



The  
**3-18**  
Education  
Trust

# Application Pack

## Teacher of Mathematics (with 20 hours Cover Supervision)

**As a 3-16 through school at the heart of the community of St Martins, we are able to deliver child centred, individually tailored education because of our small size and unique position in the community.**

**The family ethos of the school surrounds all who work and study here creating a safe, supportive and nurturing environment. We value academic progress and social development equally.**

**Our children are individuals, respected for their differences and celebrated for their strengths. Within this caring family environment our children feel confident to push themselves to achieve the best they can, they enjoy an exciting and sometimes daring curriculum which challenges and stretches them. We love our school and we hope when you visit you will too.**



# St Martins School

3-16 Learning Community

Thank you for the interest you have shown in our school. St Martins School is a very special place to work. We deliver child-centered, individually tailored education because of our small size and unique position in our community. This family ethos surrounds all who work and study here, creating a safe, supportive and nurturing environment. This is an exciting time in the development of our school and I hope you will agree that this role will present you with real challenges and opportunities. I very much hope that, after reading the information below you will feel that you want to play your part in our process of rapid improvement and innovation, securing progress and achievement for all our students.

## ***The Context***

North West Shropshire is a rural area with a mining heritage. It is located on the Welsh border with easy access to the Welsh hills. Many staff live in the surrounding countryside while others take advantage of the fact that historic urban areas such as Shrewsbury and Chester are in comfortable commuting distance. Oswestry, a thriving market town, is five miles from the school. The area offers a wide variety of attractive housing at prices which compare favourably with other parts of the country.

## ***The School***

St Martins School has undergone a transformation over the past five year. New leadership, new buildings and facilities, new 'through school' and now our new academy status with the 3-18 Education Trust. We work in collaboration with two of the most successful schools in the country. Firstly, The Priory School, our academy partner, and we also continue to work with Moreton Hall School, the leading non- selective school in the country. We are delivering a community curriculum across all our feeder schools, which supports KS2 teaching with exciting projects taught by secondary subject specialists. This work is in addition to the 'cross phase' teaching that already takes place within our school, which enables:

- Sharing examples of good pedagogy between phases
- Enhancing continuity between the phases
- Developing an all through school ethos

REPORT CARD
» Headteacher: Sue Lovecy
» Age 3-16 through school
» Location: Rural Shropshire
» 670 students including nursery
» 39 teachers and 14 teaching assistants
» Became an Academy with The 3-18 Education Trust in September 2016
» Rapidly becoming the school of choice in the local area



Our mission as part of the 3-18 Education Trust.  
We build an education for our students such that they are:

- selfless
- self-assured
- successful

The following ethos is a commitment shared by staff and governors. We will:

- Recognise and foster academic ability so that individual excellence can be achieved.
- Deliver the highest quality teaching, enabling children to maximise their potential throughout their learning journey 3-16
- Create a family ethos of safety, support and nurture where respect for each other is a given
- Create an inclusive environment where children of all abilities and backgrounds make a positive contribution to school life and the wider community
- We will encourage children to think independently and make informed decisions enabling them to have high aspirations about their future
- We will work with children and families in constantly reviewing progress and supporting differing developmental needs

This is an incredibly exciting time as we further develop and maximise the value of being an all through school through the development of the three phases across the school to create synergy, whilst continuing to be at the centre of our community and deliver our Community Curriculum with a feeder primary schools

### **Mathematics at St Martins School**

Since the appointment of our Head of Maths, the subject is rapidly becoming one of the most successful and loved subjects in the school. This job is an excellent opportunity for an outstanding newly qualified or main scale teacher to join our experienced and innovative team. The successful applicant will teach across key stage 3 and 4 and do some support work within the department. The position will also involve liaising and working with our primary numeracy co-ordinator in developing successful whole school policies and working practices.

Besides the excellent work at key stage 3 and 4, there has been some exciting transitional work with both our own primary children and our other feeder schools and this is something we are looking to develop.

#### ***As a school we seek:***

- An outstanding teacher, with the ability to teach key stages 3 and 4 and the enthusiasm to develop their primary expertise.
- Whilst this is a part time position, we would welcome the inclusion of Cover Supervision to make a full time position.
- A person with vision, drive and initiative required to achieve further success
- An enthusiastic, committed and passionate individual, able to motivate and inspire young people
- An individual with a 'can do' approach willing to make a significant contribution to the life of the school

#### **St Martins School can offer you:**

- » An innovative curriculum
- » A unique opportunity for co teaching and curriculum development across all key stages
- » An extra-curricular programme with opportunities for enrichment activities for all
- » Excellent resources and facilities
- » An enthusiastic and supportive team of staff, parents and governors
- » Students that strive to be successful, self assured and selfless
- » An excellent opportunity to develop your career across a successful MAT

“An excellent school with hard working staff who all have my children’s best interest at heart. They develop their emotional and social development as well as their academia”  
parent

## **Person Specification**



A detailed person specification is enclosed. It is the criteria set out in this document that will form the basis of our short listing and appointment. They are designed to help you decide whether you could be the person we are looking for. This person will be an inspirational teacher who is fully committed to working with our students and our staff team to help create a genuinely inclusive school in which the focus is on maximising achievement for everyone.

### ***D.B.S. – Disclosure Process***

This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant(s) may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post. *This 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 check.*

### ***The Application***

In your application you should:

- complete the enclosed application form.
- write a letter of application of not more than 2 sides of A4 explaining how you would contribute to our Maths department becoming outstanding.

Before or after making your application, you are welcome to contact the school for further information or to arrange a visit. Please telephone 01691 776500 or email [clare.ellis@stmartins3-16.org](mailto:clare.ellis@stmartins3-16.org)

Applications should be returned to Clare Ellis by end of school (3.00pm) on **FRIDAY 27<sup>th</sup> May** to [reception@stmartins3-16.org](mailto:reception@stmartins3-16.org)

Successful applicants will be contacted via email and will be required to attend a one day interview. The interview day will involve a range of activities including a formal observation, pupil panel and a data task; at this point the candidate pool will be reviewed and interviews will then be offered.

Thank you for your interest in this post. I look forward to hearing from you.

Sue Lovecy  
Head of School

**St Martins School**  
**Teacher of Mathematics - 0.4**  
**September 2022**

**Person Specification**

Personal Qualities	Status	Source of Evidence
The passionate belief and determination that all students are capable of success	Essential	R, I
Be a reflective practitioner that is able to adapt to new educational challenges and play an active part in the educational journey of St Martins School	Essential	R, I
Flexibility, empathy and a sense of humour	Essential	R, I
The ability to build positive relationships with students and the wider community, from all backgrounds	Essential	R, I
Indefatigable energy and resilience	Essential	R, I

Qualifications and Experience	Status	Source of Evidence
Degree (or equivalent) in a relevant subject	Essential	A, C
Qualified Teacher Status	Essential	A, C
Successful experience of teaching Maths at Key Stage 3 and Key Stage 4	Essential	A, C, R

Knowledge and Understanding	Status	Source of Evidence
Good subject knowledge of Maths to GCSE standard and an Interest in developing Primary experience	Essential	A, R, T, I
Good understanding of teaching and assessment methodology	Essential	A, R, T, I
Good knowledge and understanding of recent curriculum developments in maths/numeracy, including KS2	Desirable	A, R, T, I
Experience of tracking, mentoring and intervention strategies that impact on achievement	Essential	A, R, T, I

Skills	Status	Source of Evidence
The ability to motivate and inspire students of all abilities to achieve the very best of which they are capable	Essential	A, R, L, I
The ability to use data to identify trends/target students and take appropriate action	Essential	A, R, L, I
The ability to plan and deliver exciting lessons at each school phase	Essential	A, R, T, I
The ability to work successfully with colleagues from other Science disciplines and the wider 'through school' team	Essential	A, R, I
The insight and understanding to be an effective tutor	Essential	A, R, T, I
Excellent ICT skills and administrative skills	Essential	A, R

A	Application	R	Reference	T	Tasks
C	Document Check	L	Observed Lesson	I	Interview

## JOB DESCRIPTION

### TEACHER OF MATHEMATICS

**ROLE:**

The post-holder will work within the terms of the nationally determined Teachers' standards, the policies of the School.

The post-holder will play a full part in the work of his or her Department and of the School.

**Responsible to:** Head of Department

**Key tasks will be to:**

- teach Technology across a range of ages and abilities
- teach Maths at key stage three
- contribute to the development of schemes of work, curriculum development and innovation
- operate marking, assessment, recording and reporting procedures in line with those in existence within the Department and the School
- participate in continuing professional development, including Performance Management
- use and develop ICT as an integral part of the teaching and learning process
- plan and develop resources and display, ensuring there is a high standard of display work in the classroom, which is changed frequently
- share responsibility for the pastoral care of students, colleagues and the School community
- work co-operatively with teaching and non-teaching staff
- reinforce Equal Opportunities in the Department and the School
- contribute to maintaining and enhancing the high reputation of the School and demonstrate consistent high standards of personal and professional conduct
- to be responsible for promoting and safeguarding the welfare of children in accordance with the School's Child Protection Policies & Keeping Children Safe in Education policy
- to maintain a high level of personal knowledge and understanding of Science including standards, expectations, current developments and initiatives.
- undertake by agreement with the Head of Department specific responsibilities within the Department
- to attend scheduled meetings in the Technology Department and school
- carry out other duties which may occasionally and reasonably be required by the Head of Department or the Head teacher.

In addition, all colleagues are encouraged to make a personal contribution to the extra-curricular life of the Department and the School.

## St Martins School Cover Supervisor

<b>Experience and Qualifications: have</b>	<b>Status</b>	<b>Source of Evidence</b>
Level 2 Qualifications (GCSE Grade C or above or equivalent) in English and Mathematics	<b>Essential</b>	A,C
Education to Level 3 (advanced level or equivalent)	<b>Desirable</b>	A,C
Education to Degree level	<b>Desirable</b>	A,C
Successful experience of working with young people	<b>Essential</b>	A, C, R
Successful experience in a school environment	<b>Essential</b>	A, C, R
Qualification in special educational needs or be willing to attend relevant training courses	<b>Desirable</b>	A, c

<b>Knowledge and Understanding: have</b>	<b>Status</b>	<b>Source of Evidence</b>
A broad general knowledge	<b>Essential</b>	A, T, I
A sympathetic understanding of the way teenagers think, learn and behave	<b>Essential</b>	A, T, I
Have a strong desire to work in a school	<b>Essential</b>	A, I

<b>Skills: have</b>	<b>Status</b>	<b>Source of Evidence</b>
Good literacy and numeracy skills	<b>Essential</b>	A, C, T, I
Good ICT skills	<b>Essential</b>	A, C, T, I
The interpersonal skills to work collaboratively with a wide range of teaching and support staff	<b>Essential</b>	A, T, I, L
The ability to communicate clearly with staff and students	<b>Essential</b>	A, T, I, L
Good administrative and organisation skills	<b>Essential</b>	A, T, I
The ability to learn quickly and adapt to whole school policies and procedures	<b>Essential</b>	R, T, I

<b>Personal Qualities:</b>	<b>Status</b>	<b>Source of Evidence</b>
A determined optimism that every student can succeed	<b>Essential</b>	A, I
The warmth and conviction to help students believe in themselves	<b>Essential</b>	I, L
The strength of purpose to insist on high standards of work and behaviour	<b>Essential</b>	T, L, I
The resilience to keep going when the going gets tough	<b>Essential</b>	I
A sense of humour and proportion	<b>Essential</b>	I

A	Application	R	Reference	T	Tasks
C	Document Check	L	Observed Lesson	I	Interview

# St Martins School

## Cover Supervisor

**TITLE OF POST:** COVER SUPERVISOR  
**POST STATUS:** 20 HOURS PER WEEK  
**ACCOUNTABLE TO:** COVER SUPERVISOR MANAGER

### **ROLE:**

Cover Supervisors are required to pick up the work of the absent teacher and deliver this, whilst supervising the pupil's behavior. Dynamic, versatile and enthusiastic people are needed for this role which can require occasions of thinking on your feet.

Under the direction/instruction of senior staff: pick up the work of the absent teacher and deliver this, whilst supervising the pupil's behavior.

### **Support for Students:**

- Respond to any questions from students about process and procedures;
- Deal with any immediate problems or emergencies according to the academy's policies and procedures; Establish good relationships with students, acting as a role model and being aware of, and responding appropriately to, individual needs;
- Supervise and support students, ensuring their safety and access to learning;
- Promote the inclusion and acceptance of all students;
- Encourage students to act independently, as appropriate;
- Encourage students to interact with others and engage in activities led by the teacher;
- Attend to the students' personal needs, including social, health, physical, hygiene, first aid and welfare matters

### **Support for the Teacher:**

- Supervise work that has been set by an appropriate teacher;
- Manage the behavior of students whilst they are undertaking their work to ensure a constructive environment;
- Collect any completed work after the lesson and return it to the appropriate teacher; Be a member of a Teaching and Learning team that plans and delivers a key part of the curriculum for the students;
- Assist in the preparation of learning materials and the learning environment, including the display of students' work;
- Work beside a teacher in the classroom on learning activities;
- Be aware of students' problems/progress/achievements and respond accordingly;
- Manage individuals or small groups of students with special learning requirements, under the guidance of teachers, within or outside the classroom;
- Support the teacher in managing student behaviour, reporting difficulties as appropriate;
- Provide some administrative support to teachers e.g. entering data, photocopying, typing, filing etc.
- Use and operate ICT systems and equipment for administrative purposes;
- Accompany staff and students on out of school activities as required and take responsibility for a group under the direction of a teacher.
- Support for the Curriculum:



**Support for the Curriculum:**

- Support students in their understanding of instructions and tasks;
- Support students in undertaking literacy and numeracy tasks, as directed by the teacher;
- Support students in using ICT, as required;
- Prepare and maintain equipment/resources as directed by the teacher and assist students in their use.

**Support for the School:**

- Contribute to the overall ethos/work/aims of the school;
- Complete a range of administration tasks, e.g. Filing, displays, when not needed for cover;
- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns as appropriate;
- Be aware of and support difference, ensuring that all students have equal access to opportunities to learn and develop;
- Assist with the supervision of students;
- Support the role of other professionals and attend relevant meetings, as required;
- Accompany teaching staff and students on visits, trips and out of academy activities;
- Work with parents, providing support and guidance as appropriate;
- Participate in regular training, professional development and performance management.

The postholder may be asked by the Headteacher or Local Governing Body to undertake other duties reasonably regarded as falling within the responsibilities of the post. In addition, it may be amended at any time after consultation with the postholder.



Thank you for expressing an interest in working within our Trust. Our Multi-Academy Trust (MAT) was established in 2016 with two schools, The Priory School and St Martins, a 3-16 school in North Shropshire. In July 2017, we were joined by Coleham School, a 4-11 school in Shrewsbury and a fourth school, Thomas Adams, joined us in March 2020. Thomas Adams is located in Wem and is an 11-18 comprehensive state boarding school, with approximately 1200 students. In April 2021 we were joined by William Brookes School an 11-18 school in Much Wenlock. We have hopes of further growth in the near future. The MAT provides a most interesting and exciting opportunity for schools to share ideas, resources and expertise, for the added benefit of the students in the Trust.

**“The value of the individual, the benefit of the team”**

This statement heads our Strategy document and establishes the values by which we want our schools to work collaboratively. We are an evolving Trust in terms of our size and operation, in that as new schools seek to join us we look in turn to adapt the way we work together. In short, the leaders within the MAT are keen to receive expertise and share best practice. We want schools to retain their identity, character and ethos, all within the shared values of developing students who are selfless, self-assured and successful. The aspiration of the Trust is that every school gives and receives support and every child is in a great school.

Please take a look at our Trust website <https://www.3-18education.co.uk/> for more details.



***Sue Lovecy, Head of School***



***Michael Barratt, Chief Executive Officer***