



Baines School

Nil Sine Labore



Teacher of Mathematics

Full Time

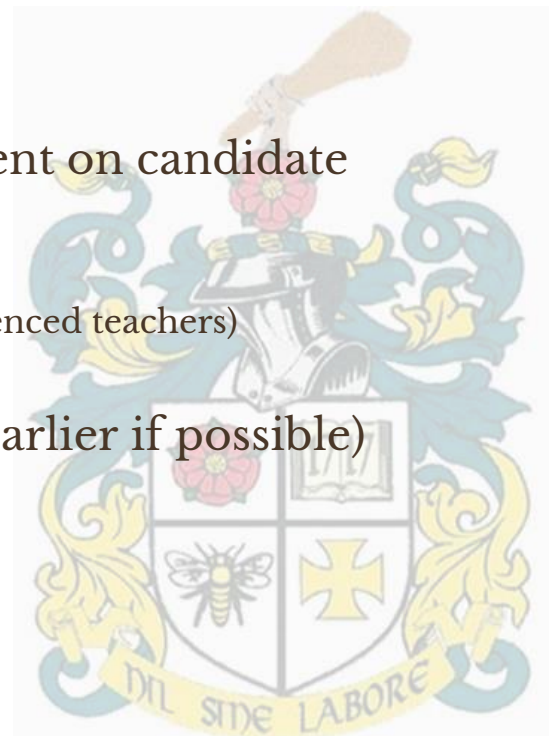
1.0 FTE

Temporary or Permanent, dependent on candidate

MPS/UPS

(suitable for newly qualified or experienced teachers)

Start date: 1<sup>st</sup> September 2024 (or earlier if possible)



# A Message from the Headteacher



Welcome to Baines School!

Thank you for your interest in the post of Teacher of Mathematics at Baines School. I am proud to be the Headteacher here and am delighted that you are interested in joining our team at this exciting time of change.

Baines School is a special place that has great potential to be the most wonderful place for learning and personal development. There are so many positives to share, as well as a number of areas to improve. We are looking for an inspirational and driven teacher to join us at a time where we want to rapidly move the school back to 'Good' and towards 'Outstanding'.

I joined the school on the 1st September 2018 as Deputy Headteacher and have recently been appointed as Headteacher. The school has now had four Ofsted inspections that judge the school as 'Requiring Improvement'. You will be aware that where a school requires a fourth RI judgement, this can lead to an inadequate judgement because the school has not shown the capacity to improve. This definitely does not apply to Baines School. The latest Ofsted judgement (2023) is a testament to the hard work from our whole school community. We have wonderful students and staff and they have risen to the challenges of raised expectations, curriculum change and a focus on teaching and learning. We are now at a time where we are ready to drive our school to the next level. Please do read our latest Ofsted monitoring report; you will see that we have many things to be proud about and a few things we are working on to improve.

We are currently in the consultation process as we have applied to become part of Cidari Multi Academy Trust. Being part of Cidari will support our pace of improvement and we hope to convert on 1<sup>st</sup> September 2024.

Our catchment serves the areas of Wyre and Fylde, and Blackpool. We have an extremely mixed intake with some pupils from Blackpool which is an area of significant coastal deprivation, with approximately 33% of students from disadvantaged backgrounds. Our population has a prior attainment above the national average and we have a lot of students who have exceedingly high aspirations, many of whom have gone on to Russell Group Universities.

A major focus for the Mathematics Department is ensuring that every student, no matter their age or ability, receives the highest quality maths education possible. We want to enthuse our students to have the same love of maths that we all possess. We scaffold the learning to support our weakest students, whilst extending and challenging our most able learners so that all students achieve their very best.

The ideal candidate:

- is an enthusiastic and inspirational teacher of Mathematics
- can model excellence inside and outside the classroom
- is flexible, resilient, has a 'can do' attitude and is relentlessly positive
- can inspire students of all abilities to be the best they can be
- is driven by moral purpose to serve the community of Baines School
- has the passion to inspire young people to love maths, regardless of their ability

We will offer you:

- excellent CPD opportunities
- friendly and vibrant staff and students
- staff and governors who are loyal to the school
- stretch and challenge
- opportunity to be part of a school improvement journey and make a real difference to students' lives.



Clare Doherty  
Headteacher  
February 2024

# Application Details



## Teacher for Mathematics

MPS/UPS

1.0 FTE

Closing date for the receipt of completed applications: Monday 19<sup>th</sup> February 2024 at 9am

Interviews: Thursday 22<sup>nd</sup> February 2024

**This post will be with effect from 1<sup>st</sup> September 2024 (or earlier if possible).**

**Please note:** Receipt of an application will be acknowledged by email. Subsequently, if you have not been contacted within one week of the shortlisting date, you should assume that your application has been unsuccessful.

**It is our policy to take up references for shortlisted applicants from their present employer and one other referee. It would greatly assist the process if you were able to supply email addresses for all the referees on your application form.**

Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed (these will be asked for on the first day of the interviews). All appropriate safeguarding and attendance at work checks will be requested.

Applicants are asked to provide an application form that must be fully completed and legible.

A supporting statement of no more than 2 sides of A4 (minimum font size 11), should be clear, concise and related to the specific post.

**We would prefer applications to be returned by email to the Headteacher's PA:**

[headspa@baines.lancs.sch.uk](mailto:headspa@baines.lancs.sch.uk)

# Job Description



**JOB DESCRIPTION:** Teacher of Mathematics  
**GRADE:** Mainscale / UPS  
**RESPONSIBLE TO:** Subject Leader for Mathematics

**This post will suit either an early careers teacher (ECT) or a teacher who has more experience**

|  |
|--|
| <b>MAIN PURPOSE OF ROLE:</b>   |
| <b>The post holder will be responsible for delivering outstanding achievement and teaching and learning of Mathematics in their classes.</b>   |
| <b>Achievement and Standards</b>   |
| <ul style="list-style-type: none"><li>• Ensure that at all key stages, and in all qualifications, students achieve above national averages</li><li>• Monitor progress against targets and devise appropriate intervention strategies to address under achievement</li><li>• To conduct assessment to monitor the progress of students to include suitable mock examinations and marking in accordance with school policies.</li></ul>  |
| <b>Teaching and Learning</b>   |
| <ul style="list-style-type: none"><li>• The post holder is responsible for teaching of across the age-range in the subject of Mathematics.</li><li>• The post holder is responsible for meeting the teacher's professional standards in all areas as set out in the person specification</li><li>• Selecting the most effective methods of teaching of all students including specific advice on the most-able and on SEN students</li><li>• The continual evaluation of the aims, content and methods of teaching and learning and their revision when curriculum development or changing social and educational circumstances make it appropriate</li><li>• Cross-curricular aspects including ICT, Citizenship, Spiritual, Moral, Social and Cultural Development, literacy and numeracy.</li><li>• Maintain and up to date knowledge of best practice in outstanding teaching and learning.</li><li>• To ensure the Ofsted priorities for teaching and learning are addressed.</li></ul> |

### **Behaviour and Safety**

- Monitor health and safety matters within your areas of responsibility and ensure they adhere to the school's Health and Safety Policy
- Be responsible for the management of allocated resources to ensure they are maintained to a high standard.
- Be highly visible and assertive in management of behaviour.
- Ensure praise is meaningful and timely
- Safeguarding and Promoting the Welfare of Students by following the all school guidance on safeguarding and Child protection
- Liaison with SEN Coordinator about the teaching of pupils with learning difficulties and with the Co-ordinator for Able Pupils on teaching of pupils of exceptional ability
- Answering parental queries and meeting parents if required (and completion of records of meetings).

### **Leadership and Management**

- To continuously aspire to develop, improve and embed the progress of students at Baines School
- Ensure equality of opportunity for staff and students.
- To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.
- To embrace all opportunities for CPD and to model learning and leadership behaviours to our students

### **Wider School effectiveness**

- Demonstrate a commitment to take a leading role in the wider school community
- Have a Form tutor group, with all the duties that entails
- To positively contribute to the ethos of the school and display **Pride** in belonging to the Baines Community
- To support the Mathematics leaders as they develop the subject across the school

# Person Specification



How it will be assessed is A (Application form), I (Interview), R (References)

## Training and Qualifications

| Quality   | Essential | Desirable | How this will be assessed |
|---|-----------|-----------|---------------------------|
| Good degree in Mathematics or closely related subject (Degree classification 2.2 or better) | Yes       |           | A/R/I                     |
| Qualified Teacher Status  | Yes       |           | A/R/I                     |
| Commitment to personal and professional development   | Yes       |           | A/R/I                     |

## B Experience of Teaching

|  | Essential | Desirable | How this will be assessed |
|--|-----------|-----------|---------------------------|
| Experience of successfully teaching KS3 and KS4 students | Yes       |           | A/R/I                     |

## C Professional Knowledge and Understanding

Applicants should be able to demonstrate they are able to meet the Teacher Standards as well as good knowledge and understanding of the following areas:

|   | Essential | Desirable | How this will be assessed |
|---|-----------|-----------|---------------------------|
| Secure knowledge and understanding of the concepts and skills in Mathematics            | Yes       |           | A/R/I                     |
| Ability to teach lessons that are consistently good or better                           | Yes       |           | R/I                       |
| Clear understanding of the GCSE and NC requirements of the subject and its assessment.  | Yes       |           | A/R/I                     |
| Ability to employ a range of effective teaching, learning styles and assessment methods | Yes       |           | R/I                       |
| Ability to use assessment data to inform planning and set targets                       | Yes       |           | A/R/I                     |
| Strong behaviour management skills  | Yes       |           | A/R/I                     |

|  |     |     |       |
|--|-----|-----|-------|
| Ability to plan and teach lessons that meet the individual needs of all students, including those with Special Educational Needs | Yes |     | A/R/I |
| Ability to access and use classroom relevant research and inspection evidence to improve teaching and learning                   |     | Yes | A/R/I |
| Ability to inspire students to achieve their very best and promote lifelong learning   | Yes |     | A/R/I |

#### **D Personal and Professional Skills, Qualities and Attributes**

**Applicants should be able to provide evidence that they have the necessary qualities and attributes required by the post. These qualities may be demonstrated in a letter of application; however, it is more likely that they will be more fully assessed during the interview process and from the references.**

| <b>Quality</b>  | <b>Essential</b> | <b>Desirable</b> | <b>How this will be assessed</b> |
|---|------------------|------------------|----------------------------------|
| Excellent written and oral communication skills   | Yes              |                  | A/R/I                            |
| Commitment to role of tutor for a group of students and the benefits of pastoral care     | Yes              |                  | A/R/I                            |
| High personal standards and expectations of students and colleagues                       | Yes              |                  | A/R/I                            |
| Excellent interpersonal skills and the ability to work well as part of a team             | Yes              |                  | A/R/I                            |
| Commitment to the ethos of the school and proud to be part of the Baines School community | Yes              |                  | I                                |
| Contribution to the wider Baines Community  | Yes              |                  | I                                |
| A sense of humour   | Yes              |                  | I                                |
| Strong work ethic   | Yes              |                  | R/I                              |
| Excellent role model for staff and students   | Yes              |                  | R/I                              |
| Potential for leadership and further promotion in the future                              |                  | Yes              | R/I                              |



**E Safeguarding**

|  | <b>Essential</b> | <b>Desirable</b> | <b>How this will be assessed</b> |
|--|------------------|------------------|----------------------------------|
| Displays commitment to the protection and safeguarding of children and young people                  | Yes              |                  | A/R/I                            |
| The ability to form and maintain appropriate relationships and personal boundaries with young people | Yes              |                  | A/R/I                            |
| Will co-operate and work with relevant agencies to protect young people                              | Yes              |                  | A/R/I                            |

**F Application Form and Letter**

The appropriate application form should be **fully completed** and legible. The letter should be clear, concise and related to the specifics of the post.

| <b>Qualities and Knowledge</b> |  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b>  |
|--------------------------------|--|------------------|------------------|----------------|
| 1                              | Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils at Baines School  | <b>E</b>         |                  | <b>L, I</b>    |
| 2                              | Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. | <b>E</b>         |                  | <b>I, R</b>    |
| 3                              | Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.                     | <b>E</b>         |                  | <b>L, I</b>    |
| 4                              | Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.                | <b>E</b>         |                  | <b>A, L, I</b> |

## G Confidential References and Reports

Two referees should be nominated, including one from your current or most recent employer.

|  | <b>Essential</b> | <b>Desirable</b> | <b>How this will be assessed</b> |
|--|------------------|------------------|----------------------------------|
| A positive reference from current employer | Yes              |                  | A/R/I                            |

# Department Overview



The Mathematics Department is staffed by a team of six specialist teachers and one part-time teacher (0.8), with six dedicated classrooms. There is a Head of Department, an Assistant Subject Leader and a Lead Practitioner, and two other teachers within the department who are Progress Leaders.

Throughout both KS3 and KS4, mathematics sets are split into 2 skew bands. In Year 7 we have 8 lessons per fortnight; in Year 8 and 9 we have 7 lessons with some additional numeracy provision. In KS4, we have 8 lessons per fortnight.

The successful candidate will be joining a Mathematics department in which there is a strong team spirit and a love of Mathematics.

Teachers in the department work very well together, sharing ideas and resources, and are keen to employ new and innovative teaching and learning styles. Intervention strategies in each year group are employed to provide extra support to pupils when necessary.

We are looking for an outstanding classroom practitioner with high expectations and a passion for developing their students' potential. Pupils have opportunities to think for themselves in order to develop skills to correctly structure a mathematical skill and demonstrate their understanding. They are encouraged to try even when faced with challenging problems. Pupils will have opportunities to work both independently and interdependently to develop mathematical skills confidently. They will reason, generalise and make sense of solutions. The learning environment will be calm, productive and engaging so that every pupil can progress as quickly as possible over a lesson or series of lessons. There are opportunities to practice fluency and problem-solving to develop a depth of understanding and mastery.

The department contributes to the school's curriculum offer with the following examination specifications being offered:

Key Stage 4 Edexcel GCSE Mathematics  
Entry Level certificate (when appropriate)

From September 2024, the mastery scheme of learning for year 7-11 (following the White Rose curriculum) will be in place. We have been rolling this out for the last 4 years and the curriculum intent of the Mathematics department is now a strength.

Students are assessed regularly using end of block assessments and end of term summative assessments. We use closing the gaps curriculum model where all assessments feed back in to our adaptive teaching, retention starters and homework tasks.

## Further Information about our School



Baines School has a long and proud heritage. In 2017, it celebrated its 300<sup>th</sup> anniversary. The school is also unique in the North West in holding its voluntary-aided, non-denominational status. It is proudly comprehensive in nature and renowned in the locality for the support it offers to the social and personal development of its young people at all stages of their school career. Baines is rooted in the local community but owing to its close geographical proximity to Blackpool Authority, the intake each year is wide-ranging and diverse in nature, although ability upon intake is high.

The fourth 'Requires Improvement' judgement from the 2023 Ofsted inspection should not deter applicants. There are challenges facing the school but we have a clear drive to rapidly raise standards. We are working hard to strengthen the typicality of high quality teaching and learning that leads to consistent pupil progress and several active partnerships that have been supporting this drive. We are proud of the many successes of our young people and of the range of opportunities that our dedicated teaching and associate staff offer them. The work of our governors and of the Former Pupil Association provides additional support and funding for the direct benefit of the pupils. They actively encourage the development of wider activities which further contribute to the enrichment and success in the lives of our young people whilst they are with us and beyond.

### The area served by the school

Poulton-le-Fylde is an attractive, small town situated close to Blackpool and the Fylde coast. We are well connected to the rest of the country by an excellent network of motorways and roads, with large centres such as Manchester and Liverpool being just over one hour away. The town has its own railway station, with regular services to Preston and the West Coast Main Line. The school is situated in a pleasant residential area and there is an extensive building plan for new houses in the area.

### Our Students

We are an 11-16 school (having previously been an 11-18 school). Students start school in Year 7 with overall levels of attainment that are above the national average.

Our students have a positive attitude to school. The vast majority attend regularly, enjoy lessons and the wide range of other activities provided. In and around school there are high standards of the pupils' behaviour and politeness. The students speak warmly of the support they receive at Baines and the great majority are confident, polite and friendly young people. They are demanding in that they expect and want to do well, and come to the school with high expectations supported by their parents/carers. Our older students are role models who are thoroughly and actively engaged in the work of the school, the quality of what we do and contribute to supporting us in our aim of continual improvement.

The young people of Baines School undertake significant work for charities and there is a varied offer of enrichment activities in which all staff and pupils are actively encouraged to take part. We are the largest school contributor to the Teenage Cancer Trust in the country (over £100,000 so far) and hold the national record for the largest team entry in the Race for Life.

Our skilled and dedicated support staff represent a further strength within the school. These colleagues offer wide-ranging and expert support to some of our most vulnerable young people and they actively engage in the full spectrum of school life both in the classroom and beyond.

We have access to a wealth of CPD, resources and networking opportunities and work with local schools and teaching training providers. We work collaboratively within the area in regard to managed moves, fixed-term exclusion provision and work closely with the Lancashire Authority Advisory Team. Baines is also a registered centre with the Duke of Edinburgh scheme and has strong links with HE providers and employers in the region. We were very proud to have received numerous nominations for the Gazette Education Awards, including winning the inspirational teacher and unsung hero awards. There are so many successes to be proud of, the fortnightly Headteacher Update shares these with parents and carers.

