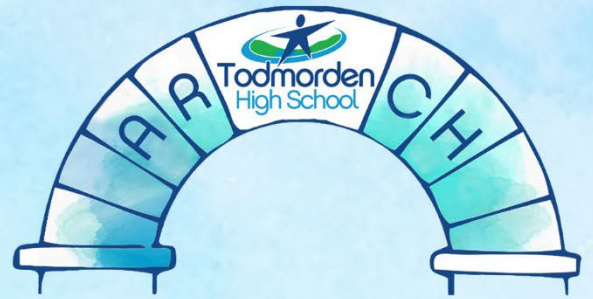


# Todmorden High School

## Application Pack



### **ROLE: Teacher of KS3 Mathematics**

This role would be suitable for primary colleagues who work in upper KS2, and who are interested in the opportunities for growth and promotion a secondary school can offer.

### **CONTRACT: Permanent/Full Time/Part time**

We are open to applications with a range of flexible working arrangements. For example, part time applications will be considered, job share or full-time teachers who could teach mathematics combined with another subject.

### **SALARY: MPS/UPS**

### **REPORTS TO: Director of Mathematics**

### **HOURS: 32.5 per week**

### **Work Pattern: Monday to Friday in accordance with the School Teacher Pay and Conditions Document**

**Disclosure and Barring Service Checks:** Appointment to this post is exempt from Rehabilitation of Offenders Act and subject to the following DBS check – an enhanced with Children Barred List Check.



**Todmorden High School**

**Ewood Lane**

**Todmorden**

**OL14 7DG**

**[www.todhigh.co.uk](http://www.todhigh.co.uk)**

**01706 813558**

**@TodmordenHigh**



# A warm welcome to Todmorden High School

## Message from the Headteacher

'We pride ourselves on our open and friendly approach along with our high expectations of what our students and staff can achieve'.

School vision : Enabling individuals to unlock their unique potential.

Dear Applicant,



It is my pleasure to introduce you to our educational family. Todmorden High School is a small, successful school at the heart of our community. We pride ourselves on our **open and friendly** approach along with our high expectations of what our students and staff can achieve. We aim not only to foster a thriving climate for learning, but to provide the very best career opportunities for everyone; in an environment where aspirations can be met and opportunities for **personal development and growth** remain a constant priority.

We are committed to creating a culture where all students and colleagues at all levels, can feel proud of who they are, and of their achievements - all this in an environment where **our values** can thrive. In keeping with our values, we strive to create a school that celebrates difference. **Ambition, Respect, Care and Honesty** remain at the forefront of everything we do; we are trusted to do the right thing for each other, our students and our wider community. There are **stimulating and rewarding** times ahead at Todmorden High School and I very much look forward to sharing them with you.

A handwritten signature in black ink that reads "G Shirt". The signature is written in a cursive, flowing style.

Gill Shirt  
**Headteacher**

## **AMBITION, RESPECT, CARE AND HONESTY**



# School Life

Our teaching staff provide an inclusive education to meet the individual needs and abilities of each student. Our curriculum focuses on the development of skills, knowledge and understanding, not only in subjects but in social, moral, spiritual and cultural education and British values. We aim for all our students to unlock their unique potential academically, personally and morally, so they are fully equipped to make the right choices in life. Our curriculum is aspirational, supporting social mobility. We give our students a broad and balanced curriculum that will give them the foundation they need to lead happy and successful lives, underpinned by our core values of **Ambition, Respect, Care and Honesty**.



**“The teachers are really good at being supportive and help me in my learning”**

Year 7 Student—Student Voice Survey response 2022.



**AMBITION, RESPECT, CARE AND HONESTY**



# Our Vision

We believe that every child has  
**unique potential**  
and at Todmorden High School,  
we're here to enable  
every child to **unlock it.**

**"Todmorden High School is a welcoming and friendly school. Pupils enjoy coming to school because they feel safe and they learn a lot."**

Ofsted January 2020, Good



**"Pupils and teachers understand the ARCH values of ambition, respect, care and honesty. These values are clear in the lessons and in the pastoral care in the school.**

**Parents mention these values too. Pupils say that bullying is not common and that, when it happens, teachers deal with it"**

Ofsted January 2020, Good

**AMBITION, RESPECT, CARE AND HONESTY**

# Our Values

**Ambition:** High expectations for yourself,  
the community and the wider world.

**Respect:** For yourself, the community and the wider world.

**Care:** Caring for yourself, the community and the wider world.

**Honesty:** Being true to your unique self,  
the community and the wider world.

## Behaviour and Standards

Every student is expected to uphold our school values, which are displayed in every classroom. They are a constant reminder to our community of our expectations.



**“In lessons, pupils get on with their work and they behave well. Teachers have high expectations of pupils in their lessons and inspectors saw this in their work. The school has thought carefully about what pupils need to learn.”**  
Ofsted January 2020, Good

**AMBITION, RESPECT, CARE AND HONESTY**



# Our People

## Students

**“Student voice is strong. Opportunities are regularly given to me and other students for us to voice our opinions and ideas and contribute to school life”**



## Parents

**“My daughter has settled in extremely well at Todmorden High School and the experience for her on the whole so far has been a very positive and confidence –boosting one.”**

## Staff

**“The school offers values-driven education where we all work together within a family ethos with the best interests of students at the heart of all decisions.”**



**AMBITION, RESPECT, CARE AND HONESTY**

# The Role

We are seeking to appoint a talented, well-motivated, enthusiastic, and ambitious mathematics teacher to teach in KS3 in our secondary school. This role would be suitable for primary colleagues who work in upper KS2, and who are interested in the opportunities for growth and promotion a secondary school can offer. We are looking for someone with a strong interest in working with pupils who have specific numeracy needs to work with our strong SEND team and help bridge the mathematics gap between upper KS2 and KS3, someone who is committed to inclusive practices and has a genuine passion for teaching.

The role will involve teaching an engaging and creative mathematics curriculum to pupils in Years 7, 8 and 9 and include a role around consistent methodology to build on KS2 learning in KS3. There is likely to be some intervention lessons as part of this role to help close the achievement gap, alongside contributing to the whole school development of numeracy.

We are specifically looking for someone who can utilise assessment data effectively to plan lessons and target intervention, and has:

- Experience and knowledge of teaching a numeracy catch-up curriculum to targeted pupils.
- The potential to become an outstanding classroom practitioner with a real commitment to young people.
- The ability to devise, plan and deliver highly differentiated, interactive, and stimulating lessons.
- An awareness of current developments in teaching and learning and the curriculum.
- High expectations of pupils and the belief that all pupils, whatever their background, can achieve their full potential.

The aim of the mathematics department is to develop its students into problem solvers and reasoners, who can argue a point with mathematical evidence to support their case. The department aims for all learners to develop a 'can do' attitude as well as a love of learning for mathematics. The department plan inspiring, motivating and ambitious lessons to engage all learners whilst recognising that each learner needs differing levels of support and challenge in order to unlock their unique potential. Students are enlightened to the purpose of their learning through a 'bigger picture', real life examples and STEM questioning.

While this job is not subject to a TLR there are opportunities within school every year for teaching colleagues to take on additional responsibilities and projects with TLRs attached. There is a range of opportunities for personal growth and promotion at Todmorden High School.

## Safeguarding

Child and Adult protection are key priorities for the school. We aim to support children and adults who are at risk to be as safe as they can be and to fulfil their potential. The Headteacher is the lead across the school for wellbeing, safety and the protection of children and adults at risk. The Headteacher has a responsibility to participate in training to the appropriate level of safeguarding, along with a duty to fulfil their personal responsibilities of safeguarding for all.

**AMBITION, RESPECT, CARE AND HONESTY**

# The Role

## **Purpose of the job**

To ensure the effective learning of all students across the attainment range in KS3 mathematics.

To structure the learning of students by planning and delivering good lessons.

To promote and be accountable for high standards of achievement.

## **Responsibilities**

The appointment is subject to the appropriate conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document and other current employment and educational legislation.

Responsible to: Curriculum Leader for Mathematics

Responsible for: The learning of all students across the ability range in KS3.

## **Main duties**

To teach excellent lessons.

To ensure that students make good progress as reflected in value added data and in examination results.

To assess and record student progress.

To report to parents as required.

To ensure that lessons offer a wide range of learning opportunities to meet individual student needs.

To evaluate lessons in relation to student learning and plan future lessons accordingly.

To take responsibility for personal professional development through:

- classroom observation
- shared lesson planning
- promoting classroom learning
- taking part in regular professional development discussion
- attending INSET as required
- keeping abreast of relevant national, local and school based initiatives that will positively impact on learning.
- To uphold the standards and working practice of the school as detailed in the colleague handbook.
- To adhere to school policies and procedures.

## **Continuing Professional Development**

To promote pedagogical dialogue throughout the school.

- To be a good role model.
- To effectively manage classroom behaviour in line with school systems and policy.
- To develop and maintain good professional relationships with colleagues.
- To undertake school supervision duties as required.
- To carry out any other reasonable task at the request of a member of the Leadership Team.
- To work flexibly and undertake additional responsibilities when requested to do so in supporting the day to day running of the faculty.
- To uphold teachers' standards and uphold and adhere to school and local authority policies and procedures.

**AMBITION, RESPECT, CARE AND HONESTY**



# Role of the Form Tutor

## Purpose of the job

To ensure the effective learning of all students within the tutor group through effective support and challenge.

To structure the learning of students during tutor periods.

To monitor the academic and social progress of each student within the tutor group and effectively intervene where necessary.

To ensure that students are ready to learn on a daily basis and that barriers to learning are removed.

## Responsibilities

Responsible to: Learning Manager

Responsible for: The social and academic progress of each student within the tutor group.

## Main duties

To manage daily routines within school relating to uniform, equipment, timekeeping, and readiness to learn.

To ensure that students hit target grades as reflected in interim and annual reports by:

- using data to assess students' academic progress.
- challenging students and make e-mail or telephone contact with parents where forecast grades are significantly below target grades.
- intervening directly with students where forecast grades are significantly below target grade in more than three subjects.

To oversee the behaviour of each member of the tutor group.

To monitor and promote the good lesson attendance of each member of the tutor group.

To monitor the social, emotional, and physical well-being (including social integration) of each member of the tutor group.

To listen to and develop student voice within the tutor group.

To be a good role model to students.

This is not an exhaustive list of duties and is indicative of the type of work required by this post holder. The post holder will be expected to work closely with the SLT and deliver the operation provision required to work with groups of young people in learning environments. The Headteacher may also require the post holder to fulfil other duties, as required.

## Equality of Opportunity

Todmorden High School is committed to equal opportunities in employment and welcomes applications irrespective of gender, race, disability, colour, ethnic origin, nationality, sexual orientation, gender identity, marital status, religion, trade union activity, age, and/or medical condition. Your personal details will be treated in accordance with our Applicant Privacy Notice, available on our website in the Policies section.

## Data Protection

The post will have responsibility for overseeing compliance with the General Data Protection Regulation (GDPR), in conjunction with the School's Data Protection Officer.

## Privacy Notice

The school adheres to all Privacy laws and regulations [THS-Recruitment-Privacy-Notice.pdf \(todhigh.co.uk\)](#).

*Reviewed every two years, or earlier if change dictates*

# AMBITION, RESPECT, CARE AND HONESTY

# Job Specification

## Person Specification

Characteristics
<b>Professionalism – a core of strongly held and enacted values</b>
Respect for others – The underlying belief that individuals matter and deserve respect.
Challenge and support – A commitment to do everything possible for each student and enable all students to be successful.
Confidence – The belief in one’s ability to be effective and take on challenges.
Self-Learning – A commitment to developing understanding and learning new skills to become a better teacher.
Creating trust – Being consistent and fair. Keeping one’s word.
<b>Thinking – the drive to ask ‘why?’ and see patterns.</b>
Analytical thinking – The ability to think logically, break things down and recognise cause and effect.
Conceptual thinking – The ability to see patterns and links, even when there is a lot of detail.
<b>Planning and setting expectations – targeting energy and effort where it will make the most difference to students.</b>
Drive for improvement – relentless energy for setting and achieving challenges.
Information seeking – a drive to find out more and get the full story. Intellectual curiosity.
Initiative – the drive to act now to anticipate and pre-empt events.
<b>Leading – directing, inspiring and motivating others.</b>
Flexibility – The ability and willingness to adapt to the needs of a situation and change tactics.
Holding people accountable – The drive and ability to set clear expectations and parameters and to hold others accountable for performance.
Managing students – The drive and ability to provide a clear direction to students and to enthuse and motivate them.
Passion for learning – The drive and ability to support students in their learning and to help them become more confident, independent learners.
<b>Relating to others – managing one’s interactions and relationships effectively.</b>
Impact and influence – The ability and drive to produce positive outcomes by impressing and influencing others.
Empathy – The drive and ability to understand others and why they behave as they do.
Team working – The ability to work with others to achieve shared goals.
<b>General</b>
Qualified teacher status.
Capacity to be a good role model for all members of the school community.
Willingness to accept both support and challenge leading to improved practice.
Ability to teach excellent lessons.

We are an aware employer, who is committed to safeguarding and protecting the welfare of children and vulnerable adults, as a priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. **This post is subject to an enhanced DBS disclosure.**

# AMBITION, RESPECT, CARE AND HONESTY



# How to Apply

Interested candidates are invited to apply through the TES portal.

<b>Application deadline</b>	Monday 8 <sup>th</sup> April 2024 at 9am
<b>Interviews</b>	w/c 15 <sup>th</sup> April 2024

We are committed to providing a workforce that better reflects our community. Applications are welcome from all suitably qualified candidates regardless of ethnicity, gender, age or disability. Todmorden High School is committed to safeguarding and promoting the welfare of children and young people, all staff and volunteers are required to share this commitment. Due to the nature of this role, you will need to complete an enhanced DBS and undergo pre-employment screening. Todmorden High School is committed to adhering to Data Protection regulations in regard to how we store your personal information. To view our full recruitment privacy notice please visit our website [www.todhigh.co.uk/recruitment](http://www.todhigh.co.uk/recruitment).

