



# Head of Maths

## Candidate Information

Start date – September 2024



**CHELTENHAM  
BOURNSIDE  
SCHOOL**

Inspiring lives  
through learning



# CHELTENHAM BOURNSIDE SCHOOL



## Welcome to Bournside

**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”.

Bournside is a large school with over 200 staff and over 1,800 students. That means we have the resources to provide a wealth of opportunities: a sports centre and 4G sports pitches; a fully equipped Drama studio, a large library, specialised English and Maths blocks, 12 science labs and specialist design, technology, computing and media rooms. Our highly successful sixth formers have their own large base with numerous study rooms.

No one gets lost in the crowd, however. Indeed, 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.

It’s not at all unusual for several generations from the same family to have been part of Bournside School. We’ve been part of the community of Cheltenham for many years having moved to our present site in Warden Hill in the early 1970s. Our value to the local community is developed in many ways: working closely with our neighbouring schools, taking the arts into the community, being the central hub for very many local sports teams, and, of course, being the school of choice for families in our part of Cheltenham and beyond.

I recommend you contact Will Penny, Deputy Head [wjp@bournside.gloucs.sch.uk](mailto:wjp@bournside.gloucs.sch.uk), before making your application. 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.

There is a wealth of information about our school on our website, along with an application form should you wish to apply. We also ask for a supporting statement (maximum 2 sides of A4) outlining how you feel your experience, skills, and attributes would enable you to make a significant impact in the role. ***The deadline for applications is 9:00am on Friday 10th May 2024. Interviews will be held on Monday 13<sup>th</sup> May 2024. However early application is recommended as we reserve the right to interview and appoint prior to the closing date.***

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

**Steve Jefferies**  
Headteacher



## Head of Maths

**Start date:** September 2024  
**Salary:** MPS/UPS + TLR1C +  
A negotiable relocation package  
for the right candidate  
**Contract:** Permanent, Full  
time/Part time (0.8 or more)

An outstanding opportunity has arisen to work in Gloucestershire's largest comprehensive school within our excellent Maths department.

We are an established 11-18 single academy trust with a good reputation (Ofsted 'Good' rating October 2022), wide catchment, and a strong presence in our community. Our school is consistently oversubscribed with a PAN of 300, and most of our students choose to stay with us for their post-16 study.

We are looking to appoint an enthusiastic Head of Maths to lead a lively and enthusiastic Maths department based in a £2 million building at Cheltenham Bournside School, where Maths is a very popular subject.

The Maths team is very strong and supportive. To lead our team, we are looking for an excellent classroom practitioner who has experience of teaching across all three key stages, has a genuine love of mathematics, and who is able to inspire our



**Applications by:**  
**9am Friday 10<sup>th</sup> May 2024**

team and lead them forward. Ideally you will have experience of leading a Maths department within a school already.

You will be joining a Maths department consisting of 3 key stage leads and 12 teachers. The department occupies a central place in the academic life of the School with the teaching of Maths grounded in supporting students to acquire a deep understanding of mathematical concepts which they can then apply in a range of situations. The curriculum is carefully planned to support and extend the acquisition of knowledge and understanding. Details of the student learning journey can be found [here](#) in our Curriculum Map document.

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. Progress of students is well above the national average at GCSE and typically in the top 25% of the country at A Level.

Teachers at Bournside are free to teach: we do not have a prescribed teaching style or format but we do have clear and effective systems for managing behaviour which ensure virtually no disruption to lessons.

We are an equal opportunities employer and value and respect diversity across our whole 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. We reserve the right to interview and appoint prior to the closing date.

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



## Job Description

### Classroom Teacher

**Post title:** Head of Maths

**Responsible to:** SLT Line Manager

**Responsible for:** All teaching staff within department

**Working hours:** Full time/Part time

**Contract type:** Permanent

**Salary:** MPS/UPS + TLR1C

### Duties

#### Teaching

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012).

- Be **accountable** for the delivery of the curriculum to assigned classes as relevant to age and ability;
- Be **responsible** for and **contribute** to the preparation and development of teaching materials;
- Be aware of students' capabilities and prior knowledge and be **accountable** for planning and differentiating teaching appropriately to build on these, demonstrating knowledge and understanding of how pupils learn;
- Have a clear understanding of the needs of all students, including those with special educational needs, disabilities and EAL; and be **accountable** for the use and evaluation of distinctive teaching approaches to engage and support such students;
- Demonstrate an understanding of and take **responsibility** for promoting high standards of literacy including the correct use of spoken English;
- Be **accountable** for the use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;
- Be **accountable** for making accurate and productive use of assessment to secure students' progress;
- Be **accountable** for the use of relevant data to monitor progress, set targets, and plan subsequent lessons;
- In line with the school's assessment and feedback policies, be **accountable** for giving students regular feedback, both orally and through accurate marking; encourage students to respond to the feedback, reflect on their progress, recognise their emerging needs and take a responsible and conscientious attitude to their own work and study;
- Be **accountable** for setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate;
- **Contribute** to arrangements for examinations and assessments within the terms of the School Teachers' Pay and Conditions Document.

#### Behaviour and Safety

- **Responsible** for establishing a safe, purposeful and stimulating environment for students, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently, fairly and in line with school policies;
- **Accountable** for the effective management of classes, using approaches which are appropriate to students' needs to inspire, motivate and challenge;
- Maintain good relationships with students, exercise appropriate authority, and act



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decisively when necessary;

- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviours, which are expected of students;
- Have high expectations of behaviour, promoting self-control and independence of all students;
- Be **responsible** for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures;
- **Accountable** for carrying out the role of form tutor under the direction of the appropriate member of the pastoral team and in line with advice provided concerning the role and responsibilities of a form tutor by a member of the Senior Leadership Team.

## Team Working and Collaboration

- Under the direction of the line-manager, participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and contributing to the development of effective practice;
- Be **accountable** for ensuring that colleagues working with you (for example Teaching Assistants, Technicians) are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- **Contribute** as required to the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
- Provide cover for absent colleagues within the terms of the current School Teachers' Pay and Conditions document.

## Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships;
- Communicate and co-operate with relevant external bodies;
- Make a positive contribution to the wider life and ethos of the school.

## Administration

- **Accountable** for registering the attendance of and the supervision of students during lessons and where applicable tutor groups and, where appropriate in extra-curricular activities before and after school;
- Report performance data and provide a report for pupils within assigned classes in line with the school's assessment and reporting calendar;
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

## Professional Development

- **Accountable** for regularly reviewing the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well-being, refining your approaches where necessary and responding to advice and feedback from colleagues
- Be **responsible** for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of performance development meetings
- Proactively participate with arrangements made in accordance with the school's performance development policy.

## Other

- To have professional regard for the ethos, policies and practices of the school and maintain high standards of attendance and punctuality



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- Perform any reasonable duties as requested by the headteacher.

## Other duties and responsibilities

To play a full part in the life of the school community, to support the school's aims and ethos and to encourage staff and students to follow this example.

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

## 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.

## 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.



## Job Description

### Head of Department

This job description is to be read alongside the classroom teacher job description.

### Purpose

- To be **accountable** for the leadership, management and development of the department
- To be **accountable** for the effectiveness of responsibility holders within the department, and to implement actions as required
- To **contribute** to the promotion of the school's aims and priorities and the achievement of the school development plan
- To be **accountable** for achieving departmental targets in line with the school's strategic plan
- To be **accountable** for levels of student progress ensuring that they both individually and collectively meet or exceed targets based on FFT20 estimates
- To be **responsible** for ensuring all staff within the department model the school's mission and vision through the consistent way they teach their subject(s) and uphold the school's values: Ambitious, Respectful, Supportive, Proud, Curious, Purposeful
- To be **accountable** for assessing, monitoring, developing and enhancing the quality of teaching and learning in the department
- To be **accountable** for provision of an appropriately differentiated and inclusive subject curriculum for students studying in the department
- To be **accountable** for the assessment and marking of student work, the feedback given to students and to ensure that homework provision is in line with school policy
- To be **responsible** for all operational aspects of the department
- With the SLT member with responsibility for staffing and timetabling, **contribute** to an effective timetable for the department

### Duties

#### Accountable for the Quality of Teaching and Learning

- Provide mechanisms for the sharing of good practice within the department and across the department
- Ensure a positive climate for teaching and learning
- Informally and formally monitor the performance of members of the department in terms of the quality of teaching and learning
- Ensure appropriate and effective responses to whole school monitoring exercises such as student work scrutiny and learning walks and take action to raise the quality of teaching and learning as appropriate
- Monitor the quality and regularity of written feedback to students within the department, following school policies and guidance and the annual departmental assessment plan
- Set expectations for students and staff in relation to the quality of teaching and learning

#### Accountable for Self-Evaluation and Strategic Planning

- Work with colleagues to formulate aims and objectives in-line with the department's key aims and priorities
- Document these aims and objectives within the Departmental Development Plan (DDP) and engage in reviewing, amending and coding the progress made towards achieving the targets documented in the DDP
- Develop and implement appropriate policies and practices, including health and



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safety requirements

- Effectively manage capitation and departmental resources

## Accountable for Tracking, Monitoring and Intervention

- To make use of and evaluate performance data provided, in particular responding to all academic progress data provided using SISRA or the data analysis package in force.
- Develop effective tracking, monitoring and intervention strategies to support student progress
- Identify students in need of intervention, document this on Classcharts and coordinate the delivery of intervention, including communication with parents/students
- To provide the Governing Body with relevant information relating to the departmental performance and development if required

## Accountable for Curriculum Development

- To ensure curriculum coverage, continuity and progression in the subject for all students
- Lead the development of resources and schemes of learning, marking policies and assessment
- To keep up to date with national developments in the subject area and teaching practice and methodology
- To liaise with the Exams team regarding relevant examination and validating bodies, to oversee and organise coursework marking and moderation, complying fully with relevant exam board guidance and ensuring that staff within the department are provided with sufficient training opportunities to enable them to effectively discharge their responsibilities in line with the guidance.
- To be responsible for the development of cross-curricular skills according to the school's agreed priorities
- To develop effective links with the wider local community, in order to extend the subject, enhance teaching and develop the students' wider understanding of departmental subjects
- To work with the SLT member in charge of Continuous Professional Development to ensure that needs are identified and that appropriate programmes are designed to meet such needs

## Responsible for Staffing/Staff Development

- To be responsible for the efficient and effective deployment of the Department's technicians/support staff as appropriate
- To undertake Performance Development Review(s) and to act as reviewer for a group of staff within the department, and to support responsibility holders within the department with the PDR process

## Recruitment/Deployment of Staff

- **Accountable** for appropriate arrangements for classes when staff are absent
- **Contribute** to the recruitment, selection and induction process for teaching and support posts within the department
- **Accountable** for the promotion of teamwork and to motivate staff to develop effective working relations
- **Contribute** as appropriate in the school's ITT programme and mentoring of ECTs

## Communications

- To be **accountable** for ensuring that all members of the department are familiar with its aims and objectives





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- To be **responsible** for the provision of curriculum information to parents as required and to communicate with parents as appropriate
- Responsible for liaison with relevant bodies and for the development of effective subject links with feeder primary schools

## Student Behaviour

- To be **responsible** for high standards of behaviour within the department

## Additional Duties

To play a full part in the life of the school community, to support the school's aims and ethos and to encourage staff and students to follow this example

## 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.

## Note on terminology

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**“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.

In addition to the duties and responsibilities of a member of the teaching staff, the post holder will fulfil the responsibilities detailed below.



## Person Specification

### Head of Maths

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

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree in Maths or equivalent</li> <li>Qualified Teacher Status</li> <li>Ability to teach KS3 to KS5, including Mathematics at A Level</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>Experience of leadership within Maths departments</li> <li>Good knowledge of the National Curriculum in the subject</li> <li>The ability to use ICT to enhance learning and aid teaching</li> <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>Head of Maths department</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>Good communication skills, oral and written</li> <li>The ability to work well as part of a team, and to build trust and openness</li> <li>Discretion, courtesy, honesty and integrity</li> <li>Reliability, punctuality, diligence and good organisation</li> <li>Attention to detail</li> <li>Self-motivation and enthusiasm</li> <li>Ability to work independently</li> <li>Passion for education and young people</li> <li>Evidence of commitment to professional development</li> </ul>	



## Settling in at Bournside

We will fully support you with your transition to Bournside. Will Penny, Deputy Headteacher, 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 day

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

You will also be allocated a mentor – probably your line manager – who will meet with you regularly to ensure you have the support you need.



### Continuing Professional Development

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, instructional coaching, personal and departmental development time, focused workshops, external courses, and performance management and review.

We are delighted to have been awarded the Gold Award for Professional Development from the Teacher Development Trust (TDT) in recognition of our CPD provision for teaching and support staff.

The auditor praised the consideration of the needs of all colleagues is a real strength here, in particular considering how best to support the CPD needs of part-time staff and flexible working, showing a real understanding of the impact that a supportive working environment can have on teacher wellbeing and outcomes for students.



## Employee Benefits Teaching Staff

### General

- Provision of all necessary IT equipment.

### Lifestyle and wellbeing

- Attractive salary and pension
- Tax free electric car leasing scheme
- Free one-to-one wellbeing support
- Family friendly policies
- Onsite parking facilities and cycle storage
- Free access to the school's Gym
- Cycle to work scheme
- Techscheme – save money on the latest tech from Apple and Currys PC World
- A comprehensive range of staff social events throughout the year
- Our dining centre and Pit Stop Café 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.

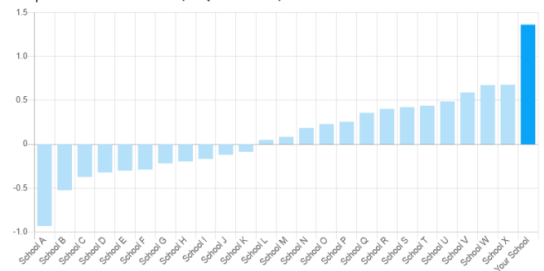
### Statutory and other benefits

- 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.

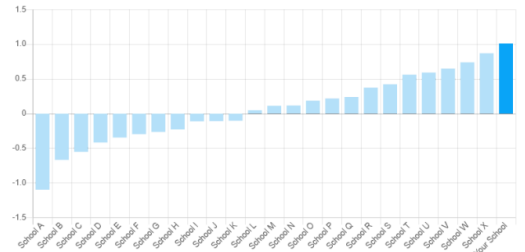
### What our staff say...

Our teaching staff completed a Teacher Development Trust working environment survey in September that compares the school to other similar schools – we are very proud of the results with Bournside being top of the categories surveyed – see below:

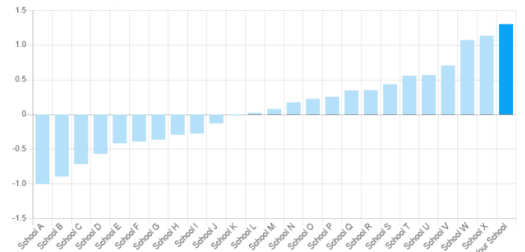
Compliance/ Workload (6 Questions)



Supportive Leadership (8 Questions)



Behaviour Policy (6 Questions)



The interpretation of the scores is:

- 0 is average
- +1 is one standard deviation above average, so very positive.



# We are...

## AMBITIOUS

We aim for the very best in all we do

## CURIOUS

We have enquiring minds and are not afraid of challenge

## PROUD

We celebrate everyone's effort and achievements

## PURPOSEFUL

We persevere to achieve our goals and aspirations

## RESPECTFUL

We care about each other and believe in equality and kindness

## SUPPORTIVE

We make a positive difference to each other's lives



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