

# Teacher of Maths Information for Candidates



# Welcome to Woldgate

Woldgate is a school with a distinct vision for education. Our view of an outstanding school is based on shared values, where every child is known and cared for as an individual. To cultivate this, we build a supportive and caring community, where a child's talents can grow through academic study and the opportunity to participate in the many activities, productions and visits that make Woldgate School unique. We are a school with a positive, welcoming, warm atmosphere, in which pupils take pride in their achievements and where each individual pupil achieves academically through consistently good teaching, in an environment that seeks to nurture their love of learning and challenges them to excel.

Founded in 1958, Woldgate's original school motto celebrated the distinct education the school sought to bring. This motto is, for me, an integral part of our school life; it defines who we are as a community.

*"Everything you do should be worthy, of great merit, character and value."*

## **Of great merit:**

*The quality of being particularly good or worthy, especially deserving of praise or reward.*

## **Of great character:**

*The moral qualities that define an individual.*

## **Of great value:**

*The principles or standards of conduct we work to; our judgment of what is important in life.*



We truly believe that part of what makes this community so special is the holistic education we provide for our pupils. Our Performing Arts status, extra-curricular clubs, sporting activities and House competitions, combined with our wonderful visits programme, provide pupils and students with a unique opportunity to appreciate the world around them. We have long believed that the creative arts provide an exceptional platform upon which pupils and students can develop new skills, grow in confidence and, as people, develop qualities, in an environment where their talents are nurtured and then celebrated. The arts offer us something special, whether it be learning an instrument, acting in a play, dancing, singing or just being involved in a production as part of a company. This holistic approach to school life is integral to a good education and wonderful preparation for future life.

As we look to the future, we are committed to ensuring Woldgate School continues to develop with a clear, confident and strong identity based on shared values and with every pupil and student known and cared for as an individual. Our culture of collaboration and success will be matched by our determination to do the very best, both pastorally and academically, for the children in our care.

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

Woldgate Sixth Form College also provides exciting opportunities for both pupils and students to continue their educational journey, to build upon their GCSE results and progress onto qualifications that provide academic rigour and challenge. There is also a wide variety of enrichment opportunities, with students participating in the wonderful range of expeditions, visits, internships and leadership programmes.

# About Us

Woldgate School and Sixth Form College

Age range 11 – 18

Students on roll – 1130

Gender: Boys and Girls

Admissions policy: not selective

School Type: an Academy which is part of the Wolds Learning Partnership a Multi-Academy Trust

Ofsted Grades – 2019

Overall effectiveness **GOOD**

Achievement of pupils **GOOD**

Quality of Teaching **GOOD**

Leadership and Management **GOOD**

Academic achievement is equally our top priority and an area in which we have received special recognition from the Department of Education. As I am sure you are aware, in 2015 70% of pupils gained the 'Gold Standard' of 5 or more A\*-C grades including English and Maths. Indeed, 87% of our pupils achieved an A\*-C grade in Mathematics and 75% in English. In 2016 50% of our pupils also achieved an A or A\*. In 2017 48% of our pupils achieved at least one 9 to 7 (A\*-A equivalent) grade at GCSE, 83% achieved a 9 to 4 (A\*-C equivalent) grade in English and 76% of pupils achieved a 9 to 4 (A\*-C equivalent) grade in Mathematics. In 2018 the school achieved a Progress 8 score of 0.41 for its GCSE outcomes.

In 2017 Woldgate School was presented with an 'Outstanding Outcomes Award' from the SSAT for our academic results. We are also recognised by the Department of Education as being one of the 'Top 100' most improved schools in the country, out of three thousand eight hundred. As one of only ten schools nationally, we have been selected to appear in a Parliamentary publication which celebrates excellence in education. Achievements such as these are testament to the hard work and dedication of pupils, parents and teachers, and they draw upon a combination of academic rigour, pastoral care of the highest quality, excellent teaching and learning, complemented by structures that monitor progress and intervene to provide individual support for each and every pupil.



## Letter from the Executive Head teacher.

I can remember many lessons from my school days, and most are related to an inspirational teacher, a school visit or activity that inspired me. I can remember at lunch and breaktimes, being glued to a BBC Microcomputer, the first in school and learning basic programming to control a plotter. If I managed successfully to get my coding correct then the plotter would (more times than not), jump into life and by controlling a pen start to draw an image on the paper. I can remember spending many happy hours aged 11 drawing basic shapes and quickly with practise started to become someone who could teach my fellow pupils.

I was inspired by the activity and with the teacher's guidance continued to develop an interest in computers and programming. Very soon, much to the dismay of my parents, I was building computers from scratch in my bedroom, installing software and constantly upgrading.

It developed within me a passion and I invested hours, days, weeks and years in my new-found interest. I became more capable as my knowledge and understanding grew alongside my interest in science and maths. As common sense would dictate, the more I did the better (with good teaching) I became. I owe a lot to a great teacher and a BBC Microcomputer on a red trolley with a plotter.

When I look back at that journey, to eventually studying Civil Engineering, I am reminded how, at primary school building circuits and using logic gates to programming at secondary school, my talents had not only been recognised by my teachers but also developed through the opportunities I was given. I met the teacher many years later, when I myself was training to teach and his impact was such that I could not find the words to vocalise my utter gratitude to this man who had taught me, and gave up his time outside of lessons.

I suppose from the experiences I describe, you might conclude that we all need a eureka moment within our education and I only wish that could be so. It is, for me, a belief that we need to do all we can through our teaching to know each individual child and to identify within them, those talents and passions that will help forge a career or develop a lifetime interest. I would truly hope that would be the case, but I find it equally interesting why I succeeded in my chosen field of study.

*'Education is the kindling of the flame, not the filling of a vessel' Socrates.*

I loved learning. I devoured work that was given to me. I spent hours outside of lessons, I read ahead and purchased books to read around the topic. In reflection, I realise that within me became a determination to be the best in my class and I was aware that others were also learning quickly and therefore, to stay ahead I needed to give my all. Soon, the habits I developed within these subjects spread and the investment of time and energy became the norm. I suppose my work ethic, in reflection, was already well formed from watching my parents, but it established within me a desire

to do the best I could and if that was not good enough, then at least I would take solace in the fact I had given my all and try again, next time.

*'Education is not the filling of a pail, but the lighting of a fire' William Butler Yeats.*

I will remain ever grateful to the teacher who within me set the fire burning, as even to this day it still drives my passion for my subject and teaching. It is though, the work and time I invested outside of lessons, the many evenings, weekends and holidays I worked, that brought my success as I read around my learning. Whatever the subject, it is that work ethic that, with guidance, has helped my knowledge to grow and helped to shaped my experience. For all of our children, it is the commitment inside the classroom and also outside, that will help them shape their futures.

My question to you, therefore, is whether you can through your own teaching and those who you lead, create a calm, purposeful and exciting learning environment where each child is known and cared for as an individual and can thrive through your outstanding teaching.

If you believe you can, then I would encourage you to apply, for it is our belief that through our ethos, a principled, coherent curriculum with personalised assessment and exceptional teaching, our pupils can experience a unique and memorable education.

**Jonathan Britton**

**Executive Headteacher**



**Woldgate**  
School  
**JOB OUTLINE**

**Job Title:** Main Professional Scale: Teacher of Maths

**Scale Point:** MPS/UPS

**Responsible to:** Director of Studies for Mathematics

**Overall Purpose of the Job:** To plan and deliver challenging and well organised lessons, and sequences of lessons, in a safe and stimulating learning environment, across the age and ability range. To assess and report on learners' progress.

**Permanent and Temporary positions available:**

Required for September 2022.

**Principal Accountabilities:**

1. a) To plan, teach and evaluate the effectiveness of lessons, and sequences of lessons, which show good knowledge and understanding of a range of up-to-date teaching, learning and behaviour management strategies, and which are in line with Departmental SOWs.  
b) To communicate effectively with colleagues, parents and students regarding student learning and other matters within ECM responsibilities.
2. To know the assessment requirements and arrangements for their pupils, and use data with a range of approaches to assessment, in order to inform teaching and learning.
3. To maintain up-to-date knowledge of their subject area and of the Professional Standards and duties of teachers.
4. To work as part of Learning Teams, both Departmental and Year Group-based, to enhance curriculum provision, support the aims and ethos of the College as an inclusive learning community and understand how wellbeing impacts on learning.
5. To retain up-to-date knowledge and understanding of Safeguarding procedures and practices and to know and understand the roles of other colleagues in these.

**General Information:**

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.

3. The above duties may involve having access to information of a confidential nature which may be covered by the Data Protection Act, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.

**Prepared by (block capitals): MR K MCCAUSLAND**

## PERSON SPECIFICATION

Permanent and temporary positions available for September 2022

Part time working may be considered

Temporary

x

Permanent

x

Part Time

Full Time

x

	Essential	Desirable	How Measured During Recruitment and Selection Progress
<b>Experience</b>	Recent experience of teaching within 11-18 Maths	Experience of A Level teaching	Application & Interview
<b>Education/Training Qualifications</b>	Relevant qualification: degree and postgraduate programme		Application
<b>Special Knowledge</b>	Maths curriculum and strategies, assessment, use of data to inform practice, Safeguarding Procedures		Application, Interview and Reference
<b>Skills</b>	Classroom management skills Ability to communicate at all levels Attention to detail Self Evaluation and Reflection Ability to negotiate		Application, Interview and Reference
<b>Personal Qualities</b>	Suitable to work with children Knows professional boundaries and establishes professional relationships with children Self-motivated but able to work in a team Able to act on advice Resilient and able to work under pressure Enthusiastic about teaching and subject Adopts a positive approach to change Seeks solutions and thinks creatively Able to contribute positively to the School, its aims and ethos		At interview motivation and attitudes appropriate to working with vulnerable groups will be discussed along with any issues arising from References.  DBS check  Application, Interview and Reference



# How to apply

If you would like to apply for this vacancy, please download a Teaching Staff application form from the school website.

Applications should be returned to **Lucy Bailey**, Personnel and Staff Wellbeing Manager, Woldgate School and Sixth Form College, 92 Kilnwick Road, Pocklington, York. YO42 2LL or via email to **[lbailey@woldgate.net](mailto:lbailey@woldgate.net)**

**Closing Date:** *Wednesday 18<sup>th</sup> May 2022 at 9am*

**Interviews:** *Week Commencing 23<sup>rd</sup> May 2022*

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.

## Staff Information

### Senior Leadership Team

Executive Headteacher – Mr Jonathan Britton

Head of School – Ms Irie Grant

Deputy Headteacher – Mr Gareth Davies

Deputy Headteacher – Mr Luke Sloman

Deputy Headteacher – Mrs Charlotte Nicholls

Assistant Headteacher – Mr Chay Bell (Standards and Action Research)

Assistant Headteacher – Mrs Ilda Atkinson (Head of Upper School)

Assistant Headteacher – Mrs Abi Minton (Head of Lower School)

Assistant Headteacher - Ms Kerry Smith (Head of Sixth Form)

Assistant Headteacher - Mrs Janelle Perry (Head of Inclusion)

Director of Studies - Mr Philip Johnson (English)

Director of Studies - Mr Kieran McCausland (Mathematics)

Director of Studies - Mr Martyn Johnson (Science)

Director of Studies - Mr Matthew Thomas-Peter (Modern Foreign Language)

Director of Studies - Mr Michael Monaghan (Humanities)

Director of Studies - Mr Martin Trevaskiss (Holistic Education)

### Key Contacts

Personnel and Staff Wellbeing Manager, Lucy Bailey 01759 302395 email [lbailey@woldgate.net](mailto:lbailey@woldgate.net)



# Child Protection Policy

Woldgate School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.

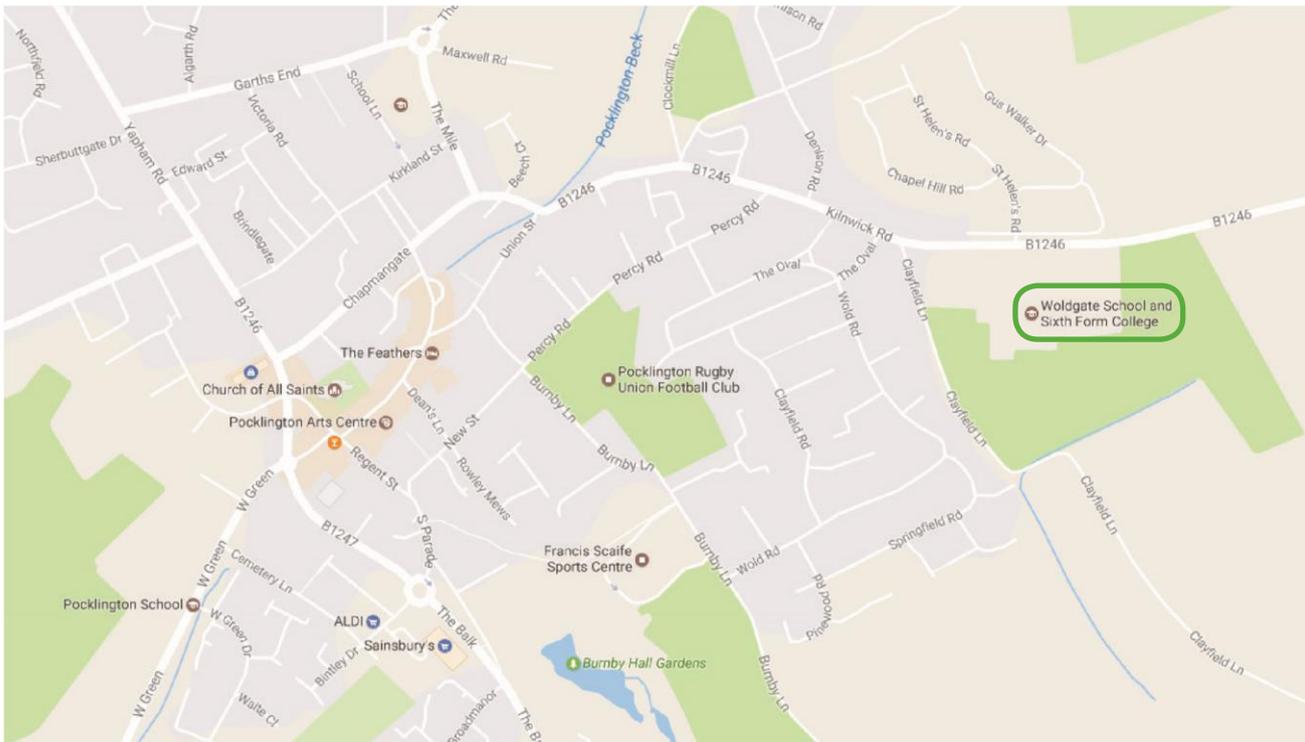
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

# How to Find Us

**Woldgate School and Sixth Form College, 92 Kilnwick Road,  
Pocklington, York. YO42 2LZ Tel: 01759 302395**



## **A. From Hull - Take the A1079 including the by-passes of Beverley and Market Weighton**

1. Take the right hand fork from Pocklington at the Yorkway Hotel
2. Take the 3<sup>rd</sup> exit from the roundabout; past the Rugby field on your right
3. Turn right at the B1246 signposted Warter, Driffield, Bridlington
4. Woldgate School is the last building on the right as you leave the town.

## **B. From Humber Bridge - Take the Westward route towards Leeds along the A63**

1. Leave the A63 at the slip road and bridge over signposted for Market Weighton, Bridlington
2. Pass through villages of South Cave and Sancton
3. Turn west at Market Weighton bypass, A1079 towards York
4. Follow instructions A3, A4, A5

## **C. From Leeds - Take A64, York by-pass towards Scarborough**

1. Leave A64 at Grimston Bar roundabout signposted York, Bridlington, Hull
2. Exit from roundabout onto A1079 towards Hull
3. Twelve miles approximately along A1079 after Pocklington Industrial Estate, turn left for Pocklington, just after Bonds International.
4. Pass Pocklington School on left, at roundabout take 3<sup>rd</sup> exit past bus station, fire station
5. Take the first exit from the roundabout
6. Follow instructions A4, A5

## **D. From North-East England - Take A19 southwards until Northern by-pass of York**

1. Follow signs for Hull, Bridlington
2. At A64 turn West for Leeds
3. Follow instructions C2, C3, C4, C5, C6

## **E. From Scarborough, Bridlington - Follow sign from Driffield**

1. By pass Driffield along North and West side
2. Leave by pass where signposted for M62, Market Weighton
3. At Bainton roundabout take second exit along B1246 towards North Dalton, Warter, Pocklington.
4. Woldgate is the first building on the left as you reach Pocklington.