



# **Claverham Community College**

## **Maths Teacher**

Information for Applicants

Principal: Mr P Swatton

North Trade Road,  
Battle,  
East Sussex  
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Dear Applicant.

**Re: Maths Teacher (Teacher's MPS/UPR)**

Thank you for your enquiry regarding the vacancy for the above named post. We are looking to recruit a Maths Teacher for September 2019.

The successful candidate will be enthusiastic, committed and inspiring with a passion for the delivery of high quality lessons.

There is a tradition of high standards of behaviour and very good examination results at the college, which serves a mainly rural catchment area within East Sussex.

Please find enclosed a pack, which has been prepared to help you with your application. It includes:

- Information about the College;
- Overview of the Department;
- The job description;
- The person specification.

Your completed application form should be returned either by post to Personnel, Claverham Community College, North Trade Road, Battle, East Sussex, TN33 0HT or via e-mail to [recruitment@claverham.org](mailto:recruitment@claverham.org) by the closing date of Friday 17<sup>th</sup> May. Please be advised that we do not accept curriculum vitae's. Receipt of applications can only be acknowledged if a stamped addressed envelope is enclosed with your application. If you have not heard from the college within three weeks of the closing date, your application has not been successful this time.

Claverham is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This Post is subject to an enhanced DBS disclosure.

If you require any further information, please call 01424 772155.

Yours sincerely,



Mr P Swatton  
**Principal**

## **About Claverham Community College**

Claverham Community College is situated on the outskirts of the historic town of Battle in East Sussex. The College grounds incorporate land which belonged formerly to the Battle Abbey Estate and are immediately adjacent to the site of the Battle of Hastings.

The College aims to provide an outstanding education to the young people it serves through its stated objectives which are:

1. to develop fully their individual academic, emotional, physical and social potential;
2. to develop self respect, self discipline, adaptability, concern for others and the ability to live as independent adults while at the same time making a positive contribution to the community;
3. to acquire conceptual insight, knowledge, skills and practical abilities and the will to use them in the following areas of experience: scientific, technological, mathematical, linguistic, aesthetic, creative, commercial, moral, spiritual, economic, political and recreational;
4. to appreciate human activities of every kind;
5. to acquire understanding of the social economic and political order and a reasoned set of values, attitudes and beliefs;
6. to prepare for their adult lives at home, work, leisure and to make a full contribution to our society.

The Community College was established in 1973 and was developed from the former Battle County Secondary School built in 1955. In school terms the College became fully comprehensive in 1976 and now serves the educational needs of all children between the ages of 11 and 16 in Battle and the neighbouring villages of Ashburnham, Catsfield, Crowhurst, Netherfield, Ninfield, Penhurst, Sedlescombe, Whatlington and Westfield. The College is oversubscribed in all year groups. Children come from as far afield as Rye to the East and Eastbourne to the West, as well as the more immediate areas of Bexhill and Hastings. In addition to its purely 'school' function the College provides a wide range of cultural, educational and social amenities for the local population of the area as a whole. There is a thriving Community Education Centre, an excellent Sports Centre, and a large number of local organisations and sports clubs are affiliated to the College.

We opened a Day Nursery at the College in May 1993. The aim of the Nursery is to provide day care of the highest quality for babies and toddlers. The Nursery has a capacity of 40 places, up to 5 of which can be for children under the age of 2 years. A number of our staff make use of the Nursery for their own children.

The traditional catchment area of the College is almost entirely rural. The chief local occupations are various types of agriculture, forestry, horticulture, gypsum mining and retail services. Many professional and business people who live in the area either commute to London, a relatively fast 60 mile journey, or work in Bexhill, Hastings or Eastbourne, which are 8, 7 and 12 miles distant.

In addition to being ideally placed from the point of view of communication, Battle is very well provided for culturally. The town itself has a strong sense of community and supports a wide range of cultural and social activities. Bexhill, Hastings and particularly Eastbourne, offer good shopping facilities, excellent sporting opportunities, outstanding provision for the Arts and a wide range of social organisations.

## **TEACHER OF MATHEMATICS**

The Mathematics Faculty has a reputation for having consistently high GCSE results. Last year 75% of pupils gained Grades 9-4 at GCSE with 52% of pupils gaining a Grade 9-5. It is an enthusiastic Department and has a high profile within the College. All members are mutually supportive and work as an effective team to ensure continued success.

All pupils are set according to ability in all years and the successful applicant would be expected to teach across the full age and ability range. All members of the Department, according to experience, are expected to contribute to the day to day organisation and long term planning of the Department and have the opportunity to take on additional responsibility wherever appropriate. The Department prides itself on the professional development and promotion of its members who are encouraged to attend courses in order to gain relevant experience.

The Mathematics syllabus is constantly under review so that new aspects of teaching and learning can be incorporated. The Department uses a combination of an investigative approach with more formal teaching. A core text is used and an emphasis on problem solving is encouraged. Regular assessment is an integral part of the work within the Department and we feel this motivates the pupils to high achievement.

In Key Stage 4, pupils follow the EDEXCEL syllabus, with around 50% of the pupils taking the Higher Tier.

The successful applicant should be a Mathematics specialist and have an interest in and an enthusiasm for the subject. The ability to work as part of the team is considered essential. There are many opportunities to contribute to the community aspects of the College and a willingness to do this, while not obligatory, is desirable.

## **Job Description: Teacher**

**Line Manager: Head of Department**

**Salary Scale: MPS**

### **Key Accountabilities**

#### **Teaching and Learning**

- Identify clear teaching objectives and content, appropriate to the subject matter and ability of students, and specify how these will be taught and assessed;
- Set tasks for the whole class, individuals and groups, including homework, which challenges and motivates;
- Set appropriate and demanding expectations for students' learning, motivation and presentation of work;
- Set clear targets for students learning, building on prior attainment, and ensure that students are aware of their targets and what they need to do in order to achieve them;
- Provide clear structures for lessons, and for sequences of lessons, which maintain pace, motivation and challenge for students;
- Identify individuals, and groups of students, who are vulnerable to underachievement and plan intervention strategies to ensure appropriate progress is made;
- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department.
- Teach students according to their educational needs, including the setting and marking of work.

#### **Assessment, Recording and Reporting**

- Assess how well learning objectives have been achieved and use them to inform future planning;
- Assess students work in line with College policies and record students' progress systematically;
- Make effective use of assessment information, on student's attainment and progress, in the teaching and planning of lessons and sequences of lessons;
- Ensure records are up to date, accurate and relevant.
- Prepare and present informative reports to parents and attend parents evenings in order to provide constructive feedback as to the progress of their child.
- Mark, grade and give written/verbal and diagnostic feedback as required.

#### **Student Behaviour**

- Maintain discipline in accordance with the schools behaviour management procedures.
- Encourage good practice with regards to punctuality, behaviour, standards of work and homework.

#### **Pastoral Duties**

- Act as a form tutor to an assigned group of students;
- Promote the progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Heads of House to ensure the implementation of the aims of the College's pastoral system;
- Register students, accompany them to assemblies, encourage them to follow the College rules, encourage their full attendance and their participation in all aspects of

- the life of the College;
- 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 or bodies outside of the College concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to the delivery of the PHSE programme at the College, through the delivery of high quality lessons which follow prescribed scheme of work.

### **Other Responsibilities**

- Support the vision, ethos and policies of the College;
- Operate at all times within the stated policies and practices of the College;
- Contribute to the College and department self-evaluation and development plans and their implementation;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Establish effective working relationships and set a good example through presentation, personal and professional conduct;
- Participate in appropriate meetings as set out in the College calendar;
- Take part in the school's staff development programme by participating in arrangements for further training and professional development;
- Engage actively in the Performance Management Review process;
- Take part in the development and management of activities relating to the curriculum and pastoral functions of the College;
- Assist the head of department in identifying resource needs and ensure that resources are used efficiently and effectively;
- Any other duties that might reasonably be requested by the Principal.

### **GENERAL**

The Governors of Claverham Community College are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Criminal Records Bureau Certificate is required for this post prior to commencement.

This job description should be read in conjunction with the professional duties set out in the School Teachers' Pay and Conditions Document 2011, the governors' Pay Policy and Performance Management Policy.

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 reasonably 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 FOR A SUBJECT TEACHER**

### **1. Knowledge & Experience**

- A good honours degree in a relevant subject;
- A teaching qualification together with Qualified Teacher Status (QTS);
- A clear philosophy on how and why the subject should be taught;
- Subject knowledge which is sufficient to enable differentiation to the learning needs of all students and achieve high outcomes at GCSE level or equivalent;
- Awareness of the strategies available for improving the learning & achievement of students of all abilities;
- A good understanding of curriculum and wider developments in the specific subject area.

### **2. Skills & Abilities**

- Ability to set high expectations which inspire, motivate and challenge pupils;
- Ability to promote good progress and outcomes by pupils;
- Ability to demonstrate good subject and curriculum knowledge;
- Ability to plan and teach well-structured lessons which use a range of teaching and learning strategies;
- Ability to adapt teaching and learning styles to respond to the strengths and needs of all pupils;
- Ability to make accurate and productive use of base-line data and on-going assessment to improve student outcomes;
- Ability to feed back to students on their strengths and weaknesses to enable them to make progress;
- Ability to manage behaviour effectively to ensure a good and safe learning environment;
- Ability to fulfil wider professional responsibilities;
- A confident and competent user of ICT, with the knowledge and understanding of how ICT can be used in the teaching of the subject to enhance student learning;
- Ability to communicate both orally and in writing to students and their parents.

### **3. Personal Qualities**

- Enthusiasm and a positive outlook;
- Personal educational philosophy which supports the whole College ethos;
- The ability to work both independently and collaboratively as a member of a team;
- The ability to be creative in problem solving, together with a willingness to take on or try new approaches and ideas;
- The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school.
- A positive attitude towards professional development and their own learning;
- Personal reliability and integrity;
- Good personal organisation.

Candidates are asked to address the person specification within their application.

In addition to assessing the candidates' ability to perform the duties & responsibilities associated with the post, the interview will also explore issues relating to safeguarding & promoting the welfare of the students.

## **The Selection Process**

The interview process will involve:

- A tour of the school;
- Meeting with the Department;
- A Lesson Observation;
- Formal interview.

We look forward to receiving your application.

**Deadline for receiving applications: Friday 17<sup>th</sup> May 2019**