



Maths Teacher with Whole School Teaching & Learning Responsibility

Information Pack





Dear Applicant,

It is a privilege to introduce myself as Principal and to thank you for expressing an interest in working with us here at Fullhurst Community College. To be part of Fullhurst Community College is to transform lives. We are proud to serve a diverse community of over 1275 students, aged 11-16 years, on our large sites in south west Leicester and are oversubscribed each year

As a college, we are very proud to have been the Department for Education Pupil Premium Secondary Regional Champion, Leicester Mercury School of the Year, 2019 Healthy Schools of the Year and shortlisted for the Pearson's 2018 National School of the year. Within our context the progress students make at Fullhurst is exceptional, something recognised both in our most recent Good Ofsted inspection which states ; *'There is a clear-sighted focus on improving GCSE outcomes, combined with a deep-seated moral commitment to serving the needs of the young people in the area, especially the most vulnerable.'* And by the school being oversubscribed on first choice applications alone, for the last 2 years.

Due to both the success and the popularity of the college, Fullhurst is currently expanding in student numbers and over the next two years will grow to accommodate 1500 students. Our newly built Fosse Campus, across the road from our Imperial Campus, has been developed to facilitate this. This £15 million new build will from 2020 be a base for students in year 7 and 8, with our Imperial Campus being the base for students in Years 9 to 11. It truly is an exciting time to join our school.

As a school we passionately believe in transforming the lives of young people from one of the most deprived communities in the UK. With almost 50% of our students from disadvantaged backgrounds, we know that our success is genuinely doing this. If you want to be part of our continued success and if you believe in improving the life chances of young people from disadvantaged backgrounds I look forward to receiving your application and accompanying letter explaining why you are a suitable applicant for the position.

If you have any questions please do not hesitate to contact the college on 0116 282 4326 or via email recruitment@fullhurst.leicester.sch.uk Additionally visits to the college are welcomed and encouraged; please contact us if you would like to arrange this.

Thank you again for expressing an interest in joining our team of amazing staff at Fullhurst.

Yours faithfully

C Bailey
Acting Joint Principal

Transforming lives

Principal: Mr Steve Piggot
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www.fullhurst.leicester.sch.uk



Fullhurst Community College

Reasons to join our team



Fullhurst Community College first opened its doors in 1991 and we have never been more excited about our future.

We listen to our staff

Following a recent annual staff survey, 96% rated the performance of the college as good or very good. 97% said they would recommend the college to prospective parents.

We value our staff

We have signed up to work towards achieving the Wellbeing Award for Schools (WAS). This award focuses on ensuring effective practice and provision is in place that promotes the emotional wellbeing and mental health of both staff and pupils. *“Staff value the support they receive from senior leaders as well as the focus on their well-being.”* Ofsted January 2018

What we can offer you:

- A comprehensive induction process, with all new teaching staff offered a mentor.
- Commitment to providing a supportive and developmental culture for all staff, through an extensive CPD programme.
- Collaborative planning sessions, where dedicated time is set aside for the department to plan collectively and therefore reduce workload.
- A comprehensive support structure.
- Developmental lesson observations which are not graded.
- Free access to our fully equipped on-site gym and preferable rates for college facilities hire.
- Cycle to work scheme - designed to promote healthy travel to work and reduce carbon footprint.
- Childcare scheme - allows money to be taken out of your salary before Tax and National Insurance.
- Eye care vouchers - help with your eye care if your work involves significant periods of time looking at a computer screen.
- Vectis discount card - an easy way to save in store on shopping, eating out and much more.
- Annual flu jab - to protect against those winter germs.
- Staff can always approach their line manager for assistance but they also benefit from a dedicated team who provide a confidential counselling service offering telephone or face-to-face appointments, 365 days a year.
- We're committed to equality and diversity. We have our very own Stonewall Champion and are committed to equal opportunities for everyone.
- We provide a wide range of activities and events for staff to relax and enjoy across the year including staff BBQs and sporting activities.
- We are part of the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme for support staff.



Fullhurst Community College

Recruitment advertisement



Post title: Maths Teacher with Whole School Teaching & Learning Responsibility

Salary: MPS/UPS + TLR1A

Contract type: Permanent

Responsible to: Deputy Principal

We are seeking an experienced Teacher of Maths to take a lead on whole school teaching and learning. The role will entail improving standards of teaching and learning across the school and secure better learning and progress through improving the quality of teaching within the faculty or aspects of the school deployed to.

As a college, we are very proud to have been the Department for Education Pupil Premium Secondary Regional Champion, Leicester Mercury School of the Year and shortlisted for the Pearson's 2018 National School of the year. Within our context the progress students make at Fullhurst is exceptional, something recognised in our most recent Ofsted inspection which stated: 'There is a clear-sighted focus on improving GCSE outcomes, combined with a deep-seated moral commitment to serving the needs of the young people in the area'.

We passionately believe in transforming the lives of young people from one of the most deprived communities in the UK. With almost 50% of our students from disadvantaged backgrounds, we know that our success is genuinely doing this. If you want to be part of our continued success and if you believe in improving the life chances of young people from disadvantaged backgrounds we look forward to receiving your application.

Further details including the application form, are available from our website www.fullhurst.leicester.sch.uk or by emailing recruitment@fullhurst.leicester.sch.uk.

A cover letter detailing why you are a suitable candidate for the position should accompany your completed application.

Closing date: Friday, 23rd October 2020 at 9.00am

Fullhurst Community College is committed to safeguarding and promoting the welfare of all children and young people. Please note that an Enhanced DBS (Disclosure and Barring Service) statement will be obtained for the successful applicant.



Transforming lives



Fullhurst Community College

Job Description

Teaching and Learning Leader (Whole School)

The professional duties of all teachers, (other than that of the Principal) are set out in the School Teachers Pay and Conditions document (STCP) and describe the duties required of all main scale posts. In addition, the description of the requirements of the post of Lead Practitioner in Maths at Fullhurst Community College, in accordance with the criteria for the award of a Teaching and Responsibility payment, along with the particular duties expected of the post holder have been set out below:

Reporting directly to:	Deputy Principal / Assistant Principal for Teaching and Learning
Core Purpose:	<ul style="list-style-type: none"> To improve standards of teaching and learning across the college Secure better learning and progress through improving the quality of teaching within the faculty or aspect of the college deployed to.
Liaising with:	<ul style="list-style-type: none"> Teaching and Learning leaders across the College, under the direction of the Deputy Principal for Teaching and Learning. Curriculum leaders across the College, under the direction of the Deputy Principal for Teaching and Learning
Key Responsibilities:	<ul style="list-style-type: none"> To identify and share good practice To identify areas for development and support teachers in their development To mentor and coach staff To standardise monitoring procedures for lesson observations and work scrutiny To take part in learning walks To monitor behaviour for learning To support creativity and individuality within learning and teaching To contribute to the CPD programme To play a key leadership role and to make a major contribution to the development of the College; to lead, develop and enhance teaching and achievement of learners To share accountability for achieving the highest standards of student attainment and achievement of identified students To support teachers across the curriculum to develop and enhance strategies for teaching; to support students in developing qualities which promote learning; to assist faculty teams in evaluating their provision for learners Leading, developing and enhancing the teaching practice of others to overcome students' barriers to learning Shared accountability for leading, managing and developing strategies to secure achievement of students across the curriculum To submit reports and collate data to enable College to meet criteria for faculty funding To contribute to professional learning of colleagues with regard to meeting the needs of students
Operational/strategic planning:	<ul style="list-style-type: none"> To monitor and track attendance, behaviour and progress. To develop and enhance teaching, learning and support systems for learners across the school To assist in the implementation of school policies and procedures, for example, equal opportunities, health and safety etc. To work relentlessly in pursuit of this vision; to win confidence of stakeholders in systems for supporting learners and securing a calm learning environment for all students To contribute to an annual faculty improvement plan and a self -evaluation as part of overall school evaluation processes
Curriculum provision and development:	<ul style="list-style-type: none"> To lead in development of inclusive practices. To keep up to date with national developments in teaching and learning related practices and methodology To actively monitor and respond to teaching and learning developments and initiatives at national, regional and local levels

Staffing Staff development: Recruitment/deployment of staff	<ul style="list-style-type: none"> • To work with team members, leaders of services and Leadership Team to ensure staff development needs are identified and that appropriate programmes are designed to meet such needs • To contribute to performance management and to act as Team Leader for a group of staff with the faculty when necessary. • To promote teamwork and to motivate staff to ensure effective working relations • To ensure the effective, efficient deployment of support and teaching staff to secure the best outcomes for learners • To participate in the College's ITT programme
Quality assurance	<ul style="list-style-type: none"> • To ensure the effective operation of quality control systems including standardisation and moderation • To assist in the process of the setting of targets within the team and work towards their achievement • To contribute to the College's procedures for lesson observation • To participate in the monitoring and evaluation of team members in line with agreed College procedures including evaluation against quality standards and performance criteria
Management information:	<ul style="list-style-type: none"> • To ensure the maintenance of accurate and up to date information relating to the faculty or faculty deployed to work with. • To assist in the use of analysis and evaluation of performance data • To assist in the production of reports on examination performance, including the use of value added data
Communications:	<ul style="list-style-type: none"> • To help ensure that all members of the faculty are familiar with its aims and objectives • To ensure effective communication, as appropriate, with parents of students • To liaise with partners schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies
Marketing and liaison:	<ul style="list-style-type: none"> • To contribute to the College liaison and marketing activities e.g. the collection of material for press releases • To contribute to the development of effective subject links with partner schools and the community • Attendance where necessary at liaison events in partner schools and the effective promotion of the College at open days/evenings and other events in partner schools and the wider community • To actively promote the development of effective links with external agencies
Management of resources:	<ul style="list-style-type: none"> • To identify resource needs and to contribute to the efficient/effective use of physical resources, including allocation, control and account of finances • To co-operate with other curriculum areas to ensure sharing and effective usage of resources to the benefit of the College and the students
Pastoral system:	<ul style="list-style-type: none"> • To contribute to cross curricular work including PSHE, citizenship and enterprise education • To be a lead tutor within the pastoral system responding to the needs of Year Manager • To assist in the implementation of the behaviour management system (BFL) so that effective learning can take place
Teaching:	<ul style="list-style-type: none"> • To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher
Learning outcomes:	<ul style="list-style-type: none"> • To ensure students achieve sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment • To ensure students are well prepared for any tests and examinations
Additional duties:	<ul style="list-style-type: none"> • Performance manage appropriate number of teaching and support staff within faculty • Attend strategic and operational meetings of College leaders as and when required
Health and safety:	<ul style="list-style-type: none"> • It is an employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- The College 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

- This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title

Signed: _____

Staff

Signed: _____

Principal

Date: _____

Fullhurst Community College

Person Specification



Post title: Teaching and Learning TLR (Whole School)

Salary: MPS / UPS + TLR 1A

Contract type: Full time and permanent

Responsible to: Deputy Principal / Assistant Principal responsible for Teaching and Learning

Qualifications

Essential	Desirable	Notes
Qualified teacher status.	Commitment to continuing professional development activities.	Application form
Degree or equivalent in a relevant subject.		Application form

Professional attributes

Essential	Desirable	Notes
A proven track record of successful outcomes.	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.	Application form Letter of application References
Experience of improving outcomes outside your own classroom.		Interviews
Experience of leading and positively impacting upon teaching and learning across a range of subject areas.		
Experience of working alongside middle and senior leaders to successfully improve teaching and learning and as such outcomes.		
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.		
Hold positive values and attitudes and adopt high standards of behaviour in their professional role.		
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.		
Communicate effectively with young people and colleagues.		

Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.		
Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people.		
Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment		
Have a commitment to collaboration and co-operative working where appropriate.		
Evaluate their performance and be committed to improving their practice through appropriate professional development.		
Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.		
Act upon advice and feedback and be open to coaching and mentoring.		

Professional knowledge and understanding

Essential	Desirable	Notes
Knowledge and understanding of effective leadership methods.	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	Application form
Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.		Letter of application Demonstration of teaching ability
Know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications.	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those related to public examinations and qualifications.	References Interviews
Know a range of approaches to assessment, including the importance of formative assessment.	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	
Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy	

	including how learning progresses within them.	
Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	
Have a secure knowledge and understanding of their subjects / curriculum areas and related pedagogy including: the contribution that their subjects / curriculum areas can make to cross-curricular learning; and recent relevant developments.		
Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach.		
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.		
Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.		
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.		
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.		
Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.		
Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.		
Know the local arrangements concerning the safeguarding of children and young people.		
Know how to identify potential child abuse or neglect and follow safeguarding procedures.		
Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal		

circumstances, and when to refer them to colleagues for specialist support.		
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Professional skills

Essential	Desirable	Notes
To give effective feedback to colleagues on the quality of teaching and learning. This feedback is development and positively impacts upon teaching and learning.	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject / curriculum knowledge.	Application form Letter of application References Interviews
Plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.		
Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context.	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally	
Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	Promote collaboration and work effectively as a team member.	
Teach challenging, well organised lessons and sequences of lessons across the secondary age and ability range.	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.	
Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.		
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.		
Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.		
Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.		
Manage the learning of individuals, groups and whole classes effectively, modifying their teaching		

appropriately to suit the stage of the lesson and the needs of the learners.		
Teach engaging and motivating lessons informed by a well-grounded expectation of learners and designed to raise levels of attainment.		
Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.		
Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.		
Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.		
Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.		
Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.		
Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.		
Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the college.		
Make use of the local arrangements concerning the safeguarding of children and young people.		
Identify and use opportunities to personalise and extend learning through out-of-college contexts where possible making links between in-college learning and learning in out-of-college contexts.		
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the college's behaviour policy		
Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.		
Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.		
Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.		

Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.		
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Equal opportunities

Essential	Desirable	Notes
Must be able to recognise discrimination in its many forms and willing to put the college's equality and diversity policy into practice.		Application form
Commitment to equal opportunities and equal value for all students.		Letter of application
		References
		Interviews

Other conditions

Essential	Desirable	Notes
Able and willing to attend/achieve further training/qualifications where appropriate.		Application form
Must satisfy relevant pre-employment checks. An Enhanced DBS (Disclosure and Barring Service) statement will be obtained for the successful applicant.		Letter of application
		References
		Interviews