

Headteacher

Our Vision and Values & Quality of Education Mission Statement



OUR VISION

All students, irrespective of background, acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens.

OUR VALUES

- Respect
- Resilience
- Endeavour
- High aspirations
- High standards and expectations

EXCELLENCE
— THROUGH —
ENDEAVOUR

RATIONALE

At Farringdon Community Academy teaching, learning and our curriculum is at the forefront of our thinking and is at the heart of everything we do. We are committed to ensuring a broad and balanced curriculum with high quality teaching and learning experiences so that all students make good progress, have exciting and equal opportunities in their learning journeys and achieve beyond what they imagined is possible; we are as equally committed to our staff and their development, supporting and challenging staff to be the very best practitioners and pioneers of their field.

Continued Professional Development Our Programme



All staff who join the Academy benefit from a carefully structured programme of training and support. We believe that all staff should be committed to a continuing process of improvement as the Academy is committed to supporting them in their professional aspirations and needs, this is why we dedicate two hours every week to CPD. Through our bespoke '**Learning Loop**' model, we foster a positive ethos of continuous learning and development and the programme of training we provide encourages and motivates staff to investigate pedagogy, take risks and experiment with new and innovative teaching methods whilst working collaboratively across the curriculum. Our CPD programme is underpinned by our school ethos and we endeavour to provide opportunities for staff to grow as pioneers of their field; to develop their knowledge, skills, understanding and attitudes to enhance their professional work and become excellent practitioners.

Our 'Learning Loop' Model

Pre- launch - Curriculum Leader Launch: our teaching and learning focus is introduced and explored with Curriculum Leaders prior to the formal launch to all staff.

The Launch - Whole School Training: an introduction to the termly 'Learning Loop' led by Teaching & Learning Team. Research and theory is addressed and some useful starting points for curriculum areas are shared to form the basis of their subject-based CPD.

The Sell - Key teaching and learning strategies are promoted and shared with staff. Staff, individually or in curriculum teams, create a personalised action plan focusing on the strategies they want to develop in their curriculum areas.

The Practise - Curriculum areas have practical time to create resources and trial educational theories in lessons.

The Review - Curriculum areas and individual staff review what they have learned so far and continue to develop resources.

Personal Development

As well as engaging in our whole school priorities through the learning loops, staff have the opportunity to develop their practice at subject level during 'Personal Development' weeks. Every fortnight staff are given one hour to develop their subject knowledge and conduct educational research of their own choosing. As well as this, Curriculum leaders are given time to direct their team and provide subject specific training. We want our staff to be given as much support as possible to develop and progress as excellent classroom practitioners that is why CPD is rooted in performance management targets.

CPD Newsletter and Bulletins

Staff are provided with weekly T&L bulletins and a monthly T&L Newsletter to encourage them to keep up with, and trial the latest T&L pedagogy. Newsletters are framed around our school priorities and allow us to share good practice and serve as a constant reminder of the importance of continued professional development.



Mathematics Teacher Advert



FARRINGDON COMMUNITY ACADEMY

Address: Allendale Road, Farringdon, Sunderland SR3 3EL

Tel: (0191) 917 1500

Email: enquiries@farringdonca.net Web: www.farringdonschool.co.uk

Headteacher: Neal Holder Number of Students on roll: 677

Position: Mathematics Teacher (2 vacancies available)

Teachers' Pay Scale

Full Time, Permanent Contract Starting: September 2022

Farringdon Community Academy is an aspirational, inclusive and inspiring 11-16 school community which values the individuality of all students and staff. We live our values of 'Excellence Through Endeavour' in all that we say and do. We value all of our students equally and ensure that their opportunities and experiences reflect this. We believe every child can achieve and should be supported and challenged to fulfil both their personal and academic potential.

Therefore, we are looking to appoint an enthusiastic, talented and forward-thinking Mathematics Teacher who has the necessary skills and attributes to have a real impact upon Mathematics teaching and learning. The successful candidate will join a supportive and highly motivated team whose responsibility is to ensure positive outcomes for all students. Applications from ECTs are welcome and will be supported with an induction programme.

The successful candidate will demonstrate, through application and interview, that they are able to: -

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Make a positive contribution to the wider life and ethos of the Academy

As a valued member of our team we can offer:

- Clear and shared values and expectations
- A commitment to staff development and a forward-thinking CPD programme
- A stimulating work environment
- Professional development, challenge and support

We welcome visits from applicants and would be delighted to show you around our Academy to fully appreciate our excellent learning environment and facilities. Please e-mail the Headteacher's PA andrea.parker@farringdonca.net to arrange a visit.

Please note that we do not accept CVs. We encourage candidates to take a look at our website therefore all the application documents relating to the post are on www.farringdonschool.co.uk to the right-hand side of our home page you will see a box with our current vacancies on or at the top of the page under 'about us' click on vacancies.

Completed teaching staff applications (Parts A, B & C) should be returned to andrea.parker@farringdonca.net Applications that arrive after the closing time/date will not go through to the shortlisting process.

Farringdon Community Academy safeguards and protects its students and staff by being committed to respond in accordance with Sunderland Local Safeguarding Board Procedures and expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. The post is subject to a DBS check from the Disclosure and Barring Service. Suitability to work with children will be checked with the Disclosing & Barring Service.

Closing Date: 3pm Monday 9th May 2022

Interviews will take place during week commencing 16th May 2022



Mathematics Teacher Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Education/qualification	<ul style="list-style-type: none"> • Qualified teacher status • First Degree in Mathematics subject 	<ul style="list-style-type: none"> • Good honours degree or further degree
Experience	<ul style="list-style-type: none"> • Teaching experience in a secondary school • Able to use ICT effectively in the classroom • Ability to teach Mathematics to the full range of abilities at KS3/4 • Evidence of good subject knowledge • Evidence of high professional standards • Evidence of good classroom management • Evidence of ability to match job description in all major respects 	<ul style="list-style-type: none"> • Experience of AQA Mathematics courses. • Familiarity with SIMs and Classcharts.
Values	<ul style="list-style-type: none"> • Commitment to the aims of Farringdon Community Academy. • Commitment to the further development of our school and department. • A desire to play a part in raising student achievement • Receptiveness to new ideas and a belief in high quality education • Ability to be a positive role model to staff and students • Commitment to equality of opportunity • Commitment to, promote and actively support the Academy's/LA's responsibilities towards safeguarding and the welfare of students 	
Motivation and Personality	<ul style="list-style-type: none"> • Enthusiasm • Innovation • Team Player • Resilience • Excellent health record 	<ul style="list-style-type: none"> • Adaptability and creativity. • Ambition
COMPETENCES		
Knowledge and Understanding	Sound working knowledge of; SIMs; Office 365, Teams Class Charts, National Curriculum programmes of study; AfL techniques and Current Mathematics GCSE specifications.	
Planning	Ability to plan teaching to achieve and demonstrate progression in students' learning. Able to plan courses of lessons which incorporate challenge and take into account prior learning. Incorporate a range of strategies in lessons which are differentiated and allow all students to achieve.	
Teaching and class management	Ability to ensure a safe and effective learning environment for students. Consistent, effective teaching at good or better for all classes. Knowledge of students' preferred learning styles. Familiarity with the Code of Practice on special needs and more able students.	
Monitoring, assessment, recording, reporting and accountability	Ability to assess how well learning outcomes have been achieved and use this assessment to improve aspects of teaching. Regularly record assessment data and identify underachieving students. Familiarity with the statutory assessment and reporting requirements and how to prepare and present informative reports to parents.	
Other Professional requirements	Understanding of the need to take responsibility for and record your own professional development and to keep up to date in Mathematics developments. Ability to organise personal work effectively.	



Mathematics Teacher Job Description

Post:	Mathematics Teacher
Salary:	Teachers' Pay Scale
Reporting to:	Assistant Headteacher and ACLs for Mathematics KS3 & KS4
Liaising with:	Senior Leadership Team, Heads of House, Progress Leaders, the SEND CO, relevant staff with cross-curricular responsibilities, relevant non-teaching support staff, governors and parents.
Start Date:	September 2022

This job description sets out the general expectations which our school has of its teaching staff. It is recognised that many staff will seek to contribute in ways which exceed the requirements of this document. Such contributions will always be welcomed and encouraged and it is school policy to enable all staff to participate as fully as possible in the development and improvement of the school.

Purpose of the post:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated Mathematics curriculum for students.
- To be able to teach Mathematics across the 11-16 age and ability range.
- To teach high quality lessons and conduct role in line with the Teaching Standards (See below)
- To monitor and support the overall progress and development of students as a teacher or Form Tutor.
- To contribute to raising standards of student attainment and progress.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To contribute to the success of the Mathematics department.

Whilst we acknowledge that "*the complexity of great teaching cannot be reduced to an atomised list of competencies*" (R. Coe). , teachers ensure high standards in the quality of education across the Academy through working within the Standards expected of all teachers.

Classroom Teachers to facilitate great teaching through:

1. **Setting high expectations which inspire, motivate and challenge pupils**
 - establishing a safe and stimulating environment for pupils, rooted in mutual respect
 - setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promoting good progress and outcomes by pupils**
 - being accountable for pupils' attainment, progress and outcomes
 - being aware of pupils' capabilities and their prior knowledge, and planning teaching to build on these
 - guiding pupils to reflect on the progress they have made and their emerging needs
 - demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching
 - encouraging pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrating good subject and curriculum knowledge**
 - having expert knowledge of the relevant subject(s) and curriculum areas, foster and maintaining pupils' interest in the subject, and addressing misunderstandings and gaps in students' knowledge
 - demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship
 - demonstrating an understanding of and taking responsibility for promoting high standards of literacy, oracy and the correct use of standard English, whatever the teacher's specialist subject

4. **Planning and teaching well-structured lessons**
 - imparting knowledge and develop understanding through effective use of lesson time
 - promoting a love of learning and children's intellectual curiosity
 - enabling students to understand key concepts, embed these concepts in their long term memory and apply them fluently
 - setting homework and plan other out-of-class activities to consolidate and extending the knowledge and understanding pupils have acquired
 - reflecting systematically on the effectiveness of lessons and approaches to teaching
 - contributing to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapting teaching to respond to the strengths and needs of all pupils**
 - knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development
 - having 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. **Making accurate and productive use of assessment**
 - knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - making use of formative and summative assessment to check pupils' understanding and secure pupils' progress
 - using relevant data to monitor progress, set targets, plan subsequent lessons and to help pupils embed and use knowledge fluently to develop their understanding

- giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
7. **Managing behaviour effectively to ensure a good and safe learning environment**
- 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 and the Six Steps to Success
 - having high expectations of behaviour, and establishing a framework for discipline with range of strategies, using praise, sanctions and rewards consistently and fairly
 - managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
8. **Fulfilling wider professional responsibilities**
- 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
 - deploying support staff effectively
 - taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicating effectively with parents with regard to pupils' achievements and well-being.

In addition:

- To carry out the professional duties of a teacher as provided for in the School Teachers' Pay and Conditions Document.
- To carry out professional duties in accordance with all relevant Academy Policies.
- Post threshold teachers must meet the post-threshold standards as well as the core standards.

Other professional duties:

- To complete the relevant documentation to assist in the tracking of students and use information to inform teaching and learning.
- To assist in the process of curriculum development.
- To be committed to professional development and take on an active role in the Academy's CPD programme.
- To take responsibility for Performance Management and achieve annual targets.
- To take part, in reviews and the development of the curriculum, teaching and learning procedures and practices and pastoral practices of the Academy.
- To maintain appropriate records and to provide accurate information for school data systems, registers, etc.

- To communicate effectively with parents.
- To contribute to the development of effective curriculum links within networks and other schools.
- To liaise with the Heads of House to ensure effective pastoral support.
- To contribute to PSHCE and citizenship and enterprise according to school policy.

Further information and expectations:

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- As part of your wider duties and responsibilities you are required to be committed to, promote and actively support the Academy's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and alerting the appropriate colleagues or Designated Safeguarding Lead to welfare and safeguarding concerns. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. We are committed to safeguarding and protecting the welfare of children and young people and expect all staff and volunteers to share this commitment.

General Terms and Conditions of Employment



All conditional offers of employment at Farringdon Community Academy are made subject to candidates meeting the following criteria: -

- Completion by candidate of either Support Staff or Teaching Staff Application Form. (CV's are not accepted)
- Verification of ID evidence (note: original documents need to be witnessed)
- Verification of candidates Educational Qualifications (note: original certificates to be provided)
- Two Satisfactory references provided for candidate on the Academy's standard Reference Form 1 & 2 (note: including at least one related to candidates last employment with children). If the role you are applying for involves contact with children you are asked to supply a referee who can provide a reference based on when you have previously worked with children. In relation to work with children, we will seek information about any past disciplinary issues relating to children and/or child protection concerns you may have been subject to. References will be requested prior to interview.
- Completion of Health Questionnaire by candidate and subsequently being declared medically fit for the proposed role
- Disclosure & Barring Service Application completed by candidate and successful outcome. Appointments are conditional on the satisfactory completion of DBS and other necessary checks. FCA are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including an enhanced DBS with barred list check.
- As part of our duty to safeguard pupils, we need to check whether you are barred from working with children, or whether you have convictions that would make you unsuitable to work with children or in the role you've applied for. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis by the Headteacher and HR partners.

Please complete an application form available from our website, under vacancies.

www.farringdonschool.co.uk