

## General information for applicants

### Head of Mathematics

#### The Princethorpe Foundation

The Princethorpe Foundation, which is administered by lay trustees, provides coeducational, independent, day schooling in the Catholic tradition for some thirteen hundred children from age two to eighteen years. The senior school, Princethorpe College, (HMC 11 - 18) is about 7 miles from Leamington, Coventry and Rugby, with the junior schools, Crescent (IAPS) about seven miles away in Rugby, and Crackley Hall School (IAPS) and Little Crackers Nursery about nine miles away in Kenilworth.

#### The School

Princethorpe College opened in 1966 and occupies a fine former Benedictine monastery which was built in the 1830s in 200 acres of parkland. The origins of the school date back to 1957 when the Missionaries of The Sacred Heart opened St Bede's College in Leamington Spa; the subsequent move to Princethorpe gave an opportunity for expansion.

The school became a lay foundation in 2001, when it merged with St Joseph's School in Kenilworth, resulting in the consolidation of a junior school and nursery on the Kenilworth campus. Crackley Hall is a significant feeder for Princethorpe. In September 2016, The Crescent School, a stand-alone prep school for seventy years in Rugby, also merged with the Princethorpe Foundation.

About one-quarter of the children at Princethorpe are Catholic and the Foundation welcomes children and staff of all denominations. The key catchment area for the school lies in a radius of about twenty-five miles, largely within the conurbations of Coventry, Leamington, Warwick, Kenilworth, Solihull, Stratford, Lutterworth, Banbury and Rugby, all of which enjoy a private bus service.

The Head of Princethorpe, Ed Hester, is Foundation Senior Head and as chief executive chairs the Foundation Executive Committee (FEC) which has responsibility for the day-to-day running of the schools and strategic planning. Financial management, estates, catering, IT systems and marketing for all schools in the foundation are resourced centrally. The head of Crackley Hall, Robert Duigan and the Head of the Crescent, Joe Thackway, are also members of the FEC.

Ed Hester is a member of HMC and the school also has membership of ISA and CISC.

The school continues with a comprehensive investment programme which over the last decade has seen a Sixth Form Centre built, Sports Centre improvements, chapel refurbishment, a new Photography department, update of IT facilities, Music department and classroom refurbishment and restoration of The Roundhouse to provide a stunning multi-purpose meeting, teaching and performing space. *The Limes*, a £4.5m fourteen-classroom teaching wing serving English, Modern Foreign Languages, Academic PE, IT and computing opened in September 2014. An indoor climbing wall and new fitness centre were part of the same project.

#### Ethos

Princethorpe life extends well beyond just exam preparation. The gospel values of love, service, commitment and forgiveness are central to everything which the school does, underscored by the school motto, *Christus Regnet* – may Christ reign.

Our schools are characterised by their strong Christian ethos and pride themselves on providing a caring, stimulating environment in which children's individual needs are met and their talents, confidence and self-esteem are developed.

The school maintains its Catholic tradition through assemblies, morning prayers, Holy Mass, celebrating the sacraments, teaching of Religious Studies and a vibrant Chaplaincy.

The social, cultural, intellectual, spiritual and emotional needs of pupils drive the school which is famed for outstanding levels of pastoral care. The ISI inspection report from April 2014 makes reference to the spiritual, moral, social and cultural development of pupils as being a key strength of the school.

### **The Local Area**

True to its heritage as a fashionable spa resort in the late 18th century and with a population of 50,000, Leamington is a thriving and elegant town of culture, leisure and good eating, with a well-regarded shopping experience comprising the usual range of high street outlets plus a significant number of independents. There are three key green spaces: the Jephson Gardens, Pump Room Gardens and Victoria Park. All of the major supermarkets are present. Swimming, golf, football, rugby, tennis, real tennis, health clubs, galleries, museums and the theatre are all well represented.

Rugby which has a population of 71,000, has an industrial heritage including the development of Whittle's jet engine and is, of course, the birthplace of rugby football; Coventry is famed for its Basil Spence Cathedral where Britten's War requiem was first performed and Warwick has a gentler air boasting the finest mediaeval fortress in the country. Kenilworth has the ruins of a castle, the remains of a medieval monastery, interesting architecture, a huge choice of well-regarded restaurants and a variety of independent retailers.

Communications in this part of the world are excellent, with easy access to the Midlands motorway network, and London is about an hour from stations at Leamington Spa, Rugby and Coventry. Shakespeare's Stratford-upon-Avon and the Cotswolds are a short drive away. There is a huge variety of property at modest prices.

### **Looking Forward**

Princethorpe College enjoys an excellent and growing reputation. Pupil numbers have risen to around 900 and continuing strides are being made to ensure the highest academic standards and a widening extra-curricular programme. Many pupils gain representative honours in sport and England cricketer, Ian Bell, numbers amongst the school's alumni.

Plans are in place for *The Close*, a seven laboratory Science block at Princethorpe and *The Gables*, at Crackley Hall, comprising a multi-purpose hall, classrooms and music practice rooms opened in February 2016 and represents a further £2m investment. A new Virtual Learning Environment utilising *Firefly* has been implemented and is being rapidly populated. A pilot study for using tablets and other digital devices in class groups has recently been completed.

### **Curriculum**

The curriculum is wide-ranging and our challenge is to prepare pupils for their next stage of education.

The school has made significant academic progress over the last decade, building a reputation for high levels of success with strong, positive value-added scores. Most pupils continue into

the Sixth Form where there is a wide range of A-level subjects on offer. All Sixth Formers have the opportunity to take part in The Princethorpe Diploma, a home-grown award, which encourages active participation in extra-curricular activities, service to the community and work-experience as well as a full commitment to their academic studies and enrichments projects.

In public examinations our pupils excel: in 2018 at the top end 34% of all A-level grades were A\* or A and 80% of grades were C or better; at GCSE 43% of grades were new 9, 8, 7 or A\* or A grades and 26% of pupils achieved eight or more 9, 8, 7 or A\* or A grades. In addition, over two-thirds of the students were awarded the Princethorpe Diploma.

### **The School Aims:**

1. to provide a first-class, rounded education for all its pupils;
2. to ensure that a strong Christian ethos - underpinned by the values of our founders, the Missionaries of the Sacred Heart - permeates the school; this ethos nurtures personal spirituality, moral development and self-respect based on Gospel values, love of God and love of one's neighbour. Respect for others and the environment, generosity, compassion, loyalty and a desire to "do the right thing" are key indicators of this living ethos, as are good manners, courtesy and an appreciation of the joy of life;
3. to prepare each pupil to be a positive, tolerant member of our multi-cultural society, being generous of spirit in serving others. We aim to forge strong links within our own community and in the local and wider communities;
4. to offer a broad curriculum which is challenging, exciting and meets the needs of our pupils. It needs to be balanced, have academic integrity, cater for a variety of educational needs and to foster a life-long love of learning and enjoyment of academic pursuits;
5. to have the highest standards of teaching and learning. We want pupils to be active learners and take responsibility for their learning; we want them to have independent learning skills, be resilient and have academic stamina and rigour. We want pupils to achieve the best possible examination results - but focus on these must not stifle creativity, fun, independence, breadth and depth of learning;
6. to ensure all members of the College Community receive the necessary support, encouragement and motivation to grow and develop above and beyond their own expectations. We aim to set ourselves the highest possible standards and view the giving of encouragement, affirmation and praise as essential to the ethos of the College;
7. to offer a first-class comprehensive extra-curricular programme that encourages and inspires the whole range of ability and interest levels from outstanding performers to reluctant beginners;
8. to provide the necessary channels for good communications within our community so that all have a voice which can be heard and all are kept informed of events and developments;
9. to provide the necessary planning, structure and resources to meet the above goals. We must also ensure that we care for our resources and use them well. We aim to promote Foundation-wide thinking so that planning, ideas and resources are shared across the schools to best effect;
10. to provide the financial security and stability to deliver the above goals and assure the future of the College and Foundation.

**Role**

Required for September 2019 a dynamic, innovative and well-qualified graduate to lead Mathematics in this flourishing school.

Candidates should have strong leadership and management skills, be visionary in their approach, have a proven track record of success in the classroom and be effective team players. An enthusiasm to become involved with the co-curricular life of the school is essential.

Single accommodation may be available. Princethorpe has its own pay scale which is above national scales.

**Mathematics at Princethorpe**

This is a strong department whose results are among the best in the school with a very high IGCSE 9 - 4 pass rate each year - a high proportion of which are grades 9 - 7 - and similarly high A-level results. The successful applicant needs to be well-qualified to teach mathematics to a high level and able to motivate and inspire pupils of all ranges of ability.

The mathematics department currently consists of four full-time and six part-time members of staff. The department is friendly and supportive and the teachers work collaboratively to share best practice and new resources. The department is well resourced, including a large and well-organised collection of digital resources. Students all have their own textbooks and class sets are also available in teaching rooms.

Mathematics is taught in ability sets from the start of Year 7 through to Year 11. It is our policy for teachers, where possible, to remain with their sets throughout the IGCSE years. The two-year Key Stage 3 scheme of work is based on the Mathematics Enhancement Project from CIMT at the University of Plymouth. The three-year Key Stage 4 scheme allows pupils to progress through the specification for the Pearson Edexcel IGCSE in Mathematics (4MA1). Our more proficient mathematicians also study the AQA Level 2 Certificate in Further Mathematics. For our highest ability students, we offer the OCR Level 3 FSMQ in Additional Mathematics as a co-curricular activity.

In the sixth form, students studying mathematics are prepared for the Pearson Edexcel GCE in Mathematics (9MA0) and the Pearson Edexcel GCE in Further Mathematics (9FM0). There are currently two mathematics groups and one further mathematics group in each of the lower and upper sixth. Studying mathematics is one of the most popular choices for students in our sixth form. This year, we are offering the AQA Level 3 Certificate in Mathematical Studies (Core Maths) for the first time to lower sixth pupils who wish to continue with mathematics but do not wish to take A-level mathematics. This new qualification has also proved to be a popular choice for students.

The department prides itself on its support for pupils and offers a variety of drop-in clinics; at lunchtimes for all years and after school for students taking public examinations.

Pupils from all year groups are encouraged to participate in the UKMT mathematics challenges and their results have been very impressive.

It is envisaged that the new post will involve teaching across the full age and ability range.

## **Professional Duties**

### **Purpose:**

- To provide a learning environment that guides and encourages students to develop and fulfil their academic potential.
- To contribute to the well-being and development of the pupils by supervising and caring for them both inside and outside the classroom.

## **Teaching and learning**

- Teach the allocated subject or curriculum area according to agreed schemes of work under the direction of the Subject Leader.
- Employ a range of teaching, learning and behaviour management strategies and personalise learning to provide opportunities for all learners to achieve their potential.

## **Curriculum provision**

- Work with colleagues to update and improve the curriculum provision, for example, in response to specification changes.

## **Monitoring and Assessment**

- Follow College policies on assessment, recording and monitoring pupils' progress.
- Evaluate learning and take appropriate action in order to raise achievement.
- Provide learners with constructive feedback on their strengths and weaknesses and highlight areas for development.
- Support the Subject Leader in the development of assessment material.

## **Communication with parents**

- Follow College policies on reporting pupils' attainment and progress.
- When necessary initiate additional communication with parents through the established channels.
- Participate at parents' evenings and tutor evenings as appropriate.

## **Staff development**

- Participate in College meetings and INSET days as required.
- Participate in the College staff appraisal and self-evaluation processes.
- Keep expertise, subject knowledge and knowledge of examination requirements up to date through professional development.
- Take responsibility for mastering and implementing developments in ICT in all aspects of College life.
- Contribution to the on-going updating of the School Development Plan and implementing relevant targets.

## **Resource deployment**

- Take responsibility for the care of resources such as equipment and textbooks.

## **Pastoral care**

- Act as a tutor taking an overview of pupil's pastoral care and academic progress in accordance with published tutor guidelines.
- Contribute to the delivery of the Life Skills programme.
- Support your House events and encourage the pupils to participate fully in the life of their House.

## **College Ethos**

- Promote the College ethos at all times by being a positive role model.
- Play a full role in College life and participate in extra-curricular activities.

- Support the College in meeting its requirements for worship.

### **Duties**

- Perform break, lunchtime and afterschool duties as requested.
- Supervise pupils in extended day as requested
- Cover lessons for absent staff and perform invigilation for internal examinations as requested

### **Marketing**

- Participate in open afternoons and evenings, including the recruitment of pupil helpers, planning of suitable activities and provision of attractive display material.
- Promote the work of the department and extra-curricular activities through the appropriate channels, such as press releases and the College intranet.

### **Health and safety**

- Follow College and departmental policies on health and safety.

## **Responsibilities and Duties of the Head of Department**

### **Background**

Teaching and Learning are the central activities in the College and all Heads of curriculum areas play a key role in pursuing the highest standards of teaching and learning in their subject in line with the cultural ethos and mission statement of the College.

This job description outlines the responsibilities of the Head of Department. It is intended to be a helpful document which gives as clear a guide as possible, not only to assist a colleague by acting as a checklist, but also to make other staff aware of what their colleague's responsibilities are.

### **Main Activities of the Head of Department**

#### **1. Curriculum**

- 1.1. To establish and make explicit the aims and objectives of the Department and to help to evaluate and develop curricula to meet these objectives.
- 1.2. To write and update annually a Department Development Plan which supports activity 1.1. To ensure that schemes of work are produced, monitored and reviewed and updated for the Department.
- 1.3. To develop assessment processes for Key Stages 3,4 and 5 which are compatible with the policies of the College.
- 1.4. To ensure that appropriate differentiation of the curriculum is made to meet the needs of all levels of pupil ability.
- 1.5. To promote teaching and learning styles which stimulate pupil interest and involvement in learning.
- 1.6. To monitor teaching and learning in the Department
- 1.7. To keep up with developments in teaching through appropriate INSET.
- 1.8. To contribute, as necessary, to the planning of the whole school curriculum and timetable at the Heads of Department Committee.

## **2. Contribution within the Department**

- 2.1. To teach at Key Stage 3 Key Stages 4 and 5 and to scholarship level (where appropriate)
- 2.2. As a Head of Department to be an exemplary teacher and to demonstrate excellent teaching skills and to be a practitioner of good practice
- 2.3. To inspire the team and to provide leadership and enthusiasm creating a cohesive internal faculty structure.
- 2.4. To deploy teachers, consistent with their strengths, weaknesses and career development while answering the needs of the College.
- 2.5. To allocate pupils to groups where appropriate.
- 2.6. To organise teaching resources within the Department. (See Resources and Accommodation)
- 2.7. To promote the subject beyond the classroom e.g. extra-curricular activities, wall displays.
- 2.8. To provide counselling for and liaison with higher education in conjunction with the careers department and the Head of Sixth Form.
- 2.9. To hold regular meetings of colleagues, to make minutes of those meetings, and to make those minutes available to the SMT and Inspectors.
- 2.10. To be responsible for health and safety within the department
- 2.11. To promote cross curricular co-operation.
- 2.12. To delegate tasks within the Department as appropriate

## **3. Supporting Teaching colleagues**

- 3.1. To support and direct staff within the department.
- 3.2. In liaison with the Deputy Head (academic), and/or other Faculty colleagues responsible for the induction of new staff, to make detailed arrangements for the induction of all newly appointed teachers contributing to their teaching and to provide a full program of guidance and support for teachers in their probationary year.
- 3.3. To promote the professional development of all staff and to organise departmental INSET as appropriate.
- 3.4. To evaluate the work of teachers
- 3.5. To establish an effective structure for consultation within department.
- 3.6. To provide disciplinary support when and where necessary.
- 3.7. To play a part in the appointment of new staff as appropriate.
- 3.8. To assist in the appraisal process by carrying out or contributing to the appraisal of teachers or to contribute, when asked, to the appraisal of other colleagues within the College where appropriate

## **4. Pupils**

- 4.1. To establish appropriately high levels of expectation of pupils at all Key Stages by setting down clear guidelines for establishing good standards of behaviour and achievement within the department including the careful presentation of work and the care of books and equipment.

- 4.2. To follow and to contribute to the department procedures for the monitoring and recording of pupil progress.
- 4.3. To ensure the department reporting policy is followed
- 4.4. To contribute to the development of the marking and assessment policy and to ensure that the agreed policy is followed including the consistent awarding of Merits

## **5. Examinations**

- 5.1. To establish a Departmental policy on entry to external examinations which is in accordance with the policies of the Department and the College.
- 5.2. To define criteria for entry in accordance with whole school policy, to forecast, record and monitor results and to report to senior management on external examinations, incorporating the use of baseline testing data.
- 5.3. To liaise with the Examinations Officer in relation to entry procedures.
- 5.4. To implement College and Departmental policies on internal examinations, including their preparation, presentation, marking and grading.
- 5.5. To organise departmental internal exams, ensuring that teachers in the Department know what exam preparation and marking is expected of them.
- 5.6. To prepare students for external examinations which involve internal assessment and external moderation and to collate and record marks arising from these assessments.
- 5.7. To arrange internal moderation of external examination components which are assessed internally and moderated externally.
- 5.8. To prepare and mark Entrance/Scholarship Examinations where appropriate.
- 5.9. To organise re-sitting of internal exams where appropriate.

## **6. Resources and accommodation**

- 6.1. To carefully monitor and maintain resources, in particular textbooks
- 6.2. To control the department budget, for resources and accommodation to meet curriculum objectives.
- 6.3. To enhance the learning environment through the effective display of pupils' work and other materials and through care of the environment.

## **7. Whole School Responsibilities**

- 7.1. To be truly aware of the Foundation's ethos and expectations and to lead by example.
- 7.2. To foster and support activities in the interests of the school community.
- 7.3. To be a member of school committees and working parties as appropriate.

## **8. Community Responsibilities**

- 8.1. To ensure effective dialogue with parents in accordance with school policies.
- 8.2. To foster our relationship with feeder schools and higher education institutions.
- 8.3. To liaise with external agencies and employers as necessary.
- 8.4. To develop our relationship with other schools and initiate relationships where appropriate



- 8.5. To write reports on individual students on their progress or in accordance with the school reporting policies and timetables
- 8.6. To review the reports of other members of the Department for their efficacy, accuracy and use of good English.

**Person specification**

|  |   | <b>Essential</b>   | <b>Desirable</b> |
|--|---|--|------------------|
| <b>Experience/<br/>knowledge</b>       | <p>In-depth knowledge of Key Stage 3 and 4 Mathematics</p> <p>Knowledge of Pearson A-level Mathematics curriculums</p> <p>Experience of delivering outstanding Mathematics lessons to students of all ages and abilities</p> <p>Experience of implementing behaviour management strategies consistently and effectively</p> <p>Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes</p>   | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>  | <p>Y</p>         |
| <b>Personal job<br/>related skills</b> | <p>A passion for the subject</p> <p>The ability to enthuse and inspire others</p> <p>Being willing to learn new skills and lead new initiatives.</p> <p>Good interpersonal skills, including the ability to work and relate well to people on all levels</p> <p>Good organisational and administrative skills, with the ability to remain calm under pressure and work to deadlines</p> <p>Strong interpersonal, written and oral communication skills</p> <p>Strong organisational and time-management skills</p> <p>The ability to develop positive relationships with all young people</p> <p>The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop</p> <p>High levels of honesty and integrity</p> <p>A sense of humour and desire to have fun</p> | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> |                  |
| <b>Qualifications</b>                  | <p>A good grade in A-level Mathematics or equivalent</p> <p>Degree with a substantial Mathematical content</p> <p>Qualified Teacher Status</p>  | <p>Y</p> <p>Y</p> <p>Y</p>   |                  |
| <b>Other<br/>requirements</b>          | <p>A commitment to the safeguarding and welfare of all students</p>   | <p>Y</p>   |                  |

Princethorpe College reserves the right to amend this job description from time to time according to business needs

### **Safeguarding Children**

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom she/he is responsible, or with whom she/he comes into contact will be to adhere to and ensure compliance with the school's child protection policy statement at all times.

If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school she/he must report any concerns to the deputy head (pastoral) or the headmaster.

### **Mandatory Training**

Safeguarding and Health and Safety Induction.

### **Salary**

By negotiation, depending on qualifications and relevant experience.

Members of staff working in the Foundation enjoy a considerable discount on school fees for their own children at Princethorpe College, The Crescent and Crackley Hall Schools. Teaching staff are able to join the TPA. The Princethorpe Foundation salary scale is associated with but some way above national scales.

### **General**

All members of staff are expected to contribute fully to the extra-curricular programme. The employee will need to satisfy the Foundation of medical fitness, integrity of information supplied and will be expected to sign a standard Foundation contract of employment.

### **Safeguarding**

The Princethorpe Foundation is 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 exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.

During the recruitment process we will require a signed statement that the applicant is not on the barred list/ List 99, disqualified from working with children, or subject to sanctions imposed by the Secretary of State or other regulatory body, and either has no convictions, cautions, or bind-overs, or has attached details of their record in a sealed envelope marked confidential.

The successful applicant will be required to complete a Disclosure and Barring Service (DBS). You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, as well as referral to the relevant DfE and DBS agencies.

Please refer to the Safer Recruitment Policy, which applies to all age ranges including Early Years, the Junior School and Senior School. This should be read alongside this brochure and contains a separate policy relating to the recruitment of ex-offenders at Annex A.

The Safeguarding Policy, Behaviour Policy: Staff Code of Conduct, Safer Recruitment Policy and information on Disclosure and Barring Service (DBS) checks are available on the Employment Opportunities page of the website [www.princethorpe.co.uk](http://www.princethorpe.co.uk)

**Recruitment**

The Princethorpe Foundation is committed to providing a supportive and flexible working environment to all its members of staff. The School recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre, who share this commitment.

The Foundation is an equal-opportunities employer.

**Application Form**

Applications will only be accepted from candidates completing a Princethorpe Foundation application form in full. CVs will not be accepted in substitution for completed application forms. Please submit an application form together with a CV and covering letter detailing experience, personal qualities, how you meet the person specification and outlining your suitability for the post.

Please address your application to Mr E D Hester, Headmaster.

Completed applications should be sent by email to [Recruitment@princethorpe.co.uk](mailto:Recruitment@princethorpe.co.uk)

or by post to: Recruitment Co-ordinator, Princethorpe College,  
Princethorpe, Rugby, CV23 9PX

The closing date for applications is Monday 21 January 2019, at 9.00am. Interviews are likely to be held Thursday 24 January at Princethorpe College.

### **Invitation to Interview**

If you are invited to interview, this will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring with them:

### **Proof of ID and Right to Work in the UK**

*At least one document must be photographic proof of ID. Please bring:*

- Current UK passport showing you are a British Citizen **OR**
- Current Passport or National ID Card showing you are a national of the European Economic Area or Switzerland **OR**
- Full birth or adoption certificate issued in the UK, dated within 12 months of birth.

### **And where possible**

- An official document giving your permanent National Insurance Number.
- If applicable, your Marriage Certificate or official documentation showing a change of name. **See Qualifications below**
- If available, your Current UK or European driving licence paper or new style photo card – if an older photo card, the paper counterpart must also be produced.

### **Educational/professional qualifications**

- Qualification Certificates as listed on your application form.  
**If the certificate is in your maiden name then a marriage certificate must be produced.**  
*If the successful candidate cannot produce original documents or certified copies, written confirmation of her/his relevant qualifications must be obtained from the awarding body.*

### **Proof of Current Address**

Utility bill or financial statement showing your current name and address, dated within last three months