



**IMBERHORNE SCHOOL**

# **Recruitment Pack**

## **KS5 Leader of Maths**



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**Compassion** ☐ **Achievement** ☐ **Respect** ☐ **Endeavour**

The cornerstones of our learning community



WEST SUSSEX COUNTY COUNCIL

**IMBERHORNE SCHOOL**

Headteacher: Mr Lee Walker

**Compassion**

**Achievement**

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*The cornerstones of our  
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March 2024

Dear Applicant

**Re: Key Stage 5 Leader in Mathematics**

Thank you for your interest in the above post. We are seeking to appoint an ambitious, creative and visionary Leader of Key Stage 5 Mathematics to join us in September 2024. The role provides an excellent opportunity for an outstanding leader to drive significant school improvement.

Provided in the recruitment pack is an application form, some details about the department and a job description for this post. There is a range of further information about the school on our website - [www.imberhorne.co.uk](http://www.imberhorne.co.uk)

Imberhorne is a truly comprehensive school, providing an extensive academic curriculum from Years 7 to 13, alongside an enviable range of extra-curricular activities designed to appeal to the widest interests. Students in Years 7 to 9 are educated on the site of the former East Grinstead Grammar School on Windmill Lane, which provides a nurturing environment for their first three years with us. Years 10 and 11 and our large Sixth Form are based at our Upper School site on Imberhorne Lane, which has all the specialist facilities and teaching spaces needed for the wide range of examination courses we offer. The majority of staff teach across both sites.

We are keen for our students to develop into well-rounded young people, with the academic knowledge and personal skills they need to take their place in society. Our curriculum is extremely wide-ranging, designed to inspire and motivate in equal measure.

The school has a strong academic record in Key Stage 3, Key Stage 4 and the Sixth Form. We are rightly proud of our achievements to date and aspire to build on these successes. We therefore seek to appoint a teacher with a passion for teaching, a commitment to young people and the personal drive to continually develop their own practice, skills and knowledge. Students at the school are well behaved, extremely cooperative and very friendly. Both parents and students are overwhelmingly positive about the school. We work hard to develop these relationships and value the way parents engage with us.

We are a founding member of the Mid Sussex Federation of Schools, a strong, collaborative group of four local secondary schools. Membership of the Federation brings many more opportunities for personal and professional development than would normally be available in a stand-alone school. You can read more about this on [our website](http://our website). Professional learning is at the heart of our offer for staff, and we will support you to develop your own knowledge and skills within our extensive and varied training programme. We provide a full induction programme for all staff new to the school.

**Imberhorne Lane**

**East Grinstead**

**West Sussex**

**RH19 1QY**

**Tel: 01342 323562**

**E-Mail: [info@imberhorne.co.uk](mailto:info@imberhorne.co.uk)**

**[www.imberhorne.co.uk](http://www.imberhorne.co.uk)**





I hope that we have provided the information you need as you consider your application. Please do not hesitate to contact Mr Stuart Kay – [skay@imberhorne.co.uk](mailto:skay@imberhorne.co.uk) if you want to discuss the post further. Completed application forms should be returned to Mrs Angela Nicholls either by post or by email to [anicholls@imberhorne.co.uk](mailto:anicholls@imberhorne.co.uk). The deadline for all applications is Wednesday 20<sup>th</sup> March however we reserve the right to hold interviews before this time if we receive enough applications from suitably qualified candidates.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Lee Walker'.

Lee Walker  
Headteacher

All recruitment is undertaken in accordance with Safer Recruitment requirements. As part of our due diligence, we can only accept a curriculum vitae (CV) alongside a full application form. In accordance with the latest guidance, we may also conduct on-line searches as part of our recruitment process. The stated aim of this approach is that it may help to identify any incidents or issues that have happened, and are publicly available on-line, and we may want to explore with individual applicants at the interview.

Please note that this post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding-over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.



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Headteacher: Mr Lee Walker

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Dear Colleague

Firstly, I would like to extend a warm welcome to the Imberhorne School Mathematics Department.

We are a strong and committed team of teachers who work and plan collaboratively. We have supported students consistently over the years to achieve well above national averages in GCSE and A-level Mathematics results.

2023	9-4%	9-7%
GCSE Mathematics	75	22

2023	A*-A%	A*-B%	A*-C%
A-Level Mathematics	33	72	83

Mathematics is a long-standing, popular, course in our sixth form at Imberhorne. We currently have 3 A-Level Classes, a Further Mathematics A-Level class, a Core Mathematics class and a GCSE re-take class. We follow the Edexcel A-Level Schemes of Learning and examinations. At GCSE level we use the AQA GCSE Mathematics schemes of learning and examinations. We also offer the AQA Level 2 Further Mathematics qualification for our most able students in Y11.

Our schemes of work are planned and resourced, so individual teachers are not left to plan on their own. We currently use the White Rose Mathematics schemes of learning in Years 7-9 and adapt a mastery approach to our lessons. Each Mathematics classroom comes equipped with an interactive whiteboard and a class set of mini whiteboards. Each teacher can book a computer suite or class set of laptops to use in lessons. We have a school subscription to Sparx Maths and use this website for all students' homework and independent learning in Years 7-11.

The department is made up of thirteen Mathematics teachers, with a range of experience. We were very pleased to welcome an ECT at the beginning of this academic year. We also have an Initial Teacher Trainee (ITT) within the department this year. Members of the department teach across the age and ability range. We also are lucky to have external tutors that come into school to deliver intervention groups for key groups of students, identified from our termly assessments. Above all, we benefit from positive working relationships with each other and aim to foster a positive and proactive approach to all that we do.

The department is currently organised with a Leader of Learning for Maths, a Lead Practitioner for KS3, Lead Practitioner for KS4 and we are looking for a KS5 Leader of Maths. We regularly enter students in the UK Mathematics Challenges at all levels and take part in the West Sussex Mathematics competitions.

Yours faithfully

Mr Stuart Kay  
Assistant Headteacher (Leader of Learning Mathematics and Numeracy)

Imberhorne Lane

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# Information about Imberhorne School

Imberhorne is a successful, happy school where staff are committed to fully developing the potential of all students. I am proud of the outstanding achievements of students across the school and am equally proud of what hard-working, respectful and compassionate individuals they are as well. Our excellent academic record along with the great emphasis we place on personal development creates a thriving and vibrant school community. We are continually looking to the future as we endeavour to prepare our students for life in the 21st century. We are committed to pursuing academic excellence whilst also very aware of the importance of interpersonal skills that are so highly valued in the workplace. We want to give our students an appetite for life and a love of learning, seeking to provide the conditions that will foster the confidence and enjoyment we think are a necessary part of their educational journey.

## Academic Achievement

In 2023 results in the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- **34% of A level grades at A/A\***
- **55% of A level grades at A\*-B**
- **82% of A level grades at A\*-C**

We are very proud of our students and believe that these results reflect very well on the culture and ethos in the Sixth Form.

Progress in the Sixth Form is strong. We use ALPs as our measure of progress and have seen year on year increases.

We have a large Sixth Form which is predominantly focussed on A level programmes of study, our academic curriculum is supported by a range of applied and vocational qualifications. We run 35 different courses in the Sixth Form along with two 'level 2' courses for those that have not met our A level (or equivalent) entry requirement.

In **Key Stage 4** strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum. We are proud of our academic traditions but also keenly aware that we must meet the needs of all our learners.

Performance in summer 2023 was as follows:

- **78% of all grades were grade 4 or higher (4+)**
- **58% of all grades were 5+**
- **23% of grades were 7+**
- **Over 10% of all grades were grade 8 or 9 (or vocational equivalent), reflecting the strong academic profile of the Year group**

We offer a broad curriculum for our students which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study, we encourage the majority of students to study a modern foreign language and also have significant numbers choosing to study individual sciences. We are proud of our successes but aspire to do even better for our students setting ourselves challenging targets to achieve.

## Professional Development

We believe that a commitment to professional development is central to our identity as teachers. Our expectation is that all staff continually strive to improve their practice and do this through a sustained focus on aspects of pedagogy. This is best supported through collaboration with others. Engaging in paired planning and peer observation encourages productive critical reflection.

Most of our professional development takes place after school on Mondays. We provide cross-curricular forums, opportunities for departmental planning and development as well as more bespoke programmes to meet individual needs. Cross curricular groups are facilitated by fellow teachers.



## Culture and Ethos

We believe the school is a caring community and seek to place the strong relationships that exist between students and staff at the heart of the school. The school has a well-developed pastoral system and we pride ourselves on the level of personal care we provide for all our students. Heads of Year and Pastoral Support Assistants exist in all Key Stages (from Year 7 to Year 13). They are often the first point of contact for parents when making enquiries about social or academic issues. The pastoral teams are supported by form staff who provide a daily point of contact for students. A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site which also houses students in Year 8 and Year 9. This site has a particularly friendly and intimate feel to it and serves our younger students well, combining the challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9 students then transfer to our Imberhorne Lane site marking the transition into Key Stage 4 and the study of examined courses. Whilst we retain the caring and supportive philosophy established at Windmill Lane, students also develop a more academic focus accompanied by a greater level of challenge and heightened expectations.

The arts have a very high profile in the school, numerous events and activities occur throughout the year providing students with wonderful opportunities to sing, dance, perform, act and exhibit. Sports have an equally high profile; we are proud of our very many achievements reflected in the numerous tournaments and competitions our students participate in at local and national level. The Duke of Edinburgh Award is thriving in the school with significant numbers of students participating in the

scheme, starting in Key Stage 4 and leading on into the Sixth Form. All of these opportunities enrich the school community but critically help the students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

## Collaboration and Partnerships

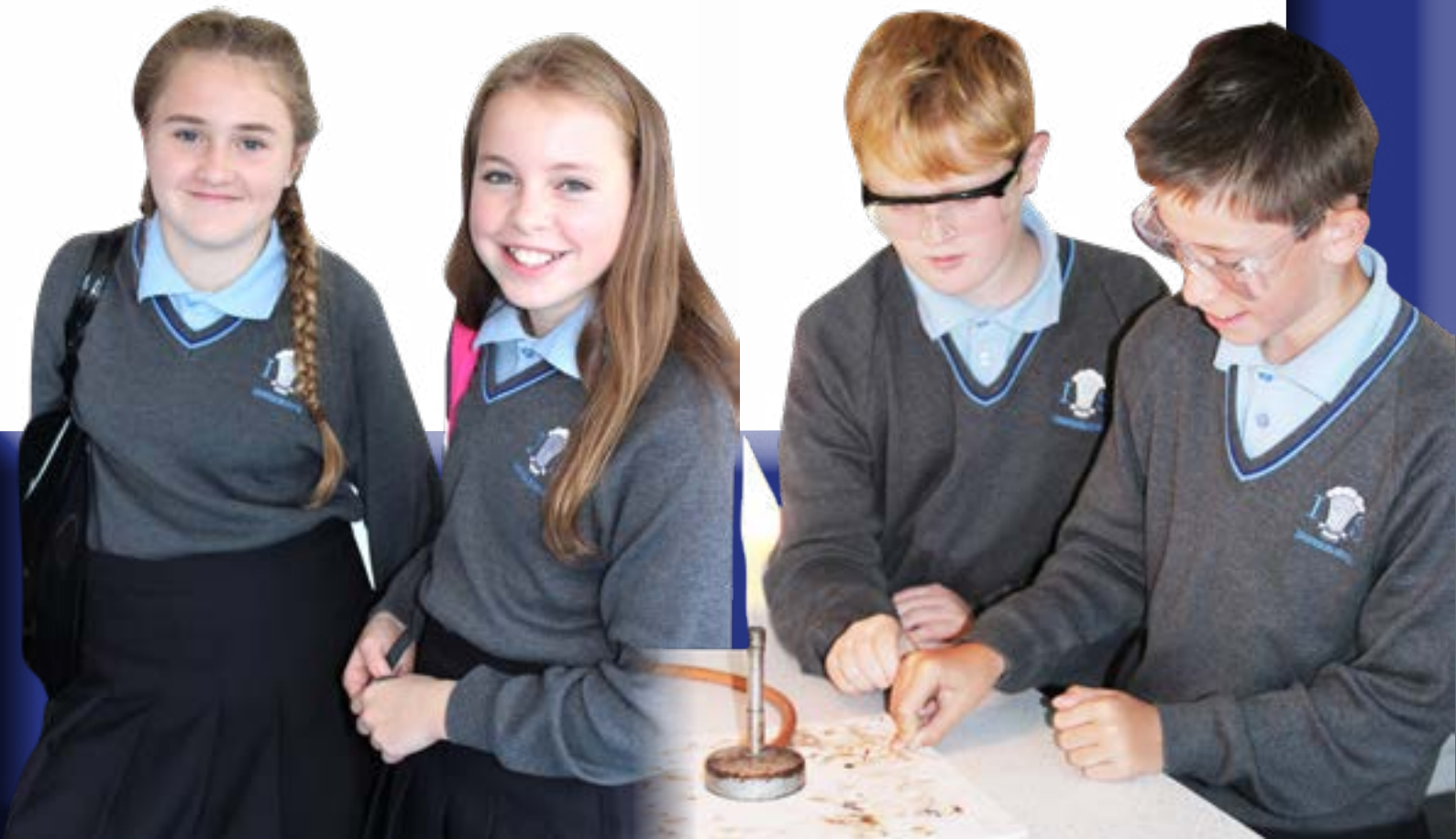
We believe in the value of partnerships and collaborative practice. Being outward looking and engaging in shared activities with other teachers and other schools is important to us.

We have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhorne. We have established joint literacy and numeracy projects run prior to transition facilitated by staff and students at Imberhorne.

We encourage staff to join local subject networks. We are part of a teaching school alliance and participate in many of their network meetings. In addition to this we work closely with three other local maintained secondary schools, in a soft Federation, sharing opportunities for CPD and working as critical friends for each other.



**Lee Walker**  
**Headteacher**





## **Imberhorne School**

### **Role Profile**

#### **Job Details**

<b>Job Title:</b>	Mathematics - Key Stage 5 Leader
<b>R&amp;R</b>	TLR 2b (2 x non-contact periods per fortnight)
<b>Contract Type:</b>	Permanent
<b>Reporting to:</b>	Leader of Learning - Mathematics

#### **Main purpose**

The purpose of the Key Stage 5 Leader of Maths is to inspire and develop departmental colleagues and all students who study in the key stage, leading them to explore and value life-long learning of the subject. Guided by the Leader of Learning, the KS Leader should ensure the provision of an appropriately broad, balanced and differentiated curriculum for students to maximise progress and attainment. He/she is accountable for student progress and development within the subject area(s) of the key stage and the development of pedagogy and a culture of collaboration between subject staff.

#### **Duties and responsibilities**

##### **Strategic**

- To provide strategic vision for the key stage that helps meet school priorities and departmental needs, sharing and communicating the vision with enthusiasm for improvement and change.
- To display a developing professional knowledge base, keeping up to date with national developments and requirements in the subject and in teaching pedagogy.
- To work with colleagues to formulate aims, objectives and strategic plans for the key stage which have coherence and relevance to the needs of students and the school.
- Actively represent the key stage in the evaluation of impact and effectiveness of student progress by contributing to the departmental self-review.
- To support, facilitate and monitor the progress of the Subject Action Plan for the key stage.

##### **Operational**

- Lead the work required to input, analyse and report on a range of data for the Key Stage ensuring that this can be used purposefully to report, interpret trends, identify emerging needs and drive standards across the key stage.

- Through direct experience of teaching mathematics across each of the key stages, utilise a range of media and resources to enrich teaching and learning, interventions, and effective revision techniques across the key stage.
- Be innovative in the generation of new resources that are purposeful and high quality with an overarching aim of ensuring parity of approach to standard tasks.
- Oversee parity between the quality of subject resources and SoW, particularly during periods of change.
- Take responsibility for the intent, implementation and impact of the curriculum at KS3.
- Contribute to departmental CPD, planning and leading sessions as agreed with the Leader of Learning and aligned to gaps identified through the intelligent use of data analysis. Promote and encourage participation in both subject specific and whole school CPD.
- Model excellent Teaching and Learning ensuring that staff new to the school or department thrive through effective inductions and mentoring approaches.
- Assist in the implementation of the appraisal process, seeking appropriate support from the Leader of Learning.
- Uphold the schools' approach for supporting students through a range of transition points including KS2 to KS3 and in year admissions.
- Utilise the strategies endorsed by the school to best manage student behaviour within mathematics, creating purposeful learning environments.
- Support the smooth delivery of the curriculum by creating a bank of generic resources that can be used for emergency cover work.
- Develop strong organisational skills and collaboration, across departments and with SLT, to support activities and events that promote the school as a positive learning environment, for example open evening.

## **Person Specification**

The successful candidate will have a commitment to:

### **Promoting the core values of the school, through:**

- offering appropriate support to members of the school community, being compassionate and offering respect to others
- a willingness to consult appropriately, work hard and promote teamwork that involves, motivates and inspires others.

### **Demonstrating outstanding personal and professional standards through:**

- demonstrating a proven record and commitment to school improvement
- possessing excellent communication and interpersonal skills, building professional relationships and working sensitively with others
- having the ability to prioritise, plan and organise, managing time effectively.
- being adaptable and showing integrity
- leading with energy and enthusiasm demonstrating the stamina to cope with the demands of the post.



## Person Specification –KS5 Leader for Mathematics

	Essential	Desirable	Evidence from Application/ Interview
<b>Qualifications and Professional Development</b>			
Qualified to degree level or above in Mathematics or closely related subject(s)	Y		A
Qualified to teach in UK	Y		A
Experience of or capacity to demonstrate raising attainment in Mathematics in a Secondary School	Y		A/I
<b>Experience and knowledge</b>			
Ability to plan and organise time effectively, work under pressure and meet deadlines while maintaining appropriate work/life balance	Y		A/I
Secure understanding of assessment in Mathematics	Y		A/I
Commitment to working effectively as part of a team	Y		A/I
Play an active role in creating a safe, harmonious and successful learning environment, founded on strong relationships	Y		A/I
Secure knowledge of the characteristics of effective learning and teaching	Y		A/I
Evidence of sustained impact in the classroom	Y		A/I
Excellent organisational skills	Y		A/I
Willingness to play a full and active part in the life of the school	Y		A/I
Passionate about sharing good practice and committed to the development of colleagues		Y	A/I
<b>Personal qualities</b>			
Drive to work hard to achieve goals	Y		A/I
Skills and personal attributes fully aligned with our school vision and values	Y		A/I
Demonstrates a 'can do' attitude with the determination to succeed with energy and enthusiasm	Y		A/I
Excellent interpersonal and communication skills	Y		A/I
Actively seeks out and makes use of professional development opportunities	Y		A/I
Demonstrates a passion for working with young people	Y		A/I
A positive role model	Y		A/I
Ability to use own initiative as appropriate	Y		A/I
Passionate about subject specialism	Y		A/I

## 7. Annex A: Lists of acceptable documents for manual right to work checks

Where a right to work check has been conducted using the online service, the information is provided in real-time directly from Home Office systems and there is no requirement to check any of the documents listed below.

### List A – acceptable documents to establish a continuous statutory excuse

1. A passport (current or expired) showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
2. A passport or passport card (current or expired) showing that the holder is a national of the Republic of Ireland.
3. A current document issued by the Home Office to a family member of an EEA or Swiss citizen, and which indicates that the holder is permitted to stay in the United Kingdom indefinitely.
4. A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted unlimited leave to enter or remain under Appendix EU to the Jersey Immigration Rules, Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 or Appendix EU to the Isle of Man Immigration Rules.
5. A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK.
6. A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7. A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
8. A birth or adoption certificate issued in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

9. A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
10. A certificate of registration or naturalisation as a British citizen, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

**List B Group 1 – documents where a time-limited statutory excuse lasts until the expiry date of leave**

1. A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
2. A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
3. A current document issued by the Home Office to a family member of an EEA or Swiss citizen, and which indicates that the holder is permitted to stay in the United Kingdom for a time limited period and to do the type of work in question.
4. A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted limited leave to enter or remain under Appendix EU to the Jersey Immigration Rules, Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 or Appendix EU to the Isle of Man Immigration Rules.
5. A document issued by the Bailiwick of Jersey or the Bailiwick of Guernsey, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has made an application for leave to enter or remain under Appendix EU to the Jersey Immigration Rules or Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008, on or before 30 June 2021.
6. A frontier worker permit issued under regulation 8 of the Citizens' Rights (Frontier Workers) (EU Exit) Regulations 2020.
7. A current Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

**List B Group 2 – documents where a time-limited statutory excuse lasts for six months**

1. A document issued by the Home Office showing that the holder has made an application for leave to enter or remain under Appendix EU to the immigration rules (known as the EU Settlement Scheme) on or before 30 June 2021 **together with a Positive Verification Notice** from the Home Office Employer Checking Service.



2. A document issued by the Bailiwick of Jersey or the Bailiwick of Guernsey showing that the holder has made an application for leave to enter or remain under Appendix EU to the Jersey Immigration Rules or Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 on or before 30 June 2021 **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
3. An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
4. A Positive Verification Notice issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.