



HOLMFIRTH
HIGH SCHOOL

Information Booklet

Leadership in Maths: Second in Department



A Warm Welcome from Holmfirth High.....

Thank you for considering applying for this senior post at Holmfirth High School.

We genuinely believe our school is a wonderful place to work and develop your career. We work hard to ensure that students get the very best quality of learning experience, thus supporting them to achieve the very best outcomes. We are a school community where relationships are positive, respectful and friendly.

We strive to do our best for all our students so that they leave here as well-rounded, decent young people who have achieved as highly as possible and have experienced a wide range of opportunities in and out of the classroom.

We strive to provide interesting and valuable developmental opportunities for our staff too so that they know their personal and professional skills are valued and that they are both supported and challenged in their careers.

We are an incredibly busy school community with lots going on all year round. We are fortunate in having an exceptional staff team who enthusiastically provide a wealth of extra-curricular activities and experiences for our students to enjoy.

We have a well-established passion for collaboration; working in partnership with a range of other schools, colleges and universities to: share best practice; support and train entrants into the profession, and to provide exciting professional development for all our staff.

Should you choose to apply, you will be sure of a warm welcome and will be joining a highly committed, professional and friendly staff team.

Yours sincerely

Ben Stitchman

Mr B Stitchman
Headteacher

Holmfirth High School

This highly successful Leading Edge school has 1320 students, a teaching staff of 80 and a support staff of 70.



Originally built in 1959, the school has undergone extensive refurbishment in recent years. Its facilities now include a Modern Foreign Language suite, 6 ICT rooms, a Drama studio, 8 Science laboratories, a Music suite with practice rooms and a specialist SEN department and RE/PSCHE block. The specialist school initiative has also meant the further building work of a Maths block.

The catchment area comprises Holmfirth and surrounding villages. These provide an intake which is well balanced socially and academically. The school is conveniently situated about seven miles from Huddersfield. The surrounding countryside is beautiful, set as we are in the Pennine Hills. Holmfirth is within 30-45 minutes of the centres of Leeds, Manchester and Sheffield and is easily accessible from the M1 and M62 motorways.

The school takes its community responsibilities seriously. It adopts an open policy towards parents¹, and students are encouraged to participate in the life of the school and locality in a positive and helpful manner. The school also manages the sports centre accommodation which is used by local individuals and community groups in the evenings. We became an extended school in April 2006.

As a school, we aim to be sympathetic and understanding while being purposeful and demanding. We encourage all students to strive to achieve their personal best in all areas of endeavour.

Our students' high personal and disciplinary standards are also fundamental to our calm and purposeful ethos. We are aware of the difficulties that all students share as they pass through a large school during adolescence, and we also recognise the special requirements of a small number of boys and girls who have personal or academic problems and we provide as much support as we are able.

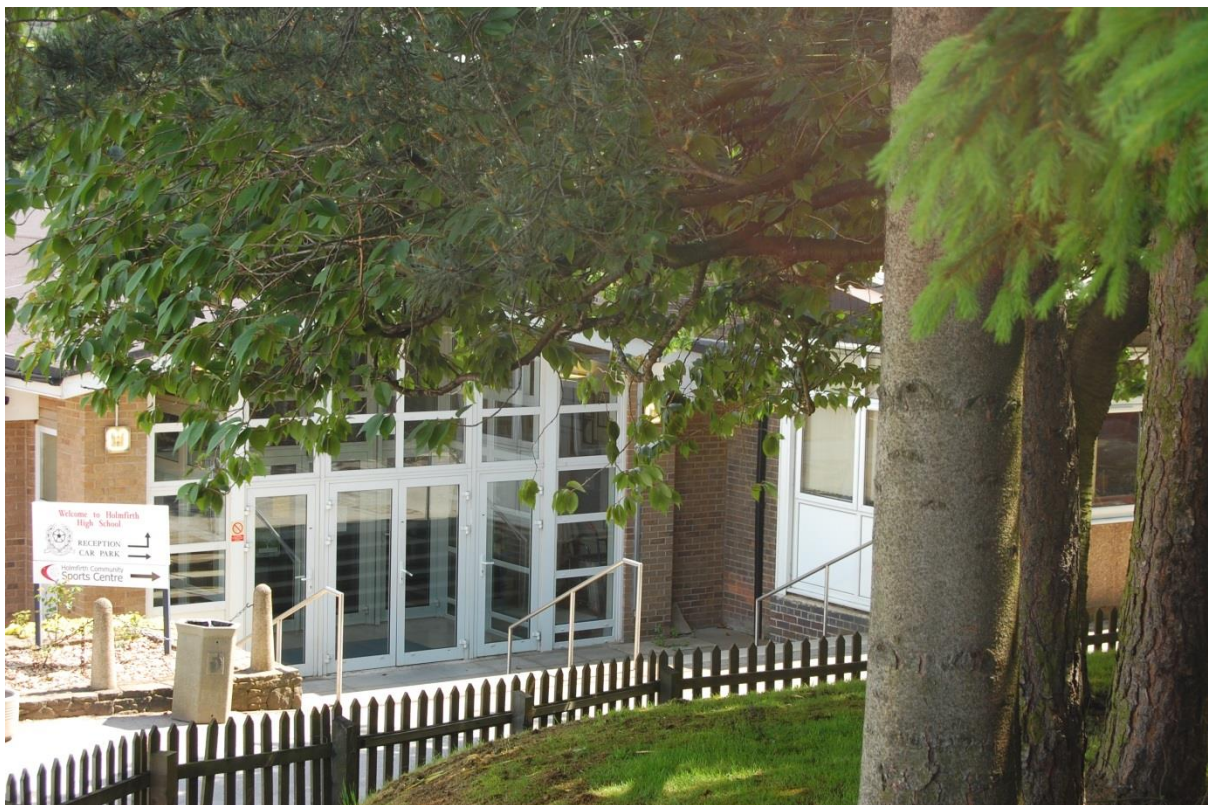
The school is organised on a year basis, with Heads of Years overseeing a team of Form Tutors. Students are taught in their mixed ability tutorial groups in Year 7, although setting is introduced in a number of subjects in Year 8. In Years 10 and 11, all students follow a broad and balanced curriculum with option choices currently made at the end of Year 9.

The school has an excellent record in public examinations; the great majority of our students achieve high standards at education or training beyond the age of sixteen. Over 50% of our students go on to university and less than 1% become NEET.

¹ The term 'parent' includes any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.

We attach great importance to the place of extra-curricular activities in the school programme. A wide variety of cultural, sporting, outdoor pursuits and other activities take place, with outstanding levels of success being achieved. It is hoped that applicants will give a clear indication of areas in which they are able and willing to participate.

We hope that this outline has been useful. If you have any questions please do not hesitate to telephone the school. In normal circumstances, the appointment will be made within one month from the appearance of the advertisement. Unless applicants have been invited for interview within this period, it should be assumed that the post has been filled. It is regretted that expense makes it impossible to write personally to all unsuccessful candidates.



Aims of our School

- ✚ Members of our school community are encouraged to achieve their potential – academically, emotionally, socially, physically and spiritually and our school aims for the highest possible standards for all.
- ✚ Our school aims to ensure that members of our school community feel valued and appreciated.
- ✚ Our school aims to encourage students to enjoy learning through a broad curriculum delivered in a wide variety of ways and thus helps prepare them for later life.
- ✚ Our school aims to develop qualities of mind, body, and spirit through the encouragement and development of various senses; reasoned thought; the ability to question and discuss rationally; to state a point of view and accept other points of view.
- ✚ Our school aims to help students to develop self-discipline, self-respect, respect for others and their property, thereby enhancing relationships with others and providing the capacity to live as independent, self-motivated adults with the ability to act as contributing members of society.
- ✚ Our school aims to ensure all members of our school community respect religious and moral values, and show tolerance and understanding of other races, religions and ways of life.
- ✚ Our school aims to provide a wide range of support services for our young people in order to help them manage and cope well with concerns and problems not just with their education, but more generally with their life in and beyond school and as preparation for later life.
- ✚ Our school seeks to offer a wide variety of learning and activity opportunities through our extra-curricular programme and hope that these will help encourage the development of our students' interests and skills.
- ✚ Our school seeks to work and interact with our wider community to support local efforts to address issues and provide services and to ensure good use of school facilities out of school hours.

Local Information

Holmfirth – the Heart of the Holme Valley

Located in the heart of the beautiful Holme Valley, Holmfirth is a small town that sits just north of the Peak District in West Yorkshire. The town is better known as the location for the popular BBC TV series 'Last of the Summer Wine', with thousands of fans making the journey every year to visit such locations as Sid's Café and Nora Battye's Steps.



Whilst 'Last of the Summer Wine' is a major visitor attraction, it certainly is not the only reason people visit Holmfirth. With its breathtaking scenery across the Holme Valley, Holmfirth is also popular with walkers and wildlife enthusiasts alike as it is within easy reach of a number of beautiful reservoirs and picturesque surroundings, and if that isn't enough, there are some wonderful attractions to be seen in the town itself - from the last of the Summer Wine Exhibition, to the Holmfirth Vineyard, to the Postcard Museum or pop into The Nook for a cheeky pint!

Holmfirth is also home to a wide range of eating places, including restaurants, wine bars, pubs and take-aways that cater for a wide variety of tastes. It is one of the most popular and much loved destinations in West Yorkshire, with visitors flocking to the sleepy town all year round, Holmfirth is a wonderful place to visit, with lots of things to see and do.

Holmfirth is within easy reach of the major cities of Manchester, Leeds and Sheffield being accessible from both the M1 and M62 motorways. Our nearest town is Huddersfield which is home to Huddersfield University - winner of the Sunday Times Best University of the Year Award 2014. Huddersfield also has three sixth form colleges – Greenhead College, Kirklees College and New College.

There are many estate agents and letting agents in Holmfirth and Huddersfield, together with numerous high street banks and building societies.

Partner Primary Schools

Hade Edge J & I School

Greave Road
Hade Edge
Holmfirth
HD9 2DF

Netherthong Primary School

School Street
Netherthong
Holmfirth
HD9 3EB

Hepworth J & I School

Maingate
Hepworth
Holmfirth
HD9 1TJ

Scholes J & I School

Wadman Road
Scholes
Holmfirth
HD9 1SZ

Hinchliffe Mill J & I School

Waterside Lane
Holmbridge
Holmfirth
HD9 2PF

Upperthong J & I School

Burnlee Road
Holmfirth
HD9 2LE

Holme J & I School

Meal Hill Road
Holme
Holmfirth
HD9 2QQ

Wooldale Junior School

Royds Avenue
New Mill
Holmfirth
HD9 1LJ

Holmfirth J I & N School

Cartworth Road
Holmfirth
HD9 2RG

The Maths Department

Our Maths department is an outward-facing department, involved in lots of national and local projects that ensure all teachers have access to high quality leading edge CPD.

We are currently a strategic partner of the White Rose Maths hub leading on the “#Yes U Can” project for this area. This project aims to encourage all students to believe they can be good at maths, and challenge mind-sets within our community that only some people can be good at maths.

We are currently working alongside Yong Enterprise with a ‘Maths in Context’ project, looking at exploring whether delivering GCSE mathematics in a greater financial context can improve learner attainment. We have also recently been a partner in the ‘Best Practice in Grouping Students in Maths’ research project led by Kings College London. The project aimed to challenge views on how students should be set in maths lessons and the effect this has on the fastest and slowest learners.

We have recently been working closely with AQA to ensure that sessions for the new maths GCSE address the key issues being faced by practising teachers.

We take very seriously our part in transition and view our primary schools to be key partners with whom we work closely. We also encourage Year 6 teachers to visit us as regularly as they are able.

Staffing

In September, our Maths Department will comprise a Head of Department and two Seconds in Department, along with six full time and one part-time members of staff. All staff are specialist Mathematics teachers who teach across the full age and ability range. They have clearly defined areas of responsibility, which are outlined in their individual job descriptions. Our New Head of Department, Victoria Smith, joins us in September and, should you be invited to interview, Victoria will be part of the assessment team.

Curriculum

We have taken the opportunity provided by the New Curriculum to completely rethink our Schemes of Work. We are keen that all students are fluent in the basics and regularly practise their mathematical reasoning and problem solving skills.

We aim to provide a balance of individual, group and whole class activities and students are encouraged to think for themselves, enjoying the satisfaction of personal discovery, particularly during investigational work.

At KS4 all students follow a course leading to GCSE Mathematics following the AQA specification. The department consistently achieves results above the national average. In Year 10 students are given the opportunity of studying for a GCSE in Statistics or a FSMQ in Additional Maths as a twilight course.

Developments

We have a fantastic suite of eight rooms, including an ICT suite, a small resource room and a staffroom. The department is keen to engage students by providing extra-curricular activities and so we regularly take part in competitions such as the Cipher Challenge and the UK Maths Challenge. We also take students to other exciting learning opportunities at local schools and universities. We have good links with our primary schools; run Masterclasses for our most able students and work in partnership to ensure transition is effective.

This is an exciting opportunity for an imaginative and highly motivated middle leader/ senior leader with energy, vision, enthusiasm and a commitment to continuous student improvement in Mathematics.

Job Description

Location:	Holmfirth High School
Job Title:	Second in Department: Leader of Mathematics
Grade:	MPS/UPS and TLR 2B
Accountable to:	AHT: Strategic Leader of Mathematics

Purpose of job:

As one of two Second in Department leaders within the Mathematics Department, the postholder will

- Be committed to supporting the achievement of all our young people in Mathematics through their learning from 11-16 and beyond.
- Make an appropriate contribution to the design and development of an outstanding, innovative and creative Mathematics curriculum
- Develop, in all students and teachers of Mathematics, versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Ensure that teachers within the Mathematics team are provided with high quality training opportunities, which enable them to be highly effective practitioners.
- Hold identified teachers of Mathematics to account for their performance.
- Develop positive external relationships at a local and strategic level, to promote the continued development of the school, as a central resource for the community.

Please note that this job description should be read in conjunction with the Teacher Standards.

Developing constructive professional relationships:

- Have high expectations of our students including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, supportive and constructive relationships with them.
- Communicate promptly and effectively with parent(s)², conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.

² The term 'parent' includes any person or body with parental responsibility such as a foster carer, guardian or local authority.

- Work as a team member and identify opportunities for working with colleagues, and sharing the development of effective practice with them.
- Promote the school vision and values and an ethos in which the highest achievements are expected from all members of the school community.
- Establish and develop effective team working practices.
- Deliver effective monitoring of the performance of identified members of the Mathematics Department, including setting objectives and individual personal development plans, including reference to the school's Performance Management policies
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, self-evaluate, be efficient and meet deadlines.
- Be an effective and clear line manager.

Working within the law and frameworks:

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

Developing practice

- Evaluate professional performance and be committed to improving practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of teaching and its impact on student progress, attainment and well-being, refining their approaches where necessary.
- Work effectively with the Headteacher, colleague senior leaders and the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money

- Work closely with the other schools and academies, to ensure teachers of English have access to best practice

Professional skills:

- Promote and model effective practice in teaching, learning and assessment relevant to the Mathematics curriculum.
 - Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
 - Design opportunities for students to develop their literacy, numeracy and thinking and learning skills appropriate within their phase and context.
 - Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and starting points of those they teach in order that students meet learning objectives and make sustained progress
 - Develop concepts and processes which enable students to apply new knowledge, understanding and skills.
 - Adapt their language to suit the students they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
 - Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
 - Provide students, their parents and colleagues with timely, accurate and constructive feedback on students' progress and areas of development.
 - Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
 - Use assessment as part of their teaching to diagnose students' learning needs, set realistic and challenging targets for improvement and plan future teaching.
 - Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the School.
 - Manage student behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the school's behaviour policy.
 - Promote students' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
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Strategic direction and development:

- Support the AHT: Strategic Leader of Mathematics in the communication of the vision for Mathematics, its effective management and operational efficiency to fulfil the ethos of the school.
 - Lead on appropriate and agreed specific areas of responsibility that ensure the realisation of an exceptional educational provision for all young people at the school.
 - Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.
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Professional knowledge and understanding:

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
 - Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
 - Know a range of approaches to assessment, including the importance of formative assessment.
 - Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
 - Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
 - Know and understand the relevant statutory and non-statutory curricula and framework, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
 - Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
 - Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
 - Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
 - Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
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Equal Opportunities:

- To promote equal opportunities in education so that all children and families will gain optimum benefit from the service provided.
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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Generic Staff Requirements:

- Uphold the professional standards expected of every member of school staff in all dealings with colleagues, students, parents and the wider community.
- Adhere to the principles expressed in the aims of the school and its mission statement.
- Actively contribute to the continued development of the school by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply school policies in all aspects of the role.
- Keep up-to-date with all aspects of the Safeguarding and Child Protection Policy as it applies to the post.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

All postholders are accountable through the school's Performance Management Policy. The Governors and Headteacher of Holmfirth High School are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

Holmfirth High School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and a DBS check.

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the school.

Signed		Dated	
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Second in Department: Leader of Mathematics - Person Specification

You should be able to demonstrate that you meet the following criteria:

E = Essential D = Desirable	Measured by: A. Application Form B. Test / Exercise C. Interview D. References
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Qualifications

E	• Degree in Mathematics or a closely related relevant subject	A D
D	• MA / further qualification relating to educational pedagogy	A D
E	• PGCE or equivalent – the post is not suitable for NQT candidates	A D
E	• QTS	A D

Knowledge & Skills

E	• Ability to effectively line manage identified teachers of Mathematics and linked support staff, making appropriate use of support and challenge	A C D
E	• Ability to develop and improve identified schemes of learning and assessment frameworks	A C D
E	• Ability to understand, analyse and make effective use of a wide range of data	A C D
E	• Highly effective classroom practitioner	A C D
E	• Good knowledge and understanding of current educational thinking: both related to subject and pedagogy	A C D
E	• Exemplary numeracy skills and the skills to disseminate this knowledge to others	A C D
E	• Proven ability to use intervention strategies to accelerate student progress	A C D

Experience

E	• Track record of successful classroom experience	A C D
D	• Experience of being an effective line manager for identified teachers and/or members of support staff	A C D
D	• Experience of developing and leading curriculum, innovation, using latest technologies	A C D
D	• Experience of raising standards	A C D
E	• Excellent record of student performance in public examinations	A C D
D	• Experience of delivering CPD	A C D
D	• Experience of developing, expanding and managing organisational change	A C D

Continuous Professional Development

E	• Evidence of commitment to personal CPD	A
E	• Ability to lead the development of others	A

Personal Qualities

E	• A passion for education and making a difference	A C D
E	• Excellent communicator	A C D
E	• Effective team leader/member	A C D
E	• Drive and determination	A C D
E	• Ambition	A C D
E	• Energy, enthusiasm, resilience	A C D
E	• The ability to forge effective working relationships	A C D

Next steps.....

Thank you for taking the time to read this pack. If you wish to apply for the post of Second in Maths at Holmfirth High School then please complete the standard Kirklees application form which is found on our website and submit it together with a supporting letter of a maximum two sides of A4.

The Headteacher
Holmfirth High School
Heys Road
Thongsbridge
HOLMFIRTH
HD9 7SE

Or via email to vacancies@holmfirthhigh.co.uk or office.holmfirth@holmfirthhigh.co.uk

The closing date for applications is: 12 noon on Tuesday 1 May

Interviews will take place: Monday 14 May

If we have not contacted you by mid May you will know that on this occasion your application has not been successful. Please accept this as acknowledgement of the time and interest you have shown.

Thank you.
