Highcliffe School



TEACHER OF MATHEMATICS













Tel: 01425 273381 Fax: 01425 271405

January 2011

Dear Colleague

I am delighted that you have responded to our advertisement for the post of Teacher of Mathematics.

Please find enclosed in the application pack a range of information which, I hope, gives you a flavour of our school and the opportunities that await the successful candidate.

We hope to welcome a colleague to our team who shares the same high aspirations for our students; someone who recognises their own ability to make a significant contribution to their achievements.

Unfortunately we will not be able to contact every applicant and take this opportunity to thank you for responding. Preparing an application is both professionally demanding and time-consuming.

I look forward to hearing from you but whatever your decision at this stage may I wish you all the best for your professional future.

Yours sincerely,

Judith A Potts Headteacher

"We encourage a positive classroom environment where students matter and learning counts"

Parkside, Highcliffe, Christchurch, Dorset, BH23 4QD

Gifted& **Calented** Registered in England and Wales Number: 07631213

Deputy Headteacher Mr N O'Connor BSc (Hons)

Deputy Headteacher Mr N Campbell BA (Hons)



Lessons from Geese – Our Corporate Perspective

- Fact One: As each goose flaps its wings it creates an "uplift" for the birds that follow. By flying in a "V" formation, the whole flock adds 71% more range than if each bird flew alone.
- Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are travelling on the trust of one another.
- Fact Two: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.
- Lesson: If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

Fact Three: When a goose tires, it rotates back in the formation and another goose flies to the point position.

- Lesson: It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each others skills, capabilities and unique arrangements of gifts, talents or resources.
- Fact Four: The geese flying in formation "honk" to encourage those up front to keep up with their speed.
- Lesson: We need to make sure our "honking" is encouraging. In groups where there is encouragement, productivity is much greater. Individual empowerment results from quality "honking".
- Fact Five: When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it down to help protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.
- Lesson: If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.



<u>Our Goal</u>

To ensure that all students learn to their full potential in an informed, caring and supportive environment and that challenging learning experiences develop students as successful confident young adults.

Vision Statement

"I believe in using what you have, instead of mourning for that which you do not. In thirty years time, I want to be able to look back at my youth and know that I used my talents fully: that I wasted nothing." – A Highcliffe Student.











Highcliffe School

Teacher of Mathematics

We seek a well-qualified and enthusiastic teacher who can offer Mathematics/Further Mathematics up to and including A level. We are a very successful Specialist Academy which seeks a committed teacher to support this important high achieving curriculum area in the school.

For further details please contact Mrs J Coleman, PA to Headteacher, Highcliffe School, Parkside, Highcliffe BH23 4QD. Tel. 01425 273381 email. jcoleman@highcliffeschool.com or see our website www.highcliffeschool.com

Completed applications by 25th January 2012 please.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in the commitment. This appointment is subject to an enhanced CRB check and positive references.

Highcliffe School, Parkside, Highcliffe, Christchurch, Dorset, BH23 4QD t: 01425 273381 | e: office@highcliffeschool.com

Teacher of Mathematics

Dates:

AdvertisementSeptember 2011Closing date30th September 2011

Application:

Completing the application form Submitting a personal letter or statement relevant to the post

Please note that CVs only will not be accepted.

Notes for Guidance for Applicants

The following guidance is intended to help you to complete your application form in the best way.

Application Form

The form must be completed in full and signed. Please use black ink or word processing as your form will be photocopied. Please complete all sections of the application form and ensure that your employment record is set out in full with an explanation of any gaps.

Please do not include photocopies of open testimonials. We will always write to your current or previous employer for a reference and to ask for a professional assessment of your suitability for the post. We reserve the right to approach any previous employer for a reference.

Please complete the application form carefully and ensure that you sign it at the end. You should use section 5 to set out your relevant skills, knowledge and experience and you are advised to refer to the Job Description and Person Specification in order explain how you meet the requirements of the job.

The closing date is as above. Your completed application form and letter should be returned to Judith Potts, Headteacher, Highcliffe School, Parkside, Highcliffe, BH23 4QD. Or you can email to jcoleman@highcliffe.dorset.sch.uk . Please note that late applications cannot be considered. Applications will not normally be acknowledged.

Please label the outside of the envelope or entitle the email confidential/application.

Mathematics Curricular Area Information

The Mathematics Curricular Area consists of nine specialist teachers and is part of the Mathematics, ICT and Business Curriculum Area. It is vibrant and forward thinking. We have an outstanding academic record of success at Key Stage 3, GCSE and at A Level.

The present Year 13 have been given an "outstanding" ALPs in Mathematics and Further Mathematics which is within the top 5% nationally, fourteen students achieved an A or A* in their A/S examinations. There has been a drastic increase in numbers studying Mathematics and Further Mathematics at vi form, our present year 12 intake has risen from 30 in 2009 to 58 in 2011. Students from previous years have now gone to study at Oxford, Cambridge and Warwick Universities and to accommodate this STEP classes are now taught as part of the curriculum. 69% has been achieved at GCSE at A* to C in 2011, with 49 pupils achieving an A* or A. Last year 91% at KS3 scored a Level 5 or above, with 73% above a Level 6 and 41% with a Level 7 or 8. This places the department in the top 25% of schools nationally and one of the top in Dorset.

Students are taught in nine classrooms, each with their own data projector and the school has an excellent network of computers, which can also be booked for appropriate Mathematics lessons. All teachers within the curricular area are constantly developing the use of this facility to improve their teaching skills.

In Years 7 and 8 students follow a comprehensive scheme of work with an emphasis on investigations, puzzles and differentiated, high quality resources. Brand new Collins Maths books are used mainly as a supporting resource. Students take regular levelled modular tests, which are stored on a central Mathematics database and sets are updated according to marks obtained and teacher assessment. Year 7 groups are set on data from KS2 scores together with observations from their junior school teachers and an assessment in the first week of term.

Links with our primary feeder schools are strong with regular observations, data transfer and activity sessions. The Highcliffe High Flyers project with Year 6 students, targets the most able mathematicians in our feeder schools. Year 7 and 8 pupils sit the optional and progress tests in the summer term. Maths challenge competitions are regularly placed in the H2U magazine, with pupils winning various prizes for correct answers. The Junior Maths challenge is sat by the top sets in year 8.

In Years 9 to 10 we follow the Edexcel Modular Mathematics GCSE, which has changed this year from AQA. The faculty uses a variety of resources including board works, revision books, web sites and extra revision classes to allow pupils to reach their potential. Year 10 and 11 booster sessions within the department are extensive with all levels and abilities covered for each module. Schemes of work are presently being updated to include elements of finance especially in module 3, this includes mortgage rates, APR, Income tax and VAT. All resources are kept electronically for easy access. The Intermediate Maths challenge has been completed in Year 10 and 11, with 4 students achieving a gold certificate in 2010.

The A level Mathematics course follows the London Excel syllabus, using textbooks by Heinemann. Further Mathematics is available with recent students being accepted in Cambridge and Oxford. Software packages and web sites are also used within the classroom, with Mymaths being used through all years. The senior Mathematics challenge and team challenge are completed every year.

The Mathematics Curricular Area is a forward thinking, highly motivated one, which is very supportive. We believe Mathematics should be enjoyable and this is reflected in our teaching and enthusiasm for the subject.

Recent extra curricular activities highlight this fact, these include:

- Booster classes for Year 10 and Year 11 GCSEs and resits.
- Year 12 and 13 drop in help sessions.
- UKMT Maths Challenge for Years 8, 10, 11 and 12.
- H2U challenges.
- Puzzle and chess clubs.
- Year 13 STEP classes for Oxford and Cambridge applications.





Highcliffe School Values

At Highcliffe we aim to provide a safe, secure and happy school, which stimulates and challenges - a school where students achieve their full potential within a caring community.

At Highcliffe we value:

- Respect for members of the school community.
- Personal responsibility, self-discipline and independance.
- High standards of achievement.
- The development of positive attitudes to learning.
- Resepect for our learning environment.
- Honesty, integrity and courtesy.
- Co-operation and teamwork.
- Punctuality and attendance.
- Care and consideration for all members of our community.
- Making a positive contribution to both local and international communities.



Equal Opportunities

This school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disabilities. Selection criteria and procedures will be frequently reviewed to ensure that individuals are selected or promoted on the basis of their individual relevant merits and abilities. All employees will be given equal opportunities and, where appropriate, further training, to progress within and beyond the organisation.

Disclosure of Criminal Convictions

The post you have applied for is subject to a police check with the CRB. If you are offered the position you will be required to complete a Disclosure Form. The result of the police check will be sent to you and a copy to Dorset LEA personnel section.

The school will need to see and note some original documentation as part of the police check procedure. To speed up the process and avoid important documents getting lost in the post, if you are called to interview please can you bring documents which establish your identity and date of birth in addition to certificates of qualifications gained and in order to meet the requirements of the Asylum and Immigration Act, and a formal document showing your National Insurance Number.

Examples of documents include:

Pay slip, P45 or P60 Passport or driving licence or birth certificate/marriage certificate Utility bill showing your current home address

Medical Fitness

In accordance with the Education (Teachers) Regulations 1993, all teachers are required to satisfy their employers of their medical fitness on entry to the teaching profession and also during the subsequent employment. In this connection, teachers will be required to complete a medical questionnaire, which is then considered by a Medical Officer.

No Smoking Statement

The school operates a No Smoking Policy.







