

Application Pack Head of Mathematics

To Start September 2020



Closing Date: 31 January 2020
Interviews: 11 February 2020

How to apply

Before applying for this position, please read in full this application pack which contains key information about the school the Job Description and Person Specification and details about the recruitment process. Please also read our Safeguarding Policy, available on our website (www.cranfordhouse.net).

Applicants should send a Letter of Application, the signed completed application form, equal opportunities form and self-disclosure form to recruitment@cranfordhouse.net by the closing date.

Important note: Cranford House operates a safe recruitment policy and the successful candidate will be required to apply for an Enhanced Level Certificate with the Disclosure and Barring Service.

Introduction and Information about Cranford House School

Cranford House is a leading independent day school and continues to enjoy a growing reputation for excellence. Rated excellent in all categories by the ISI, the school is entering an exciting second phase of development based on many recent educational successes. This includes the addition of a Sixth Form and the extension of our successful co-educational provision into the Senior School from September 2020.

Vision and Values

Cranford House offers an innovative, opportunity-rich education within a welcoming and nurturing community, which draws out the natural potential of each child. At the heart of this is our commitment to ensuring that our pupils are happy, confident and motivated and that their self-belief, characterised by curiosity, resilience and a spirit of collaboration, inspires them to achieve at each stage of their individual learning journey. Cranford House pupils make excellent progress within a broad and challenging curriculum framework. This framework encompasses the traditional and the innovative, prioritises opportunities for enrichment and independent enquiry and establishes an enduring ethos for learning.

New Co-educational Sixth Form Centre opening in 2020

The School's vision for a new Sixth Form is an ambitious and exciting one, incorporating a bespoke new Sixth Form centre with a modern, mature and relaxed setting for students. Within the newly built centre, sixth formers will benefit from their own common room, study rooms, classrooms, a lecture theatre and learning resource centre. Following record demand for places at Cranford House, and sustained success at GCSE, the Sixth Form is a natural and very exciting step in the development of the Senior School provision.

Cranford's Sixth Form will build on the strong foundations of academic excellence laid at GCSE. It will offer a broad core curriculum alongside exciting opportunities for academic and extra-curricular enrichment.

Co-Educational Junior School and Senior School

Cranford House started life as a co-educational setting and has now extended the outstanding co-educational provision into Key Stage Two (ages seven to eleven) with boys now joining all year groups within the Junior School.

Cranford House is delighted to confirm that from September 2020, the Senior School will admit boys into Year 7 and Year 12. This is a natural progression from our highly successful co-educational Junior School where the focus will be on continuing to education boys and girls in a setting where every pupil is able to reach their full potential.

A Cranford education is known for providing individual attention and excellent academic attainment for all. Pupils will benefit from specialist sports coaching across all the major sports, as well as specialist foreign language and music teaching. The modern, innovative curriculum will continue to be delivered in a stimulating environment, designed to inspire a love of learning, spirit of enquiry and sense of curiosity.

Significant Investment in the Arts and Sciences

Cranford House believes that every pupil can achieve anything they set their minds to. The school retains a strong commitment to the development of a well-rounded education, from Science and Technology to Sport and the Performing and Liberal Arts. It is this commitment to breadth and depth within the curriculum, to inspiring a love of learning and a spirit of enquiry in pupils that underpins our reputation for excellence.

The (STEM) curriculum (Science, Technology, Engineering, and Mathematics) underlines the coherent educational bridge between the Arts and the Sciences. The importance of creativity within the design process in STEM lessons is as relevant to pupils as the mathematical foundations for scales in Music or the relevance of 'scientific method and rigor' within the design process in Textiles, Food Technology or Art.

To reflect this, the school will be undertaking a significant programme of capital development that will substantially enhance the already excellent Science facilities. This will include the addition of a new state of the art STEM centre, offering both flexible, modern laboratory spaces and a specialist computing and design facility. It will incorporate separate laboratories for Junior, Senior and Sixth Form pupils, as well as a workshop and specialist Mac suite for design and Computing.

Leadership and Governance

Cranford House is comprised of three schools:

- Senior School
- Junior School
- Nursery School

The Senior School and Junior School occupy the same site and the Cranford Nursery is based on a site just a short distance from the main campus.

Facilities and the Local Area

Cranford House is fortunate to be situated within easy commuting distance of both Reading and Oxford, with quick links by rail from neighbouring Cholsey to Reading, Oxford and London. Cranford House is just 5 miles from the historic market town of Wallingford and less than thirty minutes from the picturesque town of Henley-upon-Thames, famous for the annual international rowing regatta, striking Georgian architecture and bustling café-culture.

The School has recently enjoyed an ambitious programme of capital development that has substantially enhanced facilities. This includes the addition of a modern Sports Hall in 2014 to complement the excellent suite of existing sports' facilities across the campus, the re-development of the school laboratories, library, art and design suites and IT facilities. In addition, there are ambitious forward plans for the further development of the site.

Cranford House Junior School

Our Junior School is a happy, thriving school which welcomes boys and girls as rising five year olds into our Reception classes.

Our modern, innovative curriculum is delivered in a stimulating environment, underpinned by traditional values, within a warmly nurturing and community. Class sizes are small to ensure individual attention for each pupil. We actively encourage good manners, self-discipline and integrity, whilst supporting our children to challenge themselves, both educationally and personally. Individuals are always valued and successes are joyfully celebrated.

Learning is fun at Cranford House and our Form Tutors, together with specialist staff for French, Spanish, Computing, Drama, Music and PE engage with pupils to positively encourage self-confidence, independence, curiosity and a sense of responsibility, laying the best possible foundation for positive learning in the future.

Senior School

In the Senior School we welcome girls into Year 7 up to Year 11 and we are excited to be admitting boys into the Senior School from September 2020 into Year 7 and into our new Sixth Form in Year 12. Over 90% of pupils transfer from the Junior School to the Senior School and they typically make up about one third to one half of our Year 7 cohort. The Senior School environment is quite unique, drawing on the family feel and traditional values of the whole school, yet providing the individual support and challenge to develop vibrant young people of the future.

Cranford pupils are happy, confident and motivated, giving them the perfect foundation to aspire to achieve across all areas of our broad curriculum. The small class sizes within each year group, close community and committed teaching staff ensure each pupil is encouraged to find her hidden talents, to understand her strengths and weaknesses and to celebrate her successes.

Academically these successes place Cranford House consistently in the leading schools in Oxfordshire for GCSE results. Our academic performance is matched by a strong reputation for music, both locally and nationally, a flourishing visual and performing arts programme and a sporting reputation for skill, fair play and inclusion at every level.

The vibrant curriculum of the Senior School is specifically designed to ensure all pupils receive the broadest education possible with a rich mix of subjects and the essential preparation for Sixth Form and the world beyond.

All teachers in the Senior School are specialists in their subject areas. From Year 7 there are flexible groupings for English, Maths, Science and Modern Foreign Languages, The other subjects are taught in form groups or mixed groups and include Music, Drama, Geography, History, Religious Studies, Computing, PE and Creative Arts.

In Year 9, pupils select their choices for GCSE which they study in Years 10 and 11. Typically pupils study 10 or 11 subjects to GCSE level with English, Maths and Science being compulsory. All pupils have PE in their weekly timetable, even if they are studying it for GCSE, along with weekly lessons which cover careers, life skills and preparation for Sixth Form or life beyond Cranford.

All pupils at Cranford House are encouraged to take part in our extensive programme of enrichment activities. These are specifically designed to challenge and develop, promoting self-confidence and a sense of achievement in meeting each new challenge.

Throughout the school there are over 50 enrichment activities on offer covering a wide range of disciplines.

Pastoral Care

Cranford House is widely recognised for its excellent pastoral care. Support, care and a strongly nurturing approach, focussed on each child's well-being, runs through the school.

Our 5 Values underpin all aspects of school life and pupils, staff and parents are encouraged to reflect these in their work together. Mutual respect, support for each other, tolerance, challenge and true generosity of spirit are fundamental to a Cranford House education. Within the school there is a strong community feel; the older and younger children have many opportunities to work together for the good of the school through the House system, School Council, charity events and help in the classroom.

Form Tutors and Key Stage Coordinators all play their part in providing individual pastoral support, whilst in the classroom, pupils from Year 1 have PSHCE (Personal, Social, Health and Citizenship Education) lessons within the curriculum, ensuring they develop an understanding of the world around them and have help to make informed decisions on a range of topics.

Job Details

The Role

Cranford House seeks to appoint an enthusiastic and highly committed **Mathematician and Leader** with an unrelenting desire to raise pupil attainment. The successful candidate must be a motivated individual, committed to delivering high quality lessons and achieving outstanding progress from all pupils. The role requires a willingness to focus on self-improvement and to engage positively with different approaches to teaching and learning. This is a genuinely exciting opportunity to work in a forward-thinking department intent on self-improvement and a clear mission to support Cranford House's growing reputation for academic excellence in public examinations. The successful applicant will join a friendly, supportive and ambitious team, both within the department and across the school.

Job Description

Role	Head of Mathematics
Job Purpose	<ul style="list-style-type: none"> • To be an excellent classroom practitioner with a wide range of teaching skills and a commitment to ensuring the highest standards of achievement for all pupils. • To give clear and effective guidance and leadership to subject staff working within the Maths Department.. • In addition to being an energetic and enthusiastic teacher, a Senior School Teacher is also expected to be a Form Tutor and also to make a contribution to school games and/or activities which can include almost anything of interest to students.
Accountable to	The Headmaster via the Deputy Head (Academic) & Senior Deputy Head
Responsible for:	Delivery of teaching across the school, together with all associated activities.
Accountabilities	
Policy/Strategic direction and development	<ul style="list-style-type: none"> • Contributing to whole school policy-making as required by the Head. • Ensuring that the school policies and strategies are embedded in the operational activities and effectively support the daily operation of the school. • Coordinating a Departmental Development Plan link to the Whole School Development Plan, budgetary requirements, CPD and current thinking
Teaching and Learning	<ul style="list-style-type: none"> • Monitor teaching and learning. • Keep records of pupils' assessment data (see Assessment Policy) and use it to track their progress in collaboration with the Deputy Head (Academic). • Monitor the progress of pupils and communicate/report progress to parents and pupils. • Comply with and monitor the assessment guidelines as laid down in the Assessment, Marking and Reporting Policies. • Liaise with the Learning Support team and departmental staff regarding pupil progress. • Make decisions on GCSE and A-Level entry levels in consultation with staff, parents and pupils. • Assess pupils for Senior School Scholarships. • Ensure a commitment to safeguarding and promoting the welfare of children.
Leadership & management of others	<ul style="list-style-type: none"> • Monitor the professional development of members of the department. • Promote the sharing of good practice. • Promote the use of ICT within the department.

	<ul style="list-style-type: none"> Promote strategies for class teaching and homework tasks that stretch every child whatever their ability. Carry out Annual Appraisal process, mid-year reviews and Observations.
Departmental	<ul style="list-style-type: none"> Lead regular departmental meetings and attend other regular meetings as required. Record and store minutes. Liaise with other staff and teaching assistants in the School to ensure the smooth running of the department. Coordinate a Development Plan linked to the Whole School Strategic Plan, budgetary requirements, CPD and current thinking. Write an annual review of the department's strengths and developments including Development Plan/GCSE results or other national data. (SEF) Plan and manage the departmental budget. Liaise with the Headmaster and Deputy Head (Academic) regarding the staffing and timetable of the department. Review and coordinate the update of departmental documentation e.g. handbook, schemes of work etc. Attend Senior/Junior/Lower School meetings as required to coordinate the subject and ensure continuity and progression. Review and maintain in good working order the departmental and school equipment. Ensure teaching areas are maintained as safe, effective and stimulating learning environments with appropriate, up to date displays. Review resources and update as necessary. Ensure the department conforms to the School and Department's Health and Safety policies. Ensure the department conforms to the school policies on ICT. Attend Health and Safety meetings when necessary (practical subjects only).
Subject	<ul style="list-style-type: none"> Ensure regular updating of syllabus in line with the National Curriculum and current thinking. Organise, promote and attend INSET and keep up with recent trends through membership of organisations and through subscribing to publications. Promote the understanding and enjoyment of the subject throughout the school and beyond through clubs and competitions (in-house and at other venues) involving pupils and parents, therefore, assisting in the marketing of the school. Promote cross-curricular links with other departments.
Pastoral	<ul style="list-style-type: none"> Ensuring a commitment to safeguarding and promoting the welfare of children. Share or have sole responsibility of a Form Group, House Group and act as a mentor or teach PSHCEE if required Supporting and/or leading assemblies and form time, as required Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
Extra-curricular activities & other duties	<ul style="list-style-type: none"> Organising and participating in extra-curricular activities (e.g. clubs, activities, residential trips, inter-house activities, etc) Undertaking before school/break/lunch/after school duties as assigned
Marketing and external links,	<ul style="list-style-type: none"> Communicating and co-operating with persons or bodies either internally or outside the school (as necessary)

including public occasions	<ul style="list-style-type: none"> Producing a variety of displays (interactive, informative, celebratory) in the classroom and throughout the school, ensuring that they are updated regularly
Management of resources	<ul style="list-style-type: none"> Planning and managing the department budget Reviewing resources and updating as necessary Encouraging the use of ICT within the subject Assisting in ensuring that all resources are fit for purpose and used in accordance with health and safety guidelines
Monitoring, evaluation & assessment	<ul style="list-style-type: none"> Assessing, recording and reporting on the development, progress and attainment of pupils. Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils. Assessing pupils for senior school entry and scholarships
Training & development of self and others	<ul style="list-style-type: none"> In liaison with line manager, setting personal targets and take responsibility for own continuous professional development. Monitoring professional development of other department members Promoting the sharing of good practice Promoting strategies for classroom teaching and homework tasks that stretch every child, whatever their ability
General requirements – All school staff are expected to:-	<ul style="list-style-type: none"> Work towards and supporting the school vision and the current school objectives outlined in the School Development Plan. Contribute to the school's programme of extra-curricular activities. Support and contribute to the school's responsibility for safeguarding students. Work within the school's H&S and First Aid policies to ensure a safe working environment for staff, students and visitors Work within the school's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. Engage actively in the annual performance review process. Adhere to policies as set out in staff handbook. Undertake other reasonable duties related to the role as required from time to time.
Review and Amendment	This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Person Specification

Skills Required	
Organisational skills: the ability to work in an effective way to meet targets and deadlines	Essential
Decision making skills: the ability to solve problems and make decisions	Essential
Teamwork: the ability to work collaboratively with others	Essential
Communication skills: the ability to make points clearly and understand the views of others	Essential
Self-management skills: the ability to plan time effectively and organise oneself well	Essential
Interpersonal skills: the ability to be an enabling and effective team leader	Essential
Coaching & Leadership skills: the ability to evaluate the work of others and enable their development	Essential
Analytical skills: the ability to analyse data and information to identify patterns and trends	Essential
Strategic skills: the ability to formulate strategies for improved learning	Essential
Knowledge Base	
Excellent subject knowledge	Essential
Experience teaching to A-level	Essential
Excellent professional knowledge and understanding	Essential
Understanding of national curricular requirements of the subject.	Essential
Up to date with professional developments in the subject and other aspects of education	Essential
Qualifications/Attainment	
Qualified teacher status	Desirable
Good honours degree	Essential
Post graduate qualifications, Masters degree/ post graduate diplomas	N/A
Experience as a Teacher, Coach or Tutor	Desirable
Experience in a school or college environment	Desirable
Experience of organising or participating in extra-curricular activities	Desirable
Attitude/approach	
A positive attitude and approach to change and development	Essential
A 'can-do' attitude and a willingness to get involved	Essential
Flexible and firm with the ability to know when to be either	Essential
Enjoy rising to the challenges inherent in a school environment	Essential
Ability to enthuse children and adults	Desirable
Lifelong Learner	Desirable

General

Cranford House is an independent school and, as such, requires a high commitment from all staff, both in terms of energy levels and time commitment.

A member of staff should:

1. be supportive of the spiritual and moral ethos of the school. This means complying with and upholding the school's ethos as found in our prospectus, as well as attending the school's religious services (held in local churches) and assemblies. Any member of staff may be asked to help with a Form Assembly or lead an assembly from time to time.
2. be supportive of the school's educational aims and objectives, found in the Whole School Development Plan, and of colleagues.

3. have the pupils' welfare at the heart of everything they do. Staff must follow the School's Child Protection Policy and refer to the Safe Recruitment, Supervision of Pupils and Health & Safety Policies. Staff must observe confidentiality as outlined in their contract of employment.
4. be flexible. As a small school, every member of staff must be prepared to undertake other duties within reason and help out in sometimes unexpected ways.
5. be prepared to offer over and above the norm, especially in terms of meeting parental requirements and in terms of extra-curricular activities.
6. understand that they are part of the whole school and, therefore, have in mind the needs of the whole school, not just their section (eg Junior School/Maintenance etc).
7. understand that the School must run itself as a business concern which means that every member of staff is part of the marketing process.

Professional qualities

- Relevant and appropriate qualifications as specified in the Job Description and a willingness to undertake further training
- Good record of continuing professional development
- Excellent knowledge and understanding of current educational issues
- Show confidence and curiosity in the use of new and emerging technologies

Interpersonal Skills

- Have an understanding of how to motivate and inspire colleagues and pupils
- Have an ability to build and sustain a positive and appropriate working relationship with pupils, parents, staff, Governors and the local community
- Be a leader and a team player
- Show responsibility for self and others
- Be a good communicator, both orally and in writing.

Desirable Personal qualities

- Generosity of spirit and positive approach to life
- Tolerance and open-mindedness
- Flexibility and adaptability and a willingness to move with change
- Risk-taking
- Commitment
- Passion for subject
- Team spirit
- Loyalty
- Reliability
- Be robust
- Have enthusiasm – show a willingness to be involved
- Have a sense of humour!

Cranford House School Application and Recruitment Process - Explanatory Note

Please read our Safeguarding Policy which can be found on the job vacancies page of our website, prior to submitting an application for any position. All members of staff working at Cranford have responsibility for Safeguarding Children.

Application process

- Only applications will be accepted from candidates who use the Cranford House application form. Please note, CVs will not be accepted in substitution.
- Application forms must be signed by the applicant. Typed or hand-written application forms are both accepted but the declarations on the final page of the application form must include the signature of the candidate.
- All applicants must ensure they submit the completed application form, self-disclosure form and ethnicity form.
- The successful applicant will be required to complete an Enhanced DBS Disclosure. For further information, contact the Disclosure and Barring Service – www.disclosuresdbs.co.uk
- All posts are exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, even those regarded as 'spent', must be declared using the self-disclosure form, which should be submitted at the same time as the application form.
- Only applications received in advance of the closing date will be considered.
- If a candidate is currently working with children, on either a paid or voluntary basis, the current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If the candidate is not currently working with children but has done so in the past, that previous employer will be asked about those issues. Where neither the current nor previous employment has involved working with children, the current employer will still be asked about the candidate's suitability to work with children. The employer may answer 'not applicable' if the duties have not brought the candidate into contact with children or young persons. The school may contact any of the candidate's previous places of work, whether or not they have been named in connection with a referee.

Shortlisting

- After the closing date, applications will be reviewed and the shortlisted candidates will be invited for interview.
- Candidates who are not selected for interview will be informed by email as soon as possible after the closing date.
- Cranford may seek references on shortlisted candidates prior to interview.

Interviews

- Candidates invited to interview must bring with them three forms of original ID including at least one of the following: passport or photocard driving licence or full birth certificate. Other acceptable forms of ID include a bank statement or utility bill issued within the last three months and/or a council tax statement issued with the last twelve months. At least one form of ID must show your current address. If these documents are unavailable, please contact HR who will be able to provide details of other acceptable official documents.
- Original qualification certificates must also be brought to interview.
- It is usual for an interview to involve a skills test where appropriate and a lesson observation in the case of teachers.

Conditional offer of employment

- All offers of employment for any position at Cranford are subject to the following pre-employment checks:
 - Receipt of two satisfactory references. All references will be validated by phone.
 - Verification of identify (name, address, DOB)
 - Verification of qualifications
 - Verification of professional status such as GTC registration, QTS Status (where required), NPQH
 - Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
 - A Barred List check
 - A satisfactory enhanced check with the Disclosure and Barring Service. The candidate is responsible for bringing in the original DBS certificate for HR to see as soon as it is received prior to commencing work. Failure to do so will result in a delay to the start of the contract.
 - A check that no Prohibition Orders exist (for Teachers only)
 - A completed medical declaration that states that the candidate knows of no reason on the grounds of health why they are not fit to carry out the duties associated with their position
 - Overseas police check – if the individual has lived/worked abroad in the last five years, a police check from the country in which they were living will be required.
 - Satisfactory completion of probationary period
 - Completion of Safeguarding Training
- Under no circumstances should any individual start work at Cranford House until all these checks have been carried out and HR have confirmed by letter/email.
- In exceptional circumstances and at the discretion of the Headmaster, a candidate may start work before the DBS certificate has been received providing all other checks including a Barred List check are complete. A full risk assessment will be conducted and appropriate supervision will be put in place.

Warning

Where a candidate is found to be on the Children's Barred List or the Protection of Children Act List; or

- **the Enhanced DBS disclosure shows s/he has been disqualified from working with children by a Court; or**
- **found to have provided false information in, or in support of, his/her application; or**
- **has association with another individual who has had such orders or restrictions or committed certain offences; or**
- **is the subject of serious expressions of concern as to his/her suitability to work with children**

- the facts will be reported to the Police and/or the Department for Education and the ISA.