



## Principal Teacher: Mathematics and Numeracy

We are seeking an individual with energy, vision and passion for mathematics to lead Jordanhill School's sector leading mathematics department. In addition, you will work with colleagues in both Primary and Secondary to develop the school's approach to numeracy.

**Deadline for applications:** Monday 10 October    **School visit:** Monday 24 October, 4pm

**Interview:** Thursday 27 October

### The Mathematics Department

Mathematics is a major strength within Jordanhill School with outstanding levels of academic success and uptake at all levels.

The department has 5 teachers led by the Principal Teacher. The teaching commitment of the department is

- ◆ **P7:** 4 periods
- ◆ **S1/S2:** 4 classes per year
- ◆ **S3/4:** Typically National 4 Mathematics, National 5 Mathematics with dual presentation in National 5 Applications of Mathematics
- ◆ **S5/S6:** Typically, 4 Higher Mathematics classes, 1-2 Advanced Higher Mathematics class(es), 1 National 5 class, SCQF Level 6 Statistics.

Jordanhill School invests in professional learning with many teachers holding positions with agencies such as the SQA and many teachers complementing their work with research informed practice from beyond Scotland.

The department's approach to teaching involves explicit instruction, taking cognisance of findings from Ofsted research and cognitive load theory. The department works with pupils to help them develop automaticity, believing that quick access to number facts improves pupils' abilities to solve more complex problems. Peer learning and group work activities are introduced after appropriate periods of teaching to ensure pupils can tackle more complex problems with the requisite mathematical skills.

The school has a track record of successfully motivating pupils and providing effective courses which challenge them. The Mathematics Department plays an important role in this and in meeting the needs of less able pupils. The department aims to provide appropriate, stimulating and challenging experiences for all pupils.

Improving the numeracy skills of all children and young people is a national priority with the aim of raising attainment, reducing inequality, improving life chances and employment prospects.

Due to the nature of the school, there is a unique opportunity for the Mathematics Department to become involved in working with Primary colleagues. As we look towards refreshing our work across the school, you will be involved in reviewing our approaches to Numeracy to ensure that our pupils are benefiting from the best pedagogy and continue to thrive as young mathematicians.

The department takes an active role in promoting enrichment with many pupils achieving highly in mathematical competitions. Likewise, colleagues in the mathematics department contribute to all aspects

of wider achievement. Pupil feedback is embedded into the department's Quality Assurance calendar demonstrating high levels of pupil satisfaction and success.

## Person Specification

The successful applicant will be expected to contribute to all areas of teaching and course development in Mathematics and to lead the overall development and quality assurance of the department.

You will also play a lead role in developing whole-school approaches to numeracy and to ensuring that internal monitoring and tracking and evidence from standardised assessments support early interventions and the measurement of standards of attainment over time.

Applicants should be confident of their ability to work with very able pupils up to and including Advanced Higher Mathematics level. They should also be able to respond to the needs of the full range of abilities found in a non-selective environment.

Applicants require to be registered with GTC Scotland. Appointment is conditional on a successful PVG check prior to commencement in the post, satisfactory references, presentation of qualifications and confirmation of the right to work in the UK. Any offer of employment will be withdrawn if any of the above conditions are not satisfied.

## Jordanhill School

Jordanhill School is unique in Scottish state education in being the only Grant Aided mainstream school funded directly by the Scottish Government. We are a community, comprehensive school and our success is founded on placing our pupils and staff at the heart of everything we do. The school is renowned for its academic excellence and thriving programmes in sport, outdoor education, music, art and drama.

We offer a wonderful learning environment, excellent resources and a commitment to help every child achieve to the very best of their abilities.

Further information about the school can be found on our web site

- [Prospectus](#)
- [School Improvement](#)
- [History](#)



Atrium in the South Campus building

**Salary**      Scale Point 4      **£51,903** (from 1<sup>st</sup> April 2022)

Promoted post salaries at Jordanhill School are determined using the national Job Sizing toolkit.

## Duties of Principal Teacher of Mathematics and Numeracy

Subject to the policies of the school, the Principal Teacher shall perform such tasks as the Rector directs, having reasonable regard to overall workload, related to the following categories:

- ◆ Responsibility for the leadership, good management and strategic direction of colleagues
- ◆ Curriculum development and quality assurance
- ◆ Contributing to the development of school policy in relation to the behaviour management of pupils
- ◆ The management and guidance of colleagues
- ◆ Reviewing the professional learning needs, career development and performance of colleagues
- ◆ The provision of advice, support and guidance to colleagues
- ◆ Implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
- ◆ Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

In addition, the post holder shall perform the duties expected of all teachers at a level appropriate to the post of Principal Teacher:

- ◆ Teaching assigned classes together with associated preparation and correction
- ◆ Developing the school curriculum
- ◆ Assessing, recording and reporting on the work of pupils
- ◆ Preparing pupils for examinations and assisting with their administration
- ◆ Providing advice and guidance to pupils on issues related to their education
- ◆ Working in partnership with parents, support staff and other professionals
- ◆ Undertaking appropriate and agreed continuing professional development<sup>1</sup>
- ◆ Participating in issues relating to school planning, raising achievement and individual review
- ◆ Promoting and safeguarding the health, welfare and safety of pupils including supervising pupils in the grounds, dining/recreation areas or at school events during the school day
- ◆ Contributing towards good order and the wider needs of the school including supervising pupils at collective activities (see below).

## Professional Learning

All teachers in permanent posts will have met the *Standards for Registration (GTCS)* and are expected to perform to the standards exemplified therein.

All teachers must meet the requirements for Professional Update established by GTCS. Professional learning needs will be assessed against the GTCS Standards and the development needs of the school. Principal Teachers will be expected to evaluate their professional skills against the *Standard for Middle Leaders and the Standard for Career-Long Professional Learning*.

<http://www.gtcs.org.uk/standards/standards.aspx>

## Selection Criteria

<b>Post of Principal Teacher of Mathematics and Numeracy</b>		
<b>Selection Criteria</b>	<b>Essential- Acceptable levels for effective job performance</b>	<b>Desirable- The attributes of the ideal candidate</b>
Qualifications	As required by GTCS	Additional qualifications such as post graduate degree or leadership qualification
Previous Experience	Proven track record of success as a teacher of mathematics.  Successful curriculum/project development and delivery	Acting/ Middle leadership experience  Involvement in developments at local authority or national level
Evaluation	Awareness of the importance of stakeholder views and attainment data to evaluate own performance.	Evidence of rigorous use of stakeholder views and data to improve pupil outcomes
Professional Development	Evidence of using professional learning to enhance self	Successful work at a national level e.g. SQA team leader
Working with and leading others	Evidence of leading in your school and evidence of working as part of a team	Successful leadership of others e.g. acting departmental lead/mentoring students and/or probationer teachers
Management Skills	Evidence of management skills of a high quality	
Implementing Change	Involvement in current developments in mathematics	Evidence of successful leadership of change projects
Communication Skills	Ability to communicate at all levels	Articulate, excellent language and presentation skills
Interpersonal Skills	Consultative, good listener, courteous	Highly participative
Commitment to parental involvement in education	Awareness of the importance of parental participation in education	Evidence of successfully involving parents in the education of their children
Commitment to social inclusion	Knowledge of relevant strategies and policies	Evidence of leading inclusive initiatives
Commitment to co-curricular activities	Aware of the importance of co-curricular activities to the development of children and the ethos of the school	Evidence of leading, participation in and sustaining programmes of co-curricular activities

## Collective Activities

The teacher working week consists of a number of elements

- ◆ Maximum class contact time (including any class cover)
- ◆ Personal preparation and correction
- ◆ Management time (where appropriate)
- ◆ Collective time (the balance of time remaining)

Collective activities take place within this last element. All teachers in Jordanhill School have a substantial amount of collective time, not least because maximum class contact time is below national norms.

In utilising collective time, the school will seek to provide a minimum of direction and will operate on the basis of trust, mutual support and the promotion of teacher professionalism. We recognise that the contribution of many staff extends beyond their contractual obligations and that we will continue to rely on that commitment to maintain the quality of pupil experience.

Collective activities can be divided broadly into two sets

<b>Staff Focused</b> Curriculum, Communications & Planning	<b>Pupil Focused</b> Out of School Hours Learning
<ul style="list-style-type: none"><li>◆ Additional preparation and correction</li><li>◆ Preparation of reports, records etc.</li><li>◆ Meetings: staff, planning, department etc.</li><li>◆ Professional review and development and professional learning</li><li>◆ Curriculum development</li><li>◆ Parents' meetings</li><li>◆ Board and PTA activities</li><li>◆ Trade union meetings</li></ul>	<ul style="list-style-type: none"><li>◆ Supported study</li><li>◆ Music</li><li>◆ Sport</li><li>◆ Extended trips</li><li>◆ Additional supervised pupil activities e.g. clubs, dances</li></ul>

Both sets of activities are prominent in the school calendar, which is constructed to ensure an appropriate balance of demands during the year.

Due to the nature of their posts, some teachers make a large contribution to out of school hours learning activities. Such specific contractual requirements are addressed within their job descriptions.

The contribution of other teachers also forms part of their job description

- ◆ Contributing towards good order and the wider needs of the school including supervising pupils at collective activities.

By sharing tasks we ensure that no individual is overburdened and strengthen our common sense of purpose.

## Candidate Guidance

In assessing a candidate's application and performance during the selection process the panel will be looking for evidence of some of the characteristics listed below. These are not in any order of priority.

We do not expect any one individual to offer all of these characteristics. Neither do we expect anyone to have particular strengths in all of these areas. However, within your application and certainly in the course of any interview you should be able to provide examples of past actions and behaviours that offer evidence of some of these characteristics.

At interview you should be prepared to talk in the first person singular, no matter how immodest this may sound and take ownership of whatever you are describing.

We would emphasise that **for a newly appointed Principal Teacher** we do not expect candidates to have had wide opportunities to display such characteristics. If you can do all this now, then you should be applying for a Head Teacher post.

Characteristic	Examples of behaviour
<b>Professionalism</b>	A core of strongly held and enacted values <ul style="list-style-type: none"> <li>◆ Respect for others</li> <li>◆ Challenge and support – a commitment to do everything possible for each pupil and enable all pupils to be successful</li> <li>◆ Confidence – belief in one's abilities to be effective and to take on challenges</li> <li>◆ Creating trust – being consistent and fair</li> </ul>
<b>Thinking</b>	The drive to ask 'why?' and to see patterns <ul style="list-style-type: none"> <li>◆ Ability to think logically, break things down and recognise cause and effect</li> <li>◆ Ability to see patterns and links, even when there is a lot of detail</li> </ul>
<b>Planning and setting expectations</b>	Targeting energy and effort where it will make the most difference <ul style="list-style-type: none"> <li>◆ Drive for improvement</li> <li>◆ Information seeking</li> <li>◆ Initiative</li> </ul>
<b>Leading</b>	Directing, inspiring and motivating others <ul style="list-style-type: none"> <li>◆ Flexibility</li> <li>◆ Holding people to account</li> <li>◆ Managing pupils</li> <li>◆ Passion for learning</li> </ul>
<b>Relating to others</b>	Managing relations and interactions effectively <ul style="list-style-type: none"> <li>◆ Impact and influence</li> <li>◆ Understanding others</li> <li>◆ Team working</li> </ul>