



**Recruitment Pack for the Position of:
CURRICULUM LEADER FOR MATHS**

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Welcome to St Thomas More Catholic High School

Thank for taking time to consider the post here at St Thomas More Catholic High School. The role is a vitally important one in our school and will impact directly on our continued success and future development.

Our school is recognised as one of the very best schools in Cheshire and nationally as our Progress 8 score has been the best in Cheshire East in 2016 and 2017 and in the top 5 since 2018. Our OFSTED inspections of January 2016 and March 2020, together with our pupils' examination results at Key Stage 4 establish our wider reputation as a school with excellent results and pupil progress. The Diocese of Shrewsbury graded the school outstanding in February 2017

I hope that in finding out more about the school and its secure basis on Gospel Values you will feel motivated to apply for the position. I would encourage you to visit the school and meet our exceptional pupils. Please do not hesitate to contact the school if you have specific questions. However do look at our website if you would like more information.

Your application form and covering letter, including referees should be returned by the advertised closing date.

The application form and covering letter can be emailed to:

mrs.mcglone@st-thomasmore.cheshire.sch.uk

Kind regards

Mrs Clare Hogg
Headteacher



St Thomas More Catholic High School

Keeping Faith in Education

St Thomas More Catholic High School is a high performing, oversubscribed, 11-16 school in the South Cheshire Catholic Multi Academy Trust in the Diocese of Shrewsbury which was once again rated Good by Ofsted in March 2020. Our most recent inspection by Shrewsbury Diocese rated us as an Outstanding Catholic school.

We have a well-deserved reputation for academic excellence balanced by outstanding pastoral care and support which allows our pupils to flourish and develop as rounded individuals.

We continue to focus relentlessly on the quality of teaching leading to excellent results for pupils, very high expectations of behaviour to create a calm and happy school, a strong good pastoral system to care for pupils and their needs, and a range of enrichment activities to engage and motivate pupils to contribute to their wider education to ensure that St Thomas More Catholic High School provides an outstanding education for all pupils.

Every school in the country with high ambitions for its young people would probably say the same, but we have a distinctive foundation or inspiration for our pursuit of excellence: our Catholic Christian values, based on the Gospel of Jesus Christ, which regards every person as a unique creation of God with an 'original gift' to offer the world. Our aim is to help pupils to discover the person they are called to be.

In the day to day life of the school, Gospel values are evident in the culture of respect and the strong 'family' atmosphere which all our visitors comment on and our staff and pupils value highly. Our values and common purpose has enabled us to create a thriving community who experience a full and balanced education which prepares them to live a fulfilling life and able to grasp all job, career, high education and leisure opportunities which the world offers.

What is special about a Catholic School?

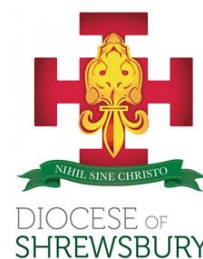
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|----------------------------------|---|
| ✦ Form prayers each day | ✦ Links with Global Schools |
| ✦ Assemblies | ✦ Caring ethos |
| ✦ Retreats | ✦ Inclusion for all |
| ✦ Liturgical events | ✦ Wellbeing Days |
| ✦ Faith in Action | ✦ Curriculum Core RE |
| ✦ Equality and Respect of all | ✦ Supporting the Church Catechetical Programmes |
| ✦ Relationship and Sex Education | ✦ Chaplaincy Team |

KEY FACTS

LOCATION:	Crewe, Cheshire
DENOMINATION:	Roman Catholic
DIOCESE:	Shrewsbury
AGE RANGE:	11 - 16
NO OF PUPILS:	647
NUMBER OF STAFF:	78
% OF PUPILS ON FREE SCHOOL MEALS:	17.7%

Crewe is an established town in Cheshire with a population of approximately 84,000. Crewe is known for its large railway junction and its history of manufacturing and overhauling locomotives. Crewe was also the home of Rolls-Royce Motors from 1946 until 2002. The Pym's Lane factory now produces Bentley Motor Cars exclusively.

St Thomas More Catholic High School is located within the parish of St Mary's the Immaculate, Crewe, under the Diocese of Shrewsbury. We work closely with our partner feeder primary schools, St Mary's Catholic Primary School, Crewe; St Anne's Catholic Primary School, Nantwich and St Gabriel's Catholic High School, Alsager. With a PAN of 128 and approximately 650 pupils on roll the school is increasingly oversubscribed.



St Thomas More Catholic High School has an excellent reputation within the Catholic and local community. We are a successful and popular school. Examination results and Levels of Progress are above local and national averages across Key Stage 3 and 4.

Please read our latest Ofsted Report to find out more:

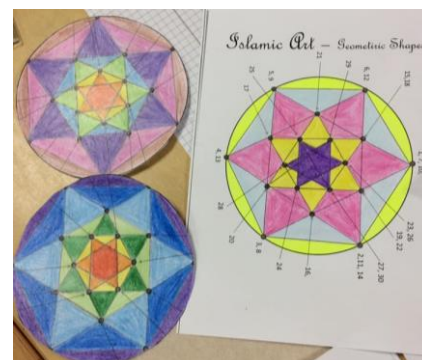
<https://files.ofsted.gov.uk/v1/file/50151054>



Welcome from the Maths Department

The Mathematics Department at St Thomas More is innovative and ambitious. We have a clear vision and continuously strive for excellence. The department has an outstanding reputation both within the school and the wider community.

The Mathematics department is led by a Curriculum Leader who is supported by a team of five full time and one part time subject specialist teachers. We have the highest expectations of both our pupils and ourselves in achieving success. The department are actively committed to ensuring all pupils develop and build problem solving, resilience, communication skills and mindset.



All students in Years 7 to 9 study a Mastery Curriculum, covering the core foundations and threshold concepts of Mathematics. Focusing at Key Stage 3 on the National Curriculum aspects of Number, Algebra, Geometry and Statistics. In Year 10 our students begin the Edexcel 1MA1 GCSE course, through a bespoke spiral curriculum that is designed to build on recall we have embedded the deliberate interleaving of topics to maximise progress. At all levels, our students learn a wide range of skills and mathematical language that allows them to develop and flourish as young Mathematicians and educated citizens. We proactively encourage extracurricular engagement through a lunchtime Puzzle Club and through Countdown Competitions, FMSP Maths Feasts and UKMT challenges. We have built a consistently high GCSE success rate, well above local and national averages.

Pupils are taught for seven hours within a two-week timetable and are grouped according to ability. We have six sets in each year group which vary in size from thirty in top sets to a minimum of ten in the lower ability sets. There are five specialist rooms, each with an interactive whiteboard and visualiser. We also have a Maths / IT room with 30 computers available.



St Thomas More Catholic High School is a welcoming and stimulating environment in which to work and the Maths Department offer a friendly and professional team to help you develop and build your career. The successful applicant would be expected to teach Mathematics to all abilities of Key Stage 3 and 4 and be able to deliver exceptional results



Job Description: Curriculum Leader for Maths

Reports to: Assistant Headteacher

This Job Description reflects the national standards which set out the professional knowledge, understanding, skills and attributes necessary to carry out effectively the key tasks of the role of Maths Curriculum Leader.

This school is a Catholic school. Each and every member of staff must accept and acknowledge their role in contributing to, and helping to generate, the overall ethos of the school as outlined in the Mission Statement.

Strategic direction and development of the subject

Within the context of the school's aims and policies, the Maths Curriculum Leader develops and implements subject policies, plans, targets and practices by:

- developing and implementing policies and practices for Maths which reflect the school's commitment to high achievement, effective teaching and learning;
- create a climate which enables other staff to develop and maintain positive attitudes towards Maths and confidence in teaching it;
- establish a clear, shared understanding of the importance and role of Maths in contributing to pupils' spiritual, moral, cultural, and social development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- use data effectively to identify pupils who are underachieving in Maths and, where necessary, create and implement effective plans of action to support those pupils;
- analyse and interpret the relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of Maths, 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 in relation to the attainment of pupils;
- identify realistic and challenging targets for improvement in Maths;
- are understood by all those involved in putting the plans into practice;
- are clear about action to be taken, timescales and criteria for success;
- monitor the progress made in achieving Maths plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Teaching and Learning

The Curriculum Leader secures and sustains effective teaching of Maths, evaluates the quality of teaching and standards of pupils' achievements and sets targets for improvement by:

- ensuring curriculum coverage, continuity and progression in Maths for all pupils, including those of high ability and those with special educational or linguistic needs;
- ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in Maths, and communicate such information to pupils;
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of Maths and of different pupils;

- ensure effective development of pupils' literacy, numeracy and information technology skills through Maths;
- establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in Maths;
- set expectations and targets for staff and pupils in relation to standards of pupil achievement, and evaluate progress and achievement in Maths by all pupils, including those with special educational and linguistic needs;
- evaluate the teaching of Maths in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- ensure that teachers of Maths know how to recognise and deal with discrimination of any kind;
- establish a partnership with parents to involve them in their child's learning of Maths, as well as providing information about curriculum, attainment, progress and targets;
- develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

Leading and Managing Staff

The Curriculum Leader provides to all those with involvement in the teaching or support of Maths, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching by:

- helping staff to achieve constructive working relationships with pupils;
- establish clear expectations and constructive working relationships among staff involved with Maths, including through team working and mutual support; developing responsibilities and delegating tasks, as appropriate;
- sustain their own motivation and, where possible, that of other staff involved in Maths;
- appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s);
- audit training needs of Maths staff;
- lead professional development of Maths staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LAs, subject associations;
- ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
- enable teachers to achieve expertise in their Maths teaching;
- work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set Maths-specific targets and match work well to pupils' needs;
- ensure that the Headteacher, senior managers and governors are well informed about Maths policies, plans and priorities, the success in meeting objectives and targets, and Maths-related professional development plans.

Efficient and effective deployment of staff and resources

The Curriculum Leader identifies appropriate resources for Maths and ensures that they are used efficiently, effectively and safely by:

- establishing staff and resource needs for Maths and advising the School Business Manager of likely priorities for expenditure, and allocate available Maths resources with maximum efficiency to meet the objectives of the school and Maths plans and to achieve value for money;
- deploy, or advise the Headteacher on the deployment of staff involved in Maths to ensure the best use of subject, technical and other expertise;
- ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- use accommodation to create an effective and stimulating environment for the teaching and learning of Maths;
- ensure that there is a safe working and learning environment in which risks are properly assessed.

Person Specification : Curriculum Leader for Maths

Catholic Ethos:

- ▶ Willingness to support the ethos of a Catholic School.
- ▶ DESIRABLE: Practising Catholic.
- ▶ DESIRABLE: Experience of working in a Catholic school.

Qualifications:

- ▶ A suitably qualified graduate.
- ▶ An up-to-date knowledge of the KS3 and KS4 curriculum.
- ▶ Evidence of relevant and ongoing CPD.
- ▶ Any further relevant qualifications.

Skills:

- ▶ Strong teaching ability to GCSE level.
- ▶ Thorough knowledge and understanding of current developments in teaching, learning, school culture and the curriculum.
- ▶ Enthusiasm and vision for Maths.
- ▶ Ability to use data to identify strengths and address underachievement.
- ▶ Good analytical and strategic thinking skills.
- ▶ The ability to lead and implement new initiatives.
- ▶ Able to form good working relationships with students, parents and colleagues.
- ▶ Adaptability.
- ▶ Able to support colleagues.
- ▶ Excellent organisation, communication and decision making skills.
- ▶ Excellent time and classroom management skills.
- ▶ ICT competence.

Interpersonal Skills:

- ▶ Be able to build significant relationships with all in the school community and with others outside.
- ▶ Be open, approachable, friendly and sensitive.
- ▶ Be tactful and diplomatic when necessary and observe confidentiality when appropriate.
- ▶ Cheerfulness and resilience.
- ▶ Able to promote the image of the school through an articulate and confident approach.
- ▶ To be systematic, efficient, meet deadlines and priorities.

Attitude Values and Personal Qualities:

- ▶ A genuine love of and enthusiasm for Maths.
- ▶ An interest in extra-curricular activities.
- ▶ Willing to play an active role and lead by example.
- ▶ A passion to succeed.
- ▶ The desire for further career development.
- ▶ An eagerness and capacity to want to contribute towards the School's Senior Leadership Team.
- ▶ A willingness to bring new ideas to the department.
- ▶ Hardworking.



ENHANCED DISCLOSURE

Thank you for interest in St Thomas More Catholic High School. The post you are applying for involves working with young people. It is therefore exempt from the Rehabilitation of Offenders Act and any offer of employment will be subject to an Enhanced Disclosure.

As this post is exempt from the Rehabilitation of Offenders Act, you must declare any convictions, including pending convictions, cautions, reprimands and warning which would otherwise be regarded as “spent” under this Act. Further details will be sought prior to appointment.

An Enhanced Disclosure is carried out by the Disclosure and Barring Service and will check criminal records for information on any convictions, cautions, reprimands and warnings held on Police National Computer and on local Police records.

All information on criminal records provided both by you and within the Enhanced Disclosure will be used, stored and disposed of in confidence and in line with the Disclosure and Barring Service Code of Practice of Disclosure Information.

If your application is successful, you will receive further information on how to complete the Enhanced Disclosure.

