



# Assistant Head of Maths - Key Stage 4

Recruitment Pack - 2024-2025



**CHELTENHAM  
BOURNSIDE  
SCHOOL**

“ Inspiring lives through learning ”



# Welcome

**People are at the heart of Bournside.** Rating us as “Good” in all areas, OFSTED saw that “staff well-being, as well as curriculum knowledge, are paramount”. Our staff and students are **Ambitious, Purposeful, Proud, Respectful, Curious,** and **Supportive**. These are our values and whilst you’ll see them written on our website and on our corridor walls, where you’ll really see them is in the way we work together, the way we talk to one another, the way teachers teach and students learn. All that leads to what OFSTED called “**a harmonious school**”.

We are highly ambitious for the academic progress of our students: our positive **Progress 8 score of +0.52\*** places Bournside in the top 16% of schools nationally for academic progress.

Bournside is an established single academy trust with a PAN of 300. We have a wide catchment, over 200 staff and over 1,800 students. That means we have the resources to provide a wealth of opportunities: a sports centre and 3G sports pitches; a fully equipped drama studio, a dance studio, a large library, modern spacious English and Maths blocks, 12 new and further refurbished science labs and specialist design, technology, computing and media rooms. Our highly successful sixth formers have their own large base within the school too.

No one gets lost in the crowd, however. In their 2022 report, OFSTED commented on the “**strong sense of community for both staff and pupils**” and that “**pupils are ready for learning and engage well with teachers and other adults.**” Everyone is a member of one of our six houses; coupled with our vertical tutor group model, the house system aims to nurture and enhance that sense of family and community, strengthen home/school communication, and provide opportunities for older students to act as role models for younger students, enabling them to have meaningful conversations about school life and their future aspirations.

If you have any questions regarding the position please contact Deputy Head Will Penny [wjp@bournside.gloucs.sch.uk](mailto:wjp@bournside.gloucs.sch.uk) or the recruitment team on [recruitment@bournside.gloucs.sch.uk](mailto:recruitment@bournside.gloucs.sch.uk). I would also very much encourage you to visit our school so you can see for yourself why it is a wonderful place to work.

I look forward to receiving your application to join us in **inspiring lives through learning**.

**Steve Jefferies**  
Headteacher



\*Results of academic year 2022-23



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## Overview

# Assistant Head of Maths - Key Stage 4

**Start date:** January 2025

**Grade/pay scale:** MPS/UPS + TLR2B

**Contract:** Full-time, Permanent

**Responsible to:** Head of Department

An exciting opportunity has arisen to join Cheltenham Bournside School as a **Assistant Head of KS4 Maths**. We are looking to appoint an enthusiastic Assistant Head of Key Stage 4 Maths to join a lively and enthusiastic Maths department consisting of the Head of Maths, 2 other key stage leads and 12 teachers.

The successful candidate will be a key part of the team, who will have responsibility for the curriculum development at a Key Stage, building on the strengths of the department to develop new and exciting initiatives.

Preliminary results, nationally benchmarked against the grades of 290,000 students, suggest that our GCSE Maths Progress 8 value will be 0.10 with an average Maths GCSE grade of a B at A Level.

The curriculum is carefully planned to support and extend the acquisition of knowledge and understanding. A balanced Maths program, incorporating most of the features of the National Curriculum, is taught to pupils in Years 7, 8 & 9. Each class has one or two Maths teachers. In Year 10, students start their GCSE Edexcel syllabus course. A large number of students go on to study Maths and Further Maths at A Level. Post-18 the numbers that choose Maths courses at university are in stark contrast to national norms.

**Closing date: Friday 18th October 2024 at 9.00am**

**Interviews to be held on the 22nd October 2024**

**Apply online: [www.bournside.gloucs.sch.uk/school-information/careers-at-bournside](http://www.bournside.gloucs.sch.uk/school-information/careers-at-bournside)**

*Please note - We reserve the right to interview and appoint prior to the closing date.*



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## Job description

# Assistant Head of Maths - Key Stage 4

*We are an equal opportunities employer and value respect and diversity across our school community. Bournside is committed to safeguarding and promoting the welfare of children and young people. All posts are subject to an enhanced DBS check.*

This school is committed to safeguarding and promoting the welfare of children and young people according to child protection and safeguarding guidelines and expects all staff to share this commitment. A satisfactory enhanced DBS check is required for all Employees. This job description is to be read alongside the Classroom teacher job description.

## Purpose

- To promote the school's aims and priorities, and to implement school targets and vision
- To deputise for the Head of Department when required
- To be responsible for leading, managing and developing specific areas of the department's work (detail to be agreed by negotiation)
- To support the Head of Department in the areas listed within the Head of Department's job description

## Responsibilities specific to this role

- Oversight of curriculum planning in Key Stage 4
- To plan the assessment schedule, moderation and interventions for all KS4 Maths courses
- To analyse Key Stage 4 performance data and to use this analysis to inform improvement strategies

## Special conditions

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.





## Purpose

We aim for every student to develop the knowledge, skills, and self-confidence to become the best they can be. We do this by being open, energetic, outgoing, friendly, safe, supportive, healthy, professional, and self-aware.

## Duties

### Part 1: Academic

1. Set high expectations which inspire, motivate, and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

2. Promote good progress and outcomes by students in your TLR responsible area

- Be accountable for students' attainment, progress and outcomes
- Analyse students' data and exam performance to inform planning and intervention
- Plan teaching and learning journeys to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy articulation and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Be accountable for students' attainment, progress and outcomes in your classes
- Promote a love of learning and children's intellectual curiosity
- Set homework according to the school timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Contribute to the design and provision of an engaging curriculum for relevant subject(s)





#### 5. Adapt teaching to respond to the strengths and needs of all students

- Differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress and use this to inform parents according to the school's reporting procedures
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- Follow the School's Assessment and Feedback Policy.

#### 7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using positive redirection, using the Ladder of Consequences and rewards consistently and fairly
- Register students every lesson within the first 10 minutes, ensure that they arrive punctually to lessons, that they are following the school's uniform policy and are equipped to learn
- Manage classes effectively, using approaches which are appropriate to students' needs to engage and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

#### 8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school including extra-curricular as appropriate
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support





- Deploy Teaching Assistants effectively as a second adult in the classroom
- Take responsibility for improving learning and teaching through appropriate professional development and the school's Self-Reflective Practitioner Programme, responding to advice and feedback from colleagues
- Comply with the Performance Management and Review Policy
- Communicate effectively with parents regarding students' achievements and wellbeing
- Keep up to date and comply with all school policies and procedures
- Act in accordance with relevant examination board guidance
- Attend weekly staff briefings, scheduled staff meetings, PTCs, open evenings and other professional meetings according to the school's published annual calendar

#### 9. Visible consistency

- Stand outside the entry point to the classroom, welcoming students into your learning environment
- Begin each lesson with an activity that students can self-start and readily engage in
- Plan all lessons around a key question(s) which is shared with all students
- Check uniform at the end of every lesson

### Part 2: Pastoral

- Be a Form Tutor to an assigned group of students
- Promote the general progress and wellbeing of individual students and of the Tutor Group as a whole
- Liaise with Heads of House to ensure the implementation of the school's Pastoral System
- Register students, ensure that they arrive punctually to school, that they are following the school's uniform policy and have with them the appropriate equipment to learn
- Challenge poor attendance and punctuality in accordance with the Attendance Policy
- Reward good attendance and punctuality in accordance with the Attendance Policy
- Accompany students to assemblies and remain with them, as detailed in the SQREH
- Monitor the academic and pastoral progress of students, intervening when appropriate following reporting windows
- Monitor ClassCharts on a daily basis and discuss issues with students, reinforcing the praise as outlined on praise postcards etc
- Consistently apply the Ladder of Consequences through applying the school's sanctions and rewards system, keeping up to date records of incidents involving students
- Communicate, as the first point of contact, with parents of students over issues related to student progress and behaviour, including participation in the school's reporting process
- Alert the appropriate staff to problems experienced by students and participate in the process of resolving these
- Deliver the tutorial programme in line with the agreed plan and as directed by the relevant Head of House
- Set a good example in terms of dress, punctuality and attendance.





### Part 3: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions and adhering to the school's Health and Safety Policy and Child Protection and Safeguarding Policy
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Any teacher who leads or is a supporting member for a trip or visit, should abide by the school's code of conduct for school trips and visits.

#### Other duties and responsibilities

The postholder may also be required to carry out other duties that the Headteacher may reasonably request.

#### Note on terminology

In this document, the following terms are used:

**"Accountable"** – this means to be answerable to the appropriate line manager for the success or failure of the identified area; in most cases, operational responsibility for implementation of this task is also implied by this term although for employees with leadership responsibilities, operational responsibility may be delegated to subordinates.

**"Responsible"** – this means to be operational responsible; an employee with responsibility implements the task in question

**"Contributes"** – means that the employee does not hold full responsibility but is required to make a significant contribution to the implementation of a task or area of responsibility under the direction of line manager.

*This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.*





## Person specification

# Assistant Head of Maths - Key Stage 4

Cheltenham Bournside School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

	Essential	Desirable
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Degree in Maths or related subject</li> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>2:1 or better</li> </ul>
<b>Experience, understanding and knowledge</b>	<ul style="list-style-type: none"> <li>A passion for Maths and for teaching</li> <li>A strong academic background and subject knowledge</li> <li>An excellent classroom practitioner (or the potential to be one)</li> <li>A commitment to professional development</li> <li>An understanding of the needs of pupils across the ability range</li> <li>A teacher who can inspire and enthuse pupils and who uses a range of teaching and learning strategies for effective delivery</li> <li>An understanding of how to assess pupil progress</li> <li>An awareness of ways to raise pupil attainment</li> <li>A commitment to safeguarding and the welfare of students</li> </ul>	<ul style="list-style-type: none"> <li>Good knowledge of the National Curriculum in the subject</li> <li>The ability to use ICT to enhance learning and aid teaching</li> </ul>
<b>Personal qualities</b>	<p style="text-align: center;"><b>Ambition</b></p> <ul style="list-style-type: none"> <li>Shows enthusiasm to excel in their role</li> <li>Takes initiative to identify and pursue opportunities for growth and improvement</li> </ul> <p style="text-align: center;"><b>Curiosity</b></p> <ul style="list-style-type: none"> <li>Possesses a natural curiosity and desire to learn new things</li> <li>Approaches challenges and opportunities with an open and curious mindset</li> </ul> <p style="text-align: center;"><b>Pride</b></p> <ul style="list-style-type: none"> <li>Punctual and reliable</li> <li>Pays careful attention to detail and takes pride in delivering high-quality work, effectively prioritising tasks to meet deadlines</li> </ul> <p style="text-align: center;"><b>Purpose</b></p> <ul style="list-style-type: none"> <li>Demonstrates a strong sense of purpose and dedication to making a positive impact on students' lives</li> <li>Is committed to serving the needs of students, parents, and the school community with purpose and intentionality</li> </ul> <p style="text-align: center;"><b>Respect</b></p> <ul style="list-style-type: none"> <li>Shows empathy and understanding towards the needs and perspectives of others</li> <li>Conducts themselves with professionalism and integrity in all interactions and communications, keeping calm when working under pressure in a busy working environment</li> </ul> <p style="text-align: center;"><b>Support</b></p> <ul style="list-style-type: none"> <li>Works collaboratively as part of a team, supporting colleagues and sharing guidance, knowledge and resources.</li> <li>Provides encouragement and support to students, colleagues, and parents to help them achieve their goals</li> </ul>	<ul style="list-style-type: none"> <li>These personal qualities are essential for creating a positive and supportive school environment that fosters the growth and development of students, staff and the broader community</li> </ul>





## Supporting information

# Settling in at Bournside

We will fully support you with your transition to Bournside. The Deputy Headteacher, Will Penny oversees the provision for new staff, including your induction during the first year of teaching with us to support you in understanding and coping with your new role.

### Induction

You will be invited to an induction day in the term prior to joining us. This full day of training provides information about the aspects of Bournside school life which will be needed as soon as you start, such as:

- School Behaviour Code including rewards and sanctions
- Being a tutor including assemblies
- Use of electronic registration and laptops
- Procedures in the Sixth Form
- School Leadership Structure – who to see for what
- Duties
- School communication and meeting systems
- Induction procedures, performance management, and professional development
- Inclusion Support and SEN
- ICT
- Health and safety procedures
- Educational visit procedures
- Our school Library

### Your Mentor

Your line manager or mentor will meet with you regularly to ensure you have the support you need.

### Continuing Professional Development (CPD)

We are forward-thinking in our approach to Continuing Professional Development (CPD) and pride ourselves on the opportunities we offer to support your progression. Whether you join us as a member of teaching or support staff, we invest in your career through whole staff training, sharing best practice, peer observation, personal and departmental development time, focused workshops, external courses, and performance management and review.

## Teacher Development Trust Gold Award

In 2023 our genuine, shared commitment to inspiring the lives of both students and staff through learning, was recognised with **The Teacher Development Trust Gold Award** following a rigorous audit of our provision for staff.



*"The school has a proven track-record in designing and delivering a high-quality, research-informed programme of CPD, which senior leaders quite rightly take great pride in. It was a great pleasure to speak with a range of staff who clearly feel well supported and appreciative of the developmental opportunities unique to the school." - TDT Auditor, 2023*



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## Support staff

# Employee Benefits

Please speak to the HR team about our full range of benefits.

### General

- Provision of all necessary IT equipment

### Lifestyle and wellbeing

- Salary sacrifice electric car leasing scheme
- Attractive salary and pension
- Free one-to-one wellbeing support with a qualified psychotherapist and a coach
- Family-friendly policies
- Onsite parking facilities and cycle storage
- Free access to the school's Gym
- Cycle to work scheme
- Discounted gifts cards via Voucher Store
- Techscheme – save money on the latest tech from Apple and Currys PC World
- Blue Light Card - Discount scheme
- A comprehensive range of staff social events throughout the year
- Our dining centre and Pit Stop Cafe is open between 8:30am and 1:30pm every day.

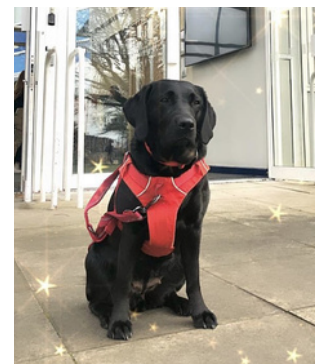
### Professional development

- Every year, there is some disaggregated INSET time, resulting in additional holiday days per academic year
- Personalised CPD hours to develop areas specific to your practice and needs
- Support to complete further academic study and professional qualifications

- Access to high quality in-house and external leadership development programmes, tailored to a wide variety of levels of experience
- Membership of your subject association through your department
- Membership of the Chartered College of Teaching for ECTs
- A well-stocked CPD library

### Statutory and other benefits

- A wide range of statutory benefits including sick pay, maternity, parental, and adoption leave
- Enhanced Paternity Leave Policy
- We will honour your continuity of service in other state funded schools in relation to sick pay and pension rights.



Lottie, our School Therapy Dog



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**We are:**

Ambitious

Curious

Proud

Purposeful

Respectful

Supportive



**“leaders put the welfare of pupils, as well as academic achievement, at the heart of everything they do”**

**“strong sense of community for both staff and pupils”**

**“the school curriculum is ambitious”**

**“inclusive environment”**

**- Ofsted, 2022**



**“** Inspiring lives through learning