



# RECRUITMENT PACK

## ST JOHN FISHER CATHOLIC HIGH SCHOOL

# Second in Mathematics

  
Ofsted  
Good  
Provider

 CATHOLIC SCHOOLS  
INSPECTORATE  
THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS COLLEGES AND FORMERIES  
  
OUTSTANDING

Learning together as a community in Christ

# Welcome to St John Fisher Catholic High School!

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We are a thriving Catholic school community serving young people in the heart of Wigan.

We believe in delivering a challenging, broad and balanced curriculum underpinned by a strong faith experience and an excellent pastoral care system.

We believe every child deserves to feel safe and valued and, because of this, our young people flourish academically, socially and spiritually in our school.

Our mission statement, **Learning Together as a Community in Christ** encapsulates everything we do.

We promote a love of learning through our quality first teaching. We are a fully inclusive community which recognises the worth of every individual and we encourage all our community to be Christ-like - being respectful, polite, kind and aspirational.

**Could you be part of our team?**

Thank you for taking an interest in our school.

Alison Rigby

**Headteacher**



# Why work at St John Fisher?

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We have high expectations of our students and of our staff - people matter in our school. We expect our staff to be models of excellence and demonstrate a strong moral core and a professional work ethic. Staff are valued and supported in their pursuit of professional development. In return, we expect total commitment to our strong Catholic ethos and a relentless pursuit of aspiration for our young people - we want them to do their best and be their best.

We are a Good school, as judged by Ofsted in November 2021. Further, we are an Outstanding Catholic School, as confirmed by our Section 48 Inspection within the new framework in June 2023.

It is an exciting time for our school community as our school has been identified as one of fifty schools to be in the first stage of the Department for Education's new School Rebuilding Programme. Our new state-of-the-art, net-zero school with a separate sports facility is now under construction and will be ready for January 2025. Currently, our school is effectively operating amongst the construction with adapted breaktimes and lunchtimes, using existing school blocks and the addition of a temporary block. This current situation presents us with immense challenge, however, due to our cohesive and supportive staff team and loyal pupils our school is managing incredibly well and is looking forward to moving into an innovative and modern environment.

Be part of something exciting...



# What we do for the wellbeing of our staff

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- Commitment to Health Assured Employee Assistance Programme.
- Strong commitment to ongoing staff training and development including engagement in NPQ programmes and Masters accreditation.
- Strong and healthy relationships between SLT and staff.
- An appraisal process which recognises staff (teaching & non-teaching) contribution to school priorities and follows a developmental approach rather than performative.
- Recruitment of additional staff to strengthen the pastoral team.
- Reasonable expectations with regards to staff duty commitments.
- Strong commitment to reducing staff workload and decision-making processes consider staff wellbeing.
- High levels of staff consultation.
- Advance notice for staff with monitoring and evaluation tasks and a well-planned and transparent annual calendar.
- Regular information sessions for staff to help staff make informed career choices and feel supported in the school environment e.g. menopause, pensions etc.
- SLT are a visible presence around school both during lessons and in unstructured times of the day.
- Wellbeing weeks in school calendar to support staff in managing workload.
- Active social calendar for staff.
- SLT arrange detentions each Friday to reinforce standards.
- Support for staff spiritual development through school chaplaincy, regular Masses and liturgy.
- Birthday cards for every member of staff.

# Our Mathematics Department

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## Our Curriculum Vision

Our vision is to develop a mastery, interleaving curriculum that is consistent, progressive and challenging, allowing pupils to flourish in the development of their mathematics practice and understanding. We are forward-thinking and always looking for new ways to engage pupils to ensure the best outcomes for all abilities. We work as a cohesive and supportive team and we strive to foster strong relationships with our pupils and with each other.

## Staffing

The Mathematics department consists of eight specialist full time teachers, including the Head of Department, Second in Department, Lead Teacher, Numeracy Co-Ordinator and the Head of Year 10. Teachers are encouraged to express themselves and help to constantly improve the department by leading initiatives and collaborate with other schools working with North West Maths Hub.

The department has developed new initiatives in assessment and positive behaviour management and there is an excellent learning atmosphere. The relationships between teachers are strong and collaboration is common.

## Curriculum and Specifications

The Mathematics department delivers the AQA syllabuses at GCSE for the Higher and Foundation tiers. There is also the opportunity for a small number of pupils to complete the Entry Level Certificate to ensure that all pupils leave St John Fisher with a recognised Mathematics qualification.

At KS3, pupils follow an adapted White Rose Maths curriculum using centralised resources.

Pupils are taught in mixed ability streams throughout KS3 and in tiered groups at KS4.

## Extra-curricular and Enrichment Opportunities

The school enters teams of mathematicians in various competitions such as the UKMT Team Challenge, Stock Market Challenge at University of Manchester and St John Rigby Maths Challenge.

## Environment and Resources

The department benefits from seven fully-equipped classrooms, each with a C-Touch board, easy access to ICT facilities and a Maths staffroom. All resources for both KS3 and KS4 are shared, with a clear and easy-to-follow scheme of work and fully-differentiated resources for each lesson.

## Professional Development Opportunities

The department works closely with North West Maths Hub, upskilling all teachers, who are encouraged to lead initiatives to further improve the department. Staff can complete NPQ qualifications and many are external examiners for the major exam boards.



# Second in Mathematics

## Job Description: Second in Mathematics

Scale:	TLR 2A
Responsible for:	Members of the department, attached support staff, supply teachers
Responsible to:	Headteacher, SLT link
Mission Statement:	<i>Learning Together as a Community in Christ</i>

### The post holder should:

- make the Mission Statement central to the discussions and work of the department
- work to explicitly enhance and develop the Catholic ethos of the school.
- work in liaison with key staff to ensure the attainment and progress outcomes for all learners continues to improve
- lead by example through excellent attendance, punctuality and high quality of assessment, planning and teaching

### Subject responsibilities include:

#### **1 Professional skills, judgements and qualities**

##### Second in Departments work with Head of Departments to:

- make the key action points of the School Improvement Plan central to all leadership work in the school.
- contribute to the general ethos of the school by setting high personal standards in the supervision of learners and in their relationships with fellow staff members
- ensure that the school's strategic vision and the School Improvement Plan informs the direction of learning for their department
- ensure the day to day quality of learners' work, behaviour, appearance, attendance, punctuality and involvement in out of class opportunities in each curriculum area in St John Fisher
- endeavour to remove barriers to learning
- develop a system for the self-evaluation of their curriculum area to support the maintenance of quality assurance within the department
- set an example of enthusiasm and professionalism

#### **2 Pupil development and progress**

##### Second in Departments work with Head of Departments to ensure that:

- taking account of their starting point, the proportion of students making and exceeding expected progress is high compared with national figures.
- students make rapid and sustained progress across the subject and learn exceptionally well.
- students' literacy is developed and opportunities for wider reading across the subject are promoted.
- students develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. Opportunities are provided to ensure that they are exceptionally well prepared for the next stage in their education, training or employment.

- all students acquire knowledge quickly and develop their understanding rapidly in the curriculum area.
- the learning, quality of work and progress of groups of students, particularly those who are disabled, those who have special educational needs (including able, gifted and talented) and for those for whom the student premium provides support, show that they achieve exceptionally well.
- standards of attainment of all groups of students are at least in line with national averages with many students attaining above this. Particular focus is on closing the gap rapidly as shown as trends in a range of indicators. Where standards of attainment of any group of students are below those of students nationally, strategies are in place to close the gap rapidly. This includes attainment in reading.
- students who require intervention are identified swiftly and, working alongside the Head of Intervention, organises, monitors and evaluates KS4 intervention within the subject area.

### **The Quality of Teaching**

Second in Departments work with Head of Departments to ensure that:

- teaching in all key stages is outstanding and never less than consistently good. As a result, all students in the department, including disabled students, those who have special educational needs and those for whom the student premium provides support, are making rapid and sustained progress.
- teachers have consistently high expectations of all students. They plan and teach lessons that enable students to learn exceptionally well across the subject.
- teachers systematically and effectively check students' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- the teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the subject.
- teachers and other adults generate high levels of engagement and commitment to learning across the subject.
- consistently high-quality marking and constructive feedback from teachers ensures that students make rapid gains.
- teachers use well-judged and often inspirational teaching strategies, including setting appropriate personal study that, together with sharply focused and timely support and intervention, match and differentiate accurately for individual needs. Consequently, students learn exceptionally in the subject.

### **Behaviour and Safety**

Second in Departments work with Head of Departments to ensure that:

- students' attitudes to learning are exemplary.
- parents, staff and students are unreservedly positive about both behaviour and safety in the department.
- students' behaviour to and from lessons is impeccable. Students' pride in the department is shown by their excellent conduct, manners and punctuality and the standard of their work.
- students are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring.

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- skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent strategies for improvements in behaviour over time for individuals or groups with particular behaviour needs.
- all groups of students feel safe at school, in the department and classrooms at all times. Students understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

### **3 Other professionals**

**Second in Departments work with Head of Departments to ensure that:**

- the pursuit of excellence in all of the department's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all students over a sustained period of time.
- all staff in the department are highly ambitious for the students and lead by example. They base their actions on a deep and accurate understanding of the department, staff and individual students' performance.
- they robustly hold staff to account for all aspects of the department's performance.
- there are excellent policies which ensure that students have high levels of literacy, or students are making excellent progress in literacy.
- they focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust appraisal which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.
- the department's curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all students' behaviour and safety, and contributes very well to students' academic achievement and their spiritual, moral, social and cultural development.
- the department has highly successful strategies for engaging with parents to the benefit of students, including those who find working with the school difficult.
- the department adheres to the school's Code of Professional Standards and arrangements for safeguarding students are met.
- staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for students and others.
- through highly effective, rigorous planning and controls, Second in Departments, in liaison with Head of Departments ensure financial stability, including the effective and efficient management of financial resources such as the student premium and capitation funding. This leads to the excellent deployment of staff and resources for the benefit of all groups of students.

**This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.**

**This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.**

**The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**The successful applicant will be subject to an Enhanced DBS disclosure.**

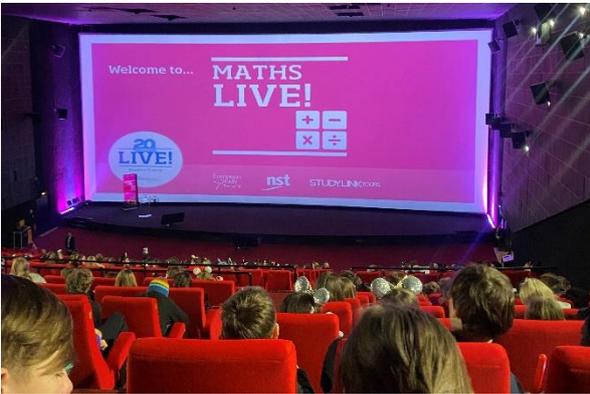
# Second in Mathematics

## Person Specification – Second in Mathematics

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED
<b>Faith Commitment</b>	<ul style="list-style-type: none"> <li>Committed to supporting the Catholic ethos of St John Fisher</li> </ul>	<ul style="list-style-type: none"> <li><b>Practising Catholic</b></li> <li>Catholic Certificate in Religious Education</li> </ul>	A,R,I
<b>Qualifications, Training and Experience</b>	<ul style="list-style-type: none"> <li>A good degree in a relevant subject area</li> <li>QTS</li> <li>A record of continued &amp; relevant professional development</li> <li>An excellent track record of their subject area from 11 to 16</li> <li>Involvement in initiatives that have shown significant impact, securing improved outcomes for young people</li> <li>Contributed to whole school CPD programme</li> </ul>	<ul style="list-style-type: none"> <li>Additional qualifications</li> <li>Knowledge of current educational leadership and management practice and issues</li> <li>Evidence of working as a reflective practitioner, using a variety of approaches to secure on-going professional development</li> <li>Experience as an external marker</li> <li>Experience of a leadership role</li> </ul>	A,R
<b>Skills, Knowledge and Aptitudes</b>	<ul style="list-style-type: none"> <li>Excellent subject knowledge</li> <li>Outstanding classroom practitioner and committed to outstanding teaching and learning</li> <li>Forward thinker, visionary with a positive “can do” attitude and mindset</li> <li>Expertise in raising standards of learning and teaching</li> <li>Drive and enthusiasm</li> <li>A record of very good examination results at KS3/4</li> <li>Ability to lead by enthusing, inspiring and motivating staff and learners</li> <li>Flexible, positive approach to new courses, programmes and curricular</li> <li>Excellent competence in the use of ICT and a clear interest in the development of technologies for teaching and learning enhancement</li> <li>Committed to personalisation and differentiation</li> <li>Commitment to inclusion coupled with high standards for all</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with colleagues from different curriculum areas</li> <li>Track record of raising achievement and progress especially key cohorts (Disadvantaged, HAP, boys, SEND)</li> <li>Ability to use data to inform planning and monitor progress</li> <li>Evidence of networking to improve standards and opportunities for all</li> </ul>	A,R,T,I

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<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Committed to supporting the Catholic ethos of St John Fisher</li> <li>• Excellent interpersonal and communication skills</li> <li>• Excited by change and challenges</li> <li>• Relentless pursuit of excellence in everything addressed</li> <li>• A positive and aspirational role model for students and colleagues</li> <li>• Good sense of humour</li> <li>• Capacity for hard work and resilience</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with learners</li> <li>• Ambitious with aspirations for Subject/Senior Leadership</li> <li>• Committed to the development of extended school activities including academic study support</li> </ul>		<p>A, I,R,T</p>
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# Application Process

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## Visits

If you would like to come and visit our school to help you in your application please contact us on [recruitment@sjf.wigan.sch.uk](mailto:recruitment@sjf.wigan.sch.uk)

## Applying for the role:

Please use the following links to access the appropriate forms and guidance;

Teacher Application Form - [Click here](#)

Application Forms and GDPR Guidance - [Click here](#)

Recruitment Monitoring Form - [Click here](#)

Rehabilitation of Offenders - [Click here](#)

## Timescale

The deadline for all applications: **Friday 3 May 2024 at 12 noon.**

Interviews: **Date to be confirmed**

## Further Help

If you have any questions or issues with your application please email [recruitment@sjf.wigan.sch.uk](mailto:recruitment@sjf.wigan.sch.uk)





# ST JOHN FISHER

## CATHOLIC HIGH SCHOOL

[www.sjfhs.co.uk](http://www.sjfhs.co.uk)

St John Fisher Catholic High School  
Baytree Road  
Wigan  
WN6 7RN  
Tel: 01942 510715  
Email: [enquiries@sjf.wigan.sch.uk](mailto:enquiries@sjf.wigan.sch.uk)

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