



Ratton School  
**Curriculum Leader for Maths**  
Full Time

Closing Date: **Midday on Monday 5<sup>th</sup> October**  
Interview Date: **Thursday 8<sup>th</sup> October**



South Downs Learning Trust

## CANDIDATE INFORMATION PACK

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Vacancy details	Full time and permanent
Salary	TMS/UPS + TLR1 (£9,248) = up to £51,000 + recruitment allowance + benefits

***“The caring and stimulating culture you have created enables pupils to do their best. As a result, pupils make good progress and achieve well at your inclusive school.”***

**OFSTED**

Dear Applicant,

We are very pleased that you are considering applying for the post of Curriculum Leader for Maths at Ratton School.

We are looking for an imaginative and skilled teacher either with an aspiration to leadership or who already has experience of leading a team. We are seeking to appoint someone who is committed to our vision and virtues and driven by the desire to improve the life chances of young people. The job description and person specification in this pack describe what the post entails and the type of person we are looking for.

This is a great opportunity to be involved in an experienced and successful Maths department. The team of 11 teachers has been developing our teaching and curriculum approaches in line with evidence based research. This role will give you the chance to ensure we deliver an innovative curriculum that motivates and stretches students to achieve the best possible outcomes.

In December 2017, we formed a multi-academy trust (MAT), the South Downs Learning Trust, with Ocklynge Junior School. The vision for the MAT is to develop outstanding provision for all children. This relationship also provides a range of exciting opportunities to develop teaching and learning and the curriculum.

You will be joining an ambitious and highly supportive organisation which offers:

- An excellent induction programme for teachers joining the school.
- A strong commitment to professional development which will improve your leadership skills, develop your understanding of whole school issues and prepare you for the next stage in your career.
- Motivated, enthusiastic and well behaved learners who respond very well to active and engaging teaching and work well independently.
- A strong team ethos across the department and whole school.

This is an exciting post with the potential for career development as part of an ambitious and innovative school. You will:

- Be able to demonstrate/incorporate the school virtues in all aspects of your work.
- Be part of the leadership of a significant area of the school and be able to lead and influence whole school developments.
- Be able to lead a team that is delivering improving student outcomes.
- Need to be an innovative teacher and leader who can inspire all students to enjoy and succeed at Maths.

We offer an incentive package which includes:

- A comprehensive induction programme for new staff to the academy.
- On-going investment into your career development through appropriate CPD including leadership development.
- Support and mentoring by a strong Senior Leadership Team and other experienced leaders.
- Access to the Bike 2 Work scheme allowing up to 42% discount on the cost of bikes and equipment.
- Full use of an employee assistance programme supporting wellbeing.
- A fabulous staffroom with complimentary tea and coffee.
- Complimentary breakfast of tea and toast.
- Subsidised membership of Benenden Healthcare (affordable alternative to private health insurance).
- On-site parking.
- Envious setting and extensive grounds.

If you decide to apply for this post please use the information provided and your own expertise to complete the application form which can be downloaded from our website at [www.ratton.co.uk/about-us/vacancies](http://www.ratton.co.uk/about-us/vacancies) together with your supporting statement (maximum of two sides A4 font 12) and return to Lorraine Barrow, Executive Assistant SDLT, at [lbarrow@ratton.co.uk](mailto:lbarrow@ratton.co.uk) by the closing date.

If you require any further information, please do not hesitate to contact Mark Hatton, Senior Assistant Headteacher, at [mhatton@ratton.co.uk](mailto:mhatton@ratton.co.uk) or 01323 514317. If you would like to speak to the Executive Headteacher or the Head of School please liaise via Lorraine Barrow, Executive Assistant, at [lbarrow@ratton.co.uk](mailto:lbarrow@ratton.co.uk) or 01323 514314.

We look forward to receiving your application and hearing why you believe you have the passion, commitment and talent to join Ratton School and the South Downs Learning Trust.



Huxley Knox-Macaulay  
Executive Headteacher



Gavin Peevers  
Head of School

## **INFORMATION FOR CANDIDATES**

### **Eastbourne**

Ratton School is to the north of Eastbourne, which is a seaside resort, set in enviable surroundings flanked by the South Downs and countryside of outstanding natural beauty. There is easy access to Brighton and London (*please see [www.eastbourne.gov.uk](http://www.eastbourne.gov.uk) for further information*).

### **Ratton School**

Ratton is one of the most popular schools in East Sussex with a very strong reputation for building student confidence and providing rich opportunities for students to succeed. The school has a Wellbeing Award, Arts Mark Gold Award, Healthy Schools Award, British Council International School Award, and Sport England 'Sports Mark'.

In 2019, Ratton achieved a strong set of GCSE results. Both attainment and progress were well above national averages in a large number of subjects.

In July 2017, Ofsted judged Ratton to be a "good" school that provides a high quality and challenging education for every pupil, regardless of their ability or circumstance.

In order to become an outstanding school governors have identified 6 strategic priorities for the school:

- Be guided by our virtues to develop a school founded on an exceptional ethos
- To provide the highest quality teaching and learning for all
- To create a curriculum that promotes achievement, engagement and independence
- Seek out inspirational partnerships between Ratton students, staff and the local, national and international communities
- Deliver outstanding business and leading edge IT and learning support to enable excellent progress for all
- Secure, through first class training and development, outstanding opportunities for students and staff

Our current school improvement priorities are:

- Raising achievement and closing the gap
- Quality first teaching and curriculum
- Outstanding behaviours for learning
- First class infrastructure

## **ADDITIONAL INFORMATION FOR CANDIDATES**

### **Our Virtues**

- **Compassion** - Showing kindness and caring for other people and the environment.
- **Respect** - Acting with respect to others both in and out of school. Valuing diversity and avoiding discriminatory language.
- **Creativity** - Being curious about the world, solving problems and asking thoughtful questions.
- **Teamwork** - Achieving together by working as part of a team. Understanding that we all have to do our fair share and get along with different people.
- **Effort** - Putting effort into all aspects of school life. Demonstrating resilience when faced with a challenge.
- **Responsibility** - Taking responsibility by being in the right place, at the right time, doing the right thing.

### **Application Procedure**

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
  - a) Why you are applying for this post.
  - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

### **Appointment Process**

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If you are successful you will receive an email inviting you to attend an interview. It is therefore important that you give us an email address you access regularly.
- 3) Candidates called to an interview will:
  - a) Be given a tour of the school.
  - b) Have an opportunity to meet with members of the department.
  - c) Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Curriculum Leader and/or Assistant Head. Details of the lessons to be taught will be given in advance.
  - d) Have a formal interview.
  - e) Have a student panel interview.

### **Pre- Employment Checks**

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Headteacher or

mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.

2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.

3) Provide proof of eligibility to work in the UK.

4) Undertake an Enhanced Disclosure and Barring Service check including List 99 check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.

5) Complete a Health Declaration form and New Starter Health Assessment Questionnaire.

### **Conditions of Service**

Employment is subject to a number of pre-employment checking procedures – these are given above. This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply. The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

### **Salary**

The salary will be in accordance with Main or Post Threshold (as applicable).

### **Pension Scheme**

Teachers, whether full or part time, will automatically be a member of the Teachers Pensions Scheme unless they elect to opt out.

### **Teachers Standards**

Teachers' Standards is the core document for practising teachers at Ratton School and defines their daily role and responsibilities. The Standards encompass teachers' job descriptions, reflect the school development plan and constitute the framework for our Performance Management.

### **Policy on Equal Opportunities and Child Protection**

The Trust is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The Trust is opposed to any form of discrimination against any individual or group and welcomes the fact that our Trust includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated. The Trust is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS disclosure.

Our Child Protection & Safeguarding Policy can be found at [www.ratton.co.uk/about-us/policies-and-procedures](http://www.ratton.co.uk/about-us/policies-and-procedures)

## **JOB DESCRIPTION**

### **Job Purpose**

To provide professional leadership, management and co-ordination of Maths in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students in the curriculum and beyond.

### **Areas of Responsibility and Key Tasks**

#### **Ensure that students achieve outstanding progress through:**

- Leading a team which plans, develops, monitors and evaluates the Maths programmes of study, schemes of work and lesson plans so that all learner needs are met
- Promoting strategies to develop the quality of teaching in Maths to secure high quality learning for all students
- Monitoring and holding teachers to account for the quality of learning and teaching (including planning and assessment) in their Maths lessons to secure consistency and high student achievement
- Developing, monitoring and evaluating assessment policies and procedures in Maths that are consistent with whole school expectations so that all students and their parents know how well they are doing and what they need to do to improve
- Supporting all Maths teachers to effectively implement Behaviour for Learning policies and procedures in order to secure good behaviour and discipline
- Monitoring the progress of all students in Maths lessons in order to identify underachievement and developing strategies to tackle it
- Principal accountabilities of a classroom teacher

### **Leadership of the Curriculum Area**

- Set expectations and targets for staff and pupils in relation to standards of student achievement and the quality of teaching
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- Effective development of pupils' literacy, numeracy and information technology skills through the subject

- Teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens
- Teachers of the subject know how to recognise and deal with racial stereotyping
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:
  - contribute to whole-school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment
  - are based on a range of comparative information and evidence, including the attainment of pupils
  - identify realistic and challenging targets for improvement
  - are understood by all those involved in putting the plans into practice
  - are clear about action to be taken, timescales and criteria for success
  - ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs
  - effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school

### **Curriculum Development**

- Have lead responsibility for a department or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance;

### **Planning, Teaching and Class Management**

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Be aware of and make provision for all groups of students
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness

### **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor students' work and set targets for progress
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents
- Undertake assessment of students and participate in the school's system reporting to parents
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods
- Ensure that information about pupils' achievements in previous lessons and schools is used effectively to secure good progress in the subject
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching

### **Pastoral Duties**

- Be a Form Tutor to an assigned group of students
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Liaise with the Head of Community to ensure the implementation of the school's pastoral system
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- Contribute to the preparation of action plans, progress files and other reports
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- Contribute to PSHE and citizenship and careers education according to school policy

### **Other Professional Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Co-Operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors

*This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.*

## PERSON SPECIFICATION

Qualities		This could be evidenced by:		
		Application	Interview / Selection	Reference
<b>Appropriate qualifications for teaching in a secondary school</b>				
1	Graduate (or equivalent)	✓		
2	QTS	✓		
<b>Appropriate knowledge and experience</b>				
3	Exemplary subject knowledge	✓	✓	✓
4	An understanding of the national developments in the teaching of your subject	✓	✓	✓
5	Experience of leading a subject area or the capacity to develop into a Curriculum Leader's role	✓	✓	✓
<b>Skills and attributes necessary to be a successful teacher</b>				
6	Evidence of being an outstanding teacher	✓	✓	✓
7	Understanding of how to assess progress in students' work and in their books		✓	✓
8	Ability to assess the needs of students and to maintain appropriate records to enable student achievement		✓	✓
9	Ability to assess the needs of students and to maintain appropriate records to enable student achievement		✓	✓
10	Understand the importance of safeguarding	✓	✓	✓
11	Highly developed classroom management skills		✓	✓
12	Ability to work closely with colleagues and contribute to the work of the teams in your subject	✓	✓	✓
13	Ability to relate to and communicate with parents		✓	✓
<b>Personal qualities necessary to make a positive difference to the life of young people</b>				
14	Enthusiasm for the subject	✓	✓	✓
15	Ability to be flexible and work under pressure	✓	✓	✓
16	Being well organised	✓	✓	✓
17	Desire and potential for further professional development	✓	✓	✓