



Bishop Fox's

Information for applicants

TEACHER OF MATHS

January 2025

Fixed term initially until August 2025

Tel: 01823 289211

Email: hr@bishopfoxs.co.uk

www.bishopfoxs.co.uk



High Standards & High Expectations

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OUR FACULTY

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Dear candidate

Thank you for taking the time to consider our school for your next career move. Within this pack you will hopefully find many reasons for you to submit your application to work at Bishop Fox's School.

As the Headteacher, I hold a strong belief that the power of education can change children's lives and it is the right of every child to receive an excellent education. All staff in the school are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are known as individuals and that their unique personality, talents and interests are nurtured and developed to the full. A Bishop Fox's education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom.

The school was built 30 years ago, housed in a beautiful location in the South of Taunton. The school's history stretches over 500 years as Bishop Fox's was originally founded in 1522. Student numbers are at an all-time high of over 1100 and we are planning to expand to 1200 over the next 3 years. There are four secondary schools in Taunton, and in this competitive environment, we are extremely pleased to be oversubscribed in all year groups.

We have high standards and high expectations in everything that we do. Students achieve well, working in an encouraging learning environment with quality teaching and support from our child-centred staff. We are committed to safeguarding and doing the very best for every one of our students on roll.

We are looking for someone who, either, is already or has the potential to become an outstanding teacher. In particular, you will see from the Person Specification that we are seeking a colleague who shares our ethos about education and will enhance our learning community. We are looking for a strong practitioner in the classroom and someone who has the ambition to get involved with the extra-curricular life of the school.

So, if you want and enjoy a challenge, are able to make a difference and care passionately about young people, then we will welcome your application.

Please submit your application form together with a letter (no more than two sides of A4) detailing your skills, qualities and relevant experience for this post. Applications should be returned to the school HR office or emailed to hr@bishopfoxs.co.uk. If you haven't received an acknowledgement within 48 hours, we recommend calling 01823 255011 to check your application has been received.

We look forward to hearing from you soon.

Yours sincerely



KERRY TONKIN
HEADTEACHER



For more information about the School, please visit our website: www.bishopfoxs.co.uk

MATHS DEPARTMENT

Our dedicated and hardworking team comprises of the Head of Department, 2 i/c's in maths and six further specialist maths teachers. We are also fortunate to benefit from the support of a specialist maths LSA and a maths intervention worker and maths specific school led tutor.

Accommodation consists of 9 maths classrooms which are well equipped and all have interactive whiteboards, plus a faculty office.

Maths is taught as part of a two week timetable with seven lessons each fortnight at KS3 and more for KS4 classes. Classes are set into groups based on prior mathematical ability in all years. Year 7 are taught in sets from the start using SATs results then slight changes are made following test results.

The results in maths have been improving over the past few years and we are looking for teachers who have a proven track record or show potential to enthuse our students to achieve positive outcomes. There is a clear aspiration within the maths faculty to build success and to embed good practise throughout the team. Collaborative work is encouraged to reduce teacher workload, improve consistency, to raise achievement and to bolster a positive team spirit.

Student voice in maths is very positive and the vast majority of students feel they are making good progress. Relationships with teachers and appropriate levels of challenge are also seen as a strength. We are a faculty who are keen to inspire students to look beyond the pages of the textbook to become problem solvers and critical thinkers. We want to instil in our students a love of maths and to empower them to feel confident in applying their knowledge and skills in productive ways.



PERSON SPECIFICATION

Teacher of Maths

| AREA | ESSENTIAL | DESIRABLE | HOW IDENTIFIED |
|------------------------------|---|--|---|
| Qualifications | <ul style="list-style-type: none"> • Qualified teacher status • Good Hons Degree | <ul style="list-style-type: none"> • Masters Degree | <ul style="list-style-type: none"> • Application Form • References |
| Experience | <ul style="list-style-type: none"> • Experience of teaching maths in a mainstream secondary school • Evidence of successful subject outcomes • Evidence of being a strong practitioner • A consistently good teacher | <ul style="list-style-type: none"> • Experience of working with young people • Potential to become an outstanding leader | <ul style="list-style-type: none"> • Application Form • References |
| Skills and Attributes | <ul style="list-style-type: none"> • A passion for teaching maths • Good classroom management • Effective inter-personal and communication skills • Ability to communicate a vision and inspire others • A commitment to getting the best outcomes for all students and promoting the ethos and values of the school • Potential to become an outstanding leader • Willingness to take responsibility • Excellent communication skills • Ability to lead a team • Ability to work independently • Ability to manage a budget • Ability to enthuse young people to want to learn • Ability to use and integrate ICT in teaching • Creative approaches to teaching and learning • Ability to build effective working relationships with staff and other stakeholders • Ability to adapt teaching to meet students' needs • Knowledge of guidance and requirements around safeguarding children | | <ul style="list-style-type: none"> • Letter • Interview • References |
| Personal Qualities | <ul style="list-style-type: none"> • Professional integrity and high expectations • Willingness to work hard • Adaptability • Ambition • Sense of humour • Can do, positive and 'nothing is too much trouble' approach • Sensitivity, empathy and warmth • Pride in one's own performance and that of others • Willingness to be involved in the extra-curricular life of school • A genuine like for young people • A passion for learning and leading learning • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Commitment to safeguarding and equality | | <ul style="list-style-type: none"> • Interview • References |





JOB DESCRIPTION

JOB TITLE: Class Teacher & Form Tutor

REPORTS TO: Curriculum Team Leader & Head of Year

MAIN PURPOSE OF JOB

CLASS TEACHER

Is responsible for making the education of students a priority and being accountable for achieving the highest possible standards in work and conduct to meet the Teacher Professional Standards. Has strong subject knowledge and keeps knowledge and skills up-to-date. Has the ability to create positive professional relationships and works with parents in the best interests of the students. Acts with honesty and integrity.

FORM TUTOR

Is responsible for a specific cohort of students and acts as a role model by establishing effective professional relationships which enables them to achieve their full potential. Is the main source of reference for them to raise any issues or concerns.

MAIN RESPONSIBILITIES AND DUTIES

CLASS TEACHER

- Sets high expectations which inspire, motivate and challenge students by implementing and delivering an appropriately differentiated and engaging curriculum.
- Contributes to the Team Improvement Plan and supports the implementation of whole school policies.
- Contributes to and delivers departmental Schemes of Work.
- Manages the classroom environment to ensure effective learning takes place.
- Monitors student progress, ensuring appropriate assessment, recording and reporting of student achievement is carried out and relevant information is provided to the Curriculum Team Leader / Head of Year.
- Uses tracking data to identify and challenge student underachievement and inform teaching and learning.
- Ensures the effective deployment of Learning Support Assistants.
- Contributes to and implements ILP's as appropriate.
- Produces reports and other requests for information within the required deadlines which are appropriate and are of high quality.
- Communicates with parents as appropriate.

- Actively supports and promotes high standards of teamwork within the subject area, ensuring work is set in the event of known absences and unplanned absence where appropriate.
- Identifies own CPD to meet personal needs and wider school priorities.

FORM TUTOR

- Maintains discipline and acceptable standards of conduct and appearance of students.
- Establishes a rapport with students to develop their social and academic potential and acts as a main source of reference for their problems.
- Is responsible for the accurate marking of form registers, ensuring absences and lateness are accounted for and taking appropriate action where they are not.
- Monitors the homework of students, undertakes teaching of form periods, escorts the form to assemblies and attends tutor meetings called by the Head of Year.
- Monitors and intervenes proactively in matters relating to student progress.
- Attends Academic Tutoring Day.
- Quality assures the quality of reports for members of the tutor group.
- Attends assemblies.

DUTIES AND RESPONSIBILITIES FOR UPPER PAY RANGE

- Makes a substantial and significant contribution to the wider life and ethos of the school. This will be something tangible, contributing to the achievement of the schools' strategic priorities, as captured within the School Improvement Plan.
- Role models highly competent teaching and professional effectiveness consistent with Teacher Standards and supports the professional development of colleagues.
- Takes a leading role in the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Proactively participates 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.

CONTACTS AND RELATIONSHIPS

The Postholder is responsible to the Headteacher in all matters. To the relevant Head of Year in respect of student welfare and pastoral matters, and the Curriculum Team Leader in respect of the subject timetable and of curriculum development.

Assists with the supervision of the teaching and support staff allocated to work in the subject.

Interacts on a professional level with colleagues. Seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the subjects in the school curriculum with the aim of improving the quality of teaching, learning and standards of achievement in the school.

Fosters positive relationships with parents, outside agencies and the wider community to promote the school in a positive light and secure the best outcomes for the students at the school.