

St Katherine's School



JOB APPLICATION PACK

Lead Practitioner of Maths



St. Katherine's
School

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ABOUT ST KATHERINE'S

St Katherine's is a dynamic, aspirational school situated on the edge of Bristol in a beautiful rural setting. The school aims to create an environment where students feel confident, secure and valued to help them perform at their best.

Our thriving, diverse community is founded on our core values of respect, responsibility and resilience; we actively encourage everyone within our community to 'live and breathe' our values every day. We have high standards of behaviour, built on the collaborative relationships fostered between staff and pupils. Our committed staff nurture young people through our strong pastoral care and our learners achieve highly, finding their way to a range of higher education and apprenticeship opportunities. We believe in treating young people as individuals and nurture their skills in the academic, creative, physical, emotional and practical domains.

Our ambition is for every student to be happy and to thrive at St Katherine's, ultimately fulfilling their potential regardless of their starting point. Each young person is valued for who they are and what they can become. We celebrate achievement in many forms and value students' positive contributions to school life. With smaller than average class sizes and targeted support from teachers who are passionate about learning, we keep a close eye on attainment and progress, and nurture effort, perseverance and self-improvement.



We were delighted to join Cathedral Schools Trust (CST) in January 2019 and this partnership is already having a very positive impact on our school. We are actively involved in the North Somerset Teaching Alliance (NSTA) and are privileged to offer first class Continuous Professional Learning (CPL) opportunities through the trust and NSTA links. Our staff place great value on their CPL and this remains a priority for the school each year as we focus on what makes the difference - the classroom. CST also has a well-developed Teaching School Alliance with a full suite of NPQ qualifications on offer along with a significant SLE presence across the Bristol area. The successful candidate may be asked to contribute to school improvement activities across the trust and region where appropriate.

Students, staff, parents/carers and governors are very proud of the school and its achievements. We were left disappointed in March 2018 with our

Requires Improvement judgement from Ofsted and we continue to deliver on improvements across the school in line with our improvement plan. We deliver a high quality education for all our young people, focusing on the whole child with equal value being placed on outcomes and character. We have been oversubscribed for the last two years and are confident we are rapidly becoming a very good school. Further information is available on our school [website](#).



We are committed to delivering our Quality Improvement Plan and our two most recent strategic changes have been the introduction of our Houses in September 2018, along with improving our climate for learning through our Ready To Learn approach. This is an exciting time for the school and we are looking for applicants with a passion for young people to drive their success even further. In return, you can expect effective support and challenge from our strong leadership team along with a hardworking, talented and passionate staff body. Along with this, our dedicated governing body are fully committed to delivering the best opportunities for our confident, thoughtful, articulate and creative young people.



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Lead Practitioner of Maths

Lead Practitioner pay scale L4 – L8

Full-time Permanent

Required from 1 Jan 2021 or as soon as possible thereafter.

Applications are invited from charismatic, enthusiastic and suitably qualified teachers for this exciting, rewarding and demanding post within our Mathematics Team.

Starting salary will be dependent on the track record and potential of the successful applicant.

Informal enquiries may be made directly to Justin Humphreys, Headteacher, St Katherine's School.

Cathedrals Schools Trust

The Trust comprises of seven schools, three secondary and four primary, though it is likely to grow with additional primary schools over the next 18 months.

The post offers a significant growth opportunity for career enhancement, working alongside the teaching and learning team across the Cathedrals Schools Trust. You will be based at St Katherine's School but your work will extend to Bristol Cathedral Choir School and Trinity Academy, a new secondary free school which opened in September 2019.

There will be the opportunity to become a Lead Practitioner within the Trust, a Specialist Leader of Education and/or a member of the Senior Leadership Team within one of the schools for the right candidate. Applications from existing SLEs are welcome but it is not an essential requirement.

The successful candidate will be an ambitious outstanding classroom practitioner, who has creative ideas for developing pedagogy within the Mathematics Faculty. There is an outstanding programme of continuing professional development and in-service training across the Trust including NPQSL and NPQH.

Applications should be received by midnight on Sunday 18 October 2020

Interviews will be held on 22 and 23 October 2020 at St Katherine's School.

St Katherine's School is an equal opportunities employer in line with the 2010 Equality Act. We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to DBS Barred list and Enhanced Disclosure checks.

JOB DESCRIPTION

LEAD PRACTITIONER OF MATHS

Line Manager: Deputy Headteacher: Teaching & Learning

Leads Practitioner Pay Scale L4 - L8

PREAMBLE AND CONTEXT:

This job description is to be performed in accordance with the provisions of the School Teacher's Pay and Conditions document and within the range of teacher's duties set out in that document. Performance of these duties is under the reasonable directions of the Headteacher made known through the staff handbook and other appropriate communications made known from time to time.

It is expected that staff at St Katherine's School agree with, abide by and promote the aims and objectives of the school.

The school is an institution where each member is valued as part of our school community which is committed to equality of educational opportunity.

PURPOSE OF THE POST:

- To be responsible for quality of teaching, learning and progress in maths and the wider school.
- Teach maths to a number of classes of varying ages and abilities and in so doing meet all standards set out in the Teachers Standards.
- Be a tutor, or assist with a tutor group in accordance with St Katherine's policy and procedure, being responsible [or sharing responsibility if required] for delivering the Citizenship programme.

MAJOR FOCUS OF ACCOUNTABILITIES

- To develop and implement Teaching and Learning initiatives and strategies throughout the Maths Department and school which raise the teaching practice of all members of staff and therefore raise student standards and progress.
 - To be a model of outstanding practice, maintaining a clear focus on outstanding delivery to students ensuring a centre of best practice and excellence.
 - To take a lead role, working closely with the Senior Leadership Team and other leading practitioners in the school and across the trust in developing, implementing and evaluating policies and practice that lead to school improvement.
 - To undertake research into best practice in other schools.
 - To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
 - To develop high quality teaching materials and schemes of learning.
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- ❑ To use local and national statistical data and other information in order to provide a comparative baseline for evaluating students' progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning.
- ❑ To support underperforming teachers to enable them to improve their practise.

Specific duties/responsibilities:

Strategic Direction and Development

- ❑ Ensure the outstanding standards of Teaching and Learning across the school in liaison with Deputy Headteacher: Teaching and Learning through coaching and mentoring of staff.
- ❑ Support Mentoring Support Plans and capability process for staff who need to improve professional practice.
- ❑ Take a lead role, working closely with other leading practitioners, in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement.
- ❑ Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Headteacher, Senior Leadership Team and Subject Leader on progress and plans.
- ❑ Use local and national data and other information in order to provide: a comparative baseline for evaluating students' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning.
- ❑ Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.
- ❑ Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.

Teaching and Learning

- ❑ Ensure outstanding standards of Teaching of Learning across the school in liaison with Deputy Headteacher: Teaching and Learning through coaching and mentoring of staff.
- ❑ Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, student interviews and written reports to the Headteacher and Senior Leadership Team as necessary.
- ❑ To teach a timetable within specialism appropriate to the demands of the role and the need of the school.

Leading, Motivating & Developing

- ❑ Have teaching skills which lead to outstanding results and outcomes. Demonstrate outstanding and innovative pedagogical practice, and deliver demonstration lessons.
 - ❑ Carry out subject/quality assurance activities e.g. classroom observations.
 - ❑ Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction).
 - ❑ Disseminate materials and advise on practice, research and CPD provision.
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- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet student needs leading to improvements in student outcomes.

GENERAL AND REVIEW:

A teacher and tutor will carry out the above responsibilities under the general supervision of the Headteacher or Deputy Headteacher.

Undertake such duties as may from time to time be reasonably assigned by the Headteacher operating within the provision of the School Teacher's Pay and Conditions of Employment.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time after consultation.

Person Specification

LEAD PRACTITIONER OF MATHS

This specification describes the qualifications, skills and personal qualities needed by the successful applicant for the post

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Degree • Qualified Teacher Status • Established and evidenced practice as an outstanding teacher over a prolonged period 	<ul style="list-style-type: none"> • Masters or evidence of further relevant study
KNOWLEDGE AND EXPERIENCE	<ul style="list-style-type: none"> • Lead classroom practitioner • Proven ability to raise standards in classrooms other than their own • Experience of leading Teaching and Learning initiatives beyond their own classroom • Clear and concise understanding of the components which comprise outstanding Teaching and Learning • Experience of giving effective feedback to colleagues about professional performance • Experience of coaching and mentoring colleagues • Experience of conducting lesson observations • Use of assessment and attainment information to improve practice and raise standards • Use of strategies to promote good learning relationships and high attainment in an inclusive environment • Vision for the developments of Teaching and Learning strategies to enhance Teaching and Learning • Use of intervention strategies to address identified issues for development • Awareness of the latest developments and initiatives in education • Evidence of a commitment to own professional development 	<ul style="list-style-type: none"> • Teaching experience in a mixed Comprehensive School.
ABILITIES AND APTITUDES	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills • The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience • Experience of developing high quality learning strategies and monitoring student progress to raise attainment • Evidence of high achievement in teaching across the Key Stages 	

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	<ul style="list-style-type: none">• Working effectively as a middle manager or currently leading a key responsibility/development within a team• Working effectively as a personal tutor• Experience of contribution to the professional development/mentoring of colleagues• Effective use of Assessment for Learning to engage students as partners in their learning• Ability to establish curriculum development, assessment, coordination and coaching• Ability to plan and resource effective interventions to meet curricular objectives• Development of partnerships with other schools, businesses and the community	
EDUCATIONAL VISION AND VALUES	<ul style="list-style-type: none">• Values that are aligned to those of St Katherine's School	
PERSONAL QUALITIES	<ul style="list-style-type: none">• Personal integrity and sensitivity• An enthusiasm to inspire students and their parents• In good health	

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ABOUT CST

INTRODUCTIONS

Cathedral Schools Trust was established in February 2016 to include Bristol Cathedral Choir School (an academy since 2008) and Cathedral Primary School (a free school that opened in 2013). Headley Park Primary School and Victoria Park Primary School, joined the trust in August 2017 and St Katherine's School joined in January 2019. Stoke Park Primary School joined the Trust in June 2019 and Trinity Academy is our brand new secondary school which opened in September 2019 with year 7 only. Trinity will grow year on year and will move from temporary accommodation into a state of the art new school building in September 2021, eventually setting up a sixth form centre too. A brief overview of the schools currently in CST is shown below. We expect the trust to grow locally and modestly over coming years.

SCHOOL	PHASE	TYPE	NO. ON ROLL	LOCATION
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	1087 currently rising to 1150 by 2021	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school (Christian ethos)	363 currently rising to 420 by 2020	College Square, Bristol BS1 5TS
Victoria Park Primary School	Primary	Academy	420	14 Atlas Rd, Bristol BS3 4QS
Headley Park Primary School	Primary	Academy	420	Headley Lane, Headley Park, Bristol BS13 7QB
St Katherine's School	Secondary	Academy	890	Pill Road, Pill, Bristol, BS20 0HU
Stoke Park Primary School	Primary	Academy	200	Romney Avenue, Lockleaze, Bristol BS7 9BY
Trinity Academy	Secondary	Academy	120 (Yr. 7 only) rising to 780 by 2023	Brangwyn Grove, Lockleaze, Bristol BS7 9BY

VISION

The vision for the trust has evolved over time and is based upon the following guiding principles:

- Made up of a broad and diverse range of schools to include primary and secondary and culturally and socio-economically diverse schools, to become a mixed MAT.
- Working towards a critical mass of approximately 5-10,000 children within a local catchment area of greater Bristol.

- Ensuring that in the first instance, we grow through strong partnerships, generating high aspirations for all pupils, especially the disadvantaged, and building on the existing success of the founding schools and the Teaching School Alliance.
- Allowing each school appropriate earned autonomy and individuality, with high levels of trust and collaboration between schools. Understanding the drivers which led us to develop the trust and ensuring that other schools retain their identity but are committed to meaningful collaboration and using the trust to create new opportunities for both children and staff.
- Ensuring staff and children fulfil their potential and all are valued and nurtured.
- Delivering a commitment to creative, aspirant, innovative thought and action, rooted in evidence and action research.

Within the trust, our expectation is for all schools to be committed to:

People: strong and trusting relationships.

As a trust we want to ensure that staff at all levels are supported to improve through focused professional development opportunities and appropriate coaching and mentoring. We aspire to treat each other with respect and professionalism being positive but challenging, taking time to ensure that all staff and children feel valued.

Music and the arts

All of our schools will ensure that the curriculum is broad, balanced and appropriate to the community we serve. Curriculum design is the responsibility of individual schools though we are committed to collaboration. Music will be important within all of our schools giving all children the opportunity to sing and play. We will all committed to providing the best co-curricular opportunities for our children.

Collaboration

We are committed to the dissemination of best practice and high levels of support and accountability for all staff. We understand that we are better together and aim to give and receive support from within the trust and further afield. We want to forge wider partnerships in the best interests of children and staff co-creating alignment where it is sensible to do so.

Diversity

We recognise the strength in diversity and are determined to learn from each other. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world.

Our expectation is for every pupil to have:

- An excellent and inspiring experience.
- An education celebrating a wide range of world views and interpretations.
- Access to enrichment opportunities, in particular around music.

In turn our expectation is for staff to be:

- Recognised and valued.
- Provided with opportunities for learning, career development and opportunities for progression across the trust and the wider education system.
- Listened to with good communication across all levels of the organisation.
- Encouraged to try new ideas and to innovate.

VALUES

We are a values-driven organisation and expect all staff to aspire to our core beliefs. You can find out about the Trust by visiting www.cathedralschoolstrust.org