

WARBLINGTON
SCHOOL

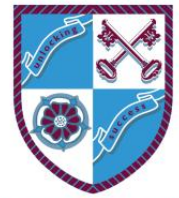
Candidate Information Pack

MATHS TEACHER

Required from September 2025
Main/Upper



A very warm welcome to Warblington School



Dear Candidate



Thank you for taking an interest in our unique community. I know I say it every year, but there is not a day goes by when I am not proud to be the Headteacher of this school and the community within it. August was another of those moments where the Class of 2024 and staff got to share the fact that their hard work meant every school attainment record has been beaten! They left a legacy that will not be forgotten – that despite the challenges this year group faced, they obtained the skills and qualifications that best prepare them to tackle those challenges and enable them to go on and have successful futures. We have now challenged the future year groups to “step up” and write themselves into the record books!

I am consistently in awe of the character and resilience shown by our young people. Students are still coming to terms with gaps in their education thanks to school closures, yet they seem more determined than ever to make up for lost time, taking advantage of the range of activities that we were once again able to put on. It was great to see students getting excited for the ski trip this year, and also throw themselves into Sports Week, staying for rehearsals for the school show, going out on trips and visits or just being able to have Christmas lunch or an assembly with the whole school together – something we do twice a year and is one of my favourite times – it emphasises the importance of working on something collectively. And in our case, Warblington is something very special.

We, along with every Hampshire school, have been able to be part of a #BeeWell survey, looking at student’s wellbeing. Much is written around the performance of UK schools in PISA tables by politicians, however rarely does this focus on how poorly UK schools come out when it comes to student wellbeing. What the #BeeWell survey has shown us is that Warblington bucks this trend, with students saying they feel safe, experience bullying below Hampshire and National averages and feel they have staff that will listen and support them all the way through school. This is something we’ve strived for and now have the evidence to show!



The improvement journey the school is on is one that presents challenges but also real successes. We now sit with a full Key Stage 3, and waiting lists in years 7, 8 and 9. With the increase in students, comes the needs to review the curriculum and we are delighted that Design Technology is back, having recruited into this area. Business Studies also now forms part of the Key Stage 4 options. At a time where many schools are reducing the numbers of subjects, we are able to offer more – increasing the broadness of curriculum offer our students and parents have come to expect.



Warblington school has something quite unique about it. Whilst we go about our day in our Grade 2 listed building (yes it really is a national treasure!) that has recently seen millions spent upgrading the glazing to ensure rooms are fit for purpose, we remain a small, but rapidly growing secondary school. At only 780 students we can do things differently here as we know individuals well. This is picked up by everyone who visits us. But it goes deeper than that. Everyone who visits will tell you just how welcoming the school is for new staff and students – over 40 students joined us mid-way through the year last year, with each one saying how they had settled in well and were enjoying school. Indeed, one of our senior prefects this year joined us outside of the normal admission round, yet you wouldn't notice that from speaking to her. This is a thriving community and I am proud to say our students are well behaved, friendly, kind and considerate. They welcome visitors and they are proud to speak of their school. Our staff are passionate about improving learning and aim to inspire and challenge the young people we work with.

A recent inspection by the Hampshire Inspection Team noted, *“During the learning walk all pupils were engaged in their lessons. It was evident that teachers had a strong presence and command within the classroom environment, with subtle cues to engage pupils who may be off task or unsettled following a transition. These ‘behaviour of learning’ techniques were evident across the school, with teachers skilfully using eye contact, hand gestures and body language, without interrupting the flow of the lesson. This ensured any low-level disruption was addressed swiftly and meant behaviours did not manifest into something more. Behaviour seen throughout the day would align with the self-evaluation, with the school being calm and orderly, with pupils following staff instructions with respect.”*
Hampshire Inspectorate and Advisory Service (HIAS)

We believe that children have the right to the best education and during their time with us, we aim to equip all of our students with the skills they need to flourish in modern society; to make the best of opportunities and to be able to positively contribute once they leave Warblington School.



The way we work with individuals on the Personal Development Curriculum has continued to build, and during our recent Hampshire Inspection, it was commented that, *“The enrichment curriculum covers careers, equality and diversity, relationship and sex education and safeguarding. ...all teachers deliver this within teams becoming more expert in their area. Leaders place value on this aspect of their work and this is highly visible across the school”*



We have high aspirations for everyone who wears the Warblington School logo and as we begin to look ahead to September 2025, and celebrate our 70th year as a school we continue to strive to improve ourselves through a clear focus on learning and achievement in a supportive environment. As a parent myself, I know that children and young people learn best in an environment which is secure, happy and caring. Our learning community works hard to create the right atmosphere and we pride ourselves on seeing each child as an individual. We take time to celebrate achievements together, whether they are academic, sporting, artistic or dramatic.

Here at Warblington, we are committed to bringing the best out of each and every student entrusted to us and being a small secondary school allows us to get to know each individual and provide them with the support they need that will enable them to thrive.

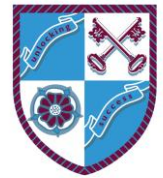
Curriculum is very important to us and has played a key role in our improvement in outcomes. Further information on our curriculum can be found our curriculum booklet and on our website. We recruit specialist teachers in their subjects and as we know they are passionate about the subjects they teach and we believe students need to experience a wide range of subjects for as long as possible.

Finally, it is important to note that teaching and learning is at the heart of everything we do. Our focus for this year is around the use of the Great Teaching Toolkit becoming the golden thread of all adaptive inclusive teaching enabling all students to succeed in the right environment. With the renovation of the main building complete, and the renovation of the technology block due to begin in the summer of 2025, we know that the ingredients are there for Warblington School to be a special place for years to come – and we'd be delighted for you to join us on that journey.



Mike Hartnell

Headteacher



IMPACT: What the Data shows

Mathematics				
	Warblington 2024	National Average 2023	Warblington 2023	Warblington 2019
4+	74%	61%	75%	55%
5+	55%	43%	55%	36%
7+	20%	17%	20%	13%

How we got there – Maths

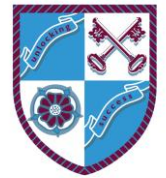
Over the last two years the Mathematics Department has undertaken a transformational shift in both pedagogy and culture, leading to sustained GCSE results of 74% for Grade 4+ (above both Hampshire and National comparisons).

Mathematics	2019	2022	2023	2024
Attainment Average	4.1	4.2	4.7 ↑	4.7
Progress 8	-0.59	-0.54	-0.09 ↑	0.38 ↑
Grade 4 +	55%	66%	75% ↑	74%
Grade 5 +	36%	49%	55% ↑	55%
Grade 7 +	13%	13%	20% ↑	20%
FSM	-0.96	-0.74	-0.83	-0.1 ↑
Non FSM	-0.45	-0.39	0.2 ↑	0.5 ↑

Pedogeological changes since 2022:

Each key stage has a new spiral curriculum built on both mastery and scaffolding ensuring GTT is at the heart. Emergency schemes of work for each class of Year 11 were created for 2022/2025 students due to the large knowledge gaps highlighted in initial consultation, this personalised adaptation ensured that all content was taught rather than assumed. Higher achievers are offered the opportunity to complete a Further Math qualification and we are launching a new pathway for entry level starting 2024/2025.

Assessments and homework have been centrally created to align with the active learning in lessons and have an integral thread of retrieval practise. To assist with long term memory recall we have also introduced a '5 a day' homework booklet for all students providing a clear independent revision structure.



Each exam board has different strengths, we changed to OCR from Edexcel in September of 2022 to match the requirements of our students. To ensure correct preparation walking talking mocks, alternative papers and tutoring (both inhouse and externally) have played a key role in allowing students to confidently and correctly express their knowledge.

Classroom teaching has improved with the introduction of clear departmental expectations including consistent use of AFL, misconception highlighting, visualiser modelling and mapped out revision plan.

Cultural changes since 2022:

The Mathematics team pride ourselves on having a relentlessly enthusiastic, positive and welcoming culture for all. We believe that every students have the ability to maximise their potential and see our role as supporting them in doing so.

Each student receives personalised feedback after assessments, ensuring parental/guardian involvement through letters, phone calls and face to face meeting where possible. We award stars of the week/lesson and students of the term based on both attainment and progress. We are proud of our new cultural capital gains with Legoland STEM trips, math challenges, external employers and University trips becoming standard practise.

The future is full of exciting prospects with new members of staff with primary and dyscalculia specialisms joining the team as well as the efforts of the new KS3 scheme of work being realised.

What are the next steps

The heads of both English and maths subject areas have already produced action plans to ensure that the progress does not end here. For English, there is a real focus around the top end grades and tracking the impact of Key Stage 4 setting. This coupled with much more data-led tracking, and impact of a well thought through and well taught Key Stage 3 curriculum will continue to drive improvements in outcomes.

For maths, the aim is to continue that level of improvement, particularly as future cohorts are coming to us with attainment levels below national average in maths. The 5-a-day rolled out into Key Stage 3 will help with long term retrieval as will the appointment of a Key Stage 2 maths specialist to help identify and teach to gaps in knowledge.

All in all, with two very competitive teams of experts in both core subjects, the future is very bright for Warblington students hoping to achieve the 'basics' in English and Maths!

MATHS TEACHER

Required from September 2025
Main/Upper

Due to a large increase in student admissions, we are seeking to appoint an enthusiastic and dedicated teacher of Maths for September 2025. This is an excellent opportunity for a newly qualified or experienced teacher to join an effective department, and a school that is committed to inclusive education, where *'Excellence is our expectation'*.

The successful applicant will be required to teach Maths across the curriculum and to students of all abilities and be encouraged to take a full and active part in helping us to maintain and enhance our school's reputation as a thriving and improving school where staff are supported with a comprehensive professional development programme. Candidates will be ambitious for our students and have a vision for the development of Maths in our curriculum

As a new member of staff, you will be well supported through a tailored induction programme in a school where training for staff is of a high quality and is a strength of the school and we see professional learning as a major strategic priority.

If you would like to apply for this position please visit the school website to download an application form. If you would like to discuss the role in more detail, please contact us via the school reception on 02392 475480. Please note that we do not accept CV applications.

www.warblingtonschool.co.uk

Closing Date: 22 April 2025

Interview Date: w/c 28 April 2025

We would strongly recommend an early application as we reserve the right to close the vacancy if a suitable candidate is found.



JOB DESCRIPTION

MATHS TEACHER

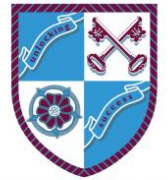
Core purpose of the role

- To offer all learners an effective education in a stimulating environment, which provides equality of opportunity for all
- To deliver the curriculum as relevant to the age and ability group/subject, other relevant initiatives, including ECM and the school's own schemes of work
- To work in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies
- To be responsible for promoting and safeguarding the welfare of children and young people within the school

Duties and Responsibilities

All teachers are required to carry out the duties of a school-teacher as set out in the current *School Teachers Pay and Conditions*. At this school the following areas have been highlighted as being of particular importance.

- Be a positive role model in terms of behaviour, work and attitudes
- Set high standards of work and behaviour in the class and all other areas of the school
- Plan for progression across the age and ability range you teach, designing effective lessons/programmes of work in accordance with the needs of individual learners
- Teach challenging, well organised lessons, using an appropriate range of teaching strategies which meet individual learners' needs that follows the GTT guidance.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development
- Deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own schemes of work
- Advise and work collaboratively with the Head of Department and others on the preparation and development of teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements as appropriate.



Other General Responsibilities

- Carry out breaktime and other duties as directed
- Communicate and consult with the parents/carers of learners
- Communicate and co-operate with any relevant external bodies
- Be fully conversant with the school's procedures and policies
- Responsibility for monitoring and tracking progress of a Tutor Group and building relationships with parents to support mentees in their learning. Establishing strong home school links to ensure all students have correct equipment and uniform.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management
- Participate fully with arrangements made in accordance with the revised Performance Management/Appraisal Regulations 2015.

Health and wellbeing

- Establish a purposeful and safe learning environment for learners
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Use a range of behaviour management techniques and strategies adapting them as necessary to promote self control and independence of all learners
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any learner with the appropriately identified person
- Be responsible for promoting and safeguarding the welfare of children and young people within the school

Team Working and Collaboration

- 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 sharing the development of effective practice with them
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions*
- Participate in arrangements for external examinations and assessment within the remit of the current *School Teachers' Pay and Conditions*

Other General Responsibilities

- To be flexible and responsive in all aspects of the post, undertaking duties as required.
- To assist in the recruitment, selection and induction of staff within the Faculty.
- To effectively plan the resources required to deliver the curriculum and support for students and staff, resources and accommodation to ensure value for money is delivered.
- To undertake staff duties in line with school policy.
- To be a Tutor as part of a house team, ensuring the well-being of all tutees.
- To undertake an agreed teaching timetable in line with school policy and in accordance with the agreed loading.
- As this is a new post, this job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.
- **In addition to this job description, all teaching staff must carry out their professional duties as outlined in the Teachers Professional Standards.**

EXPLANATORY NOTES

Application Procedure

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school (HCC) application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
 - a) Why you are applying for this post.
 - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged, and we reserve the right to close the vacancy early if **we receive sufficient applications for the role or if a suitable candidate is found.**

Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If you are successful, you will receive a telephone call or email inviting you to attend an interview. It is therefore important that you give us your email address.

Pre- Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer (for teaching staff this includes the Headteacher or mentor at your placement if you are still training). It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 3) Provide proof of eligibility to work in the UK.
- 4) Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary

Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures.

Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

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

TEACHING APPLICATION FORM



Application for the post of					
Advertised at school					
Applicant's details					
Last name		First name			
Any other last names		Title			
Address					
					Postcode
Day time contact no.		Evening / Mobile no			
Email address					
Education and qualifications (If part-time study, state and give details throughout). N.B. details of courses studied and not completed successfully must also be given.					
Secondary / further education					
Name of school / college	Dates		Subject and Qualification	Grade and date awarded	
	From	To			
Higher Education and Courses leading to other relevant qualifications Such as those leading to qualified status or graduate status and to membership of professional institutions.					
Higher Education: Establishments attended	Dates		Qualification obtained and date of award	Subjects	
	From	To		Main	Subsidiary

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Present appointment								
School/College/ Establishment								
Local Authority (if applicable)						Number on role		
Post Held (specify any additional allowances)								
(If part-time, please give details)						Date appointed		
Subjects, age groups taught and other responsibilities								
Notice required and / or date available if appointed								
Current gross salary		£						
Previous experience								
If part-time appointment please state. You should not provide a curriculum vitae as a substitution.								
A continuous employment history is required from when you left full time education.								
Teaching (most recent employment first)								
Local Education Authority and School/College	Type of School	No. on Roll	Age Range	Status of Post, subjects taught	Reason for Leaving	Inclusive Period (month & year)		

Other paid employment (including Service in H.M. Forces, industry). State responsibilities and reasons for leaving. Please indicate details of gaps in employment here

Statement in support of application.

Please provide evidence of how your experience, skills and abilities are relevant to your suitability for the post advertised and how you meet the requirements of the post and the person specification

Applicants should confine this to approximately two sides of A4. An additional letter is not required.

Statement in support of application cont.

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Statement to illustrate how your experience meets the **threshold criteria of the school - **(relevant only if the post for which you are applying sits on the Upper Pay Range)**.**

Please provide evidence of how your experience, skills and abilities demonstrate that you are *'highly competent'* and have a *'sustained'* impact on teaching and learning across the school.

In addition, you must also illustrate how your experience meets the school's threshold criteria, which are as follows:

Applicants should confine this to one side of A4. An additional letter is not required.

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Confidential References (Please ensure referees know this reference is being requested)

Names, addresses and status of two referees (one of whom, if employed, must be your present manager e.g. your Headteacher). References will be sought on short listed candidates and previous employers may be contacted to verify particular experience or qualifications before interview. Current or previous employers will be asked about disciplinary offences relating to children including penalties that are “time expired” and any child protection concerns.

Present employer		Other			
Name		Name			
Address		Address			
Tel No (<i>inc. STD code</i>)		Tel No (<i>inc. STD code</i>)			
Fax No		Fax No			
Email address		Email address			
Occupation		Occupation			
Further information					
National insurance no					
Teacher Reference Number					
Qualified Teacher Status?	YES	NO	Date		
Statutory induction year completed? (if qualified after 7 May 1999)	YES	NO	Date		
Would you require sponsorship (previously a work permit) to take up this post?	YES	NO	Date		
Where did you see the advertisement for this post?					
Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975					
<p>This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are “spent”. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website:</p> <p>https://www.gov.uk/government/collections/dbs-filtering-guidance</p>					

Further information

- If your application is successful, prior to taking up your post, you will be required to undergo a **Formal Disclosure** process through the **Disclosure and Barring Service**. This will require you to complete a separate DBS application form and to provide a range of more than one piece of documentary evidence of your identity unless other restrictions are in place through the Children’s Barred List, DBS or Teacher Regulation Agency.
- Although a criminal record involving offences against children is likely to debar you from appointment of this type of post, the existence of other criminal convictions will not necessarily be a bar to employment.
- **Any criminal record information arising out of the disclosure process will be discussed with you before any final decision is made about your employment.**
- It is a criminal offence to apply for or accept a position (paid or unpaid) working with children if you are excluded from such work by virtue of a court order or exclusion by the DBS.
- A copy of the Criminal History (DBS) and Non-Police Personnel Vetting Checks Policy is available on request.
- Criminal record certificates will only be issued directly to the applicant. The Local Authority/your employer will request that you show them your certificate and will record the Disclosure number and issue date and retain this on your personnel record and on its computerised personnel record system in accordance with the General Data Protection Regulation 2016 and Data Protection Act 2018 .(the Data Protection Legislation) The school and Local Authority abide by the DBS Code of Practice and Keeping Children Safe in Education which state that a copy of the DBS Disclosure Certificate may only be retained with the permission of the applicant and shall not be retained for longer than 6 months, in order to comply with the requirements of the Data Protection Legislation.

Please state whether, to the best of your knowledge, you are related to a County Councillor, senior member of Hampshire Children’s Services Department, or a governor or senior employee of a school maintained by this Authority.	YES	NO
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If YES, please state the nature of relationship and the name of the County Councillor, senior member of Hampshire Children’s Services Department, governor or senior employee of the school.

Nature of relationship	
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Declaration

I hereby confirm that the information I have given above is true.

I understand that, should any of the particulars I provide in this application be found to be false within my knowledge, or should there be any wilful omission of material fact, this may be reported to the Police as well as leading to my application being rejected or the contract being null and void if I have already been appointed.

Signature of Candidate	DATE	
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Privacy notice

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The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

We will keep your personal information for 1 year following the interview date if you are not successful, and for the duration of your employment plus 7 years if you are successfully appointed.

You have some legal rights in respect of the personal information we collect from you. Please see the Schools website for further details on their privacy notice and data protection policy.

You can contact the Schools Data Protection Officer if you have a concern about the way they collect or use your data.