



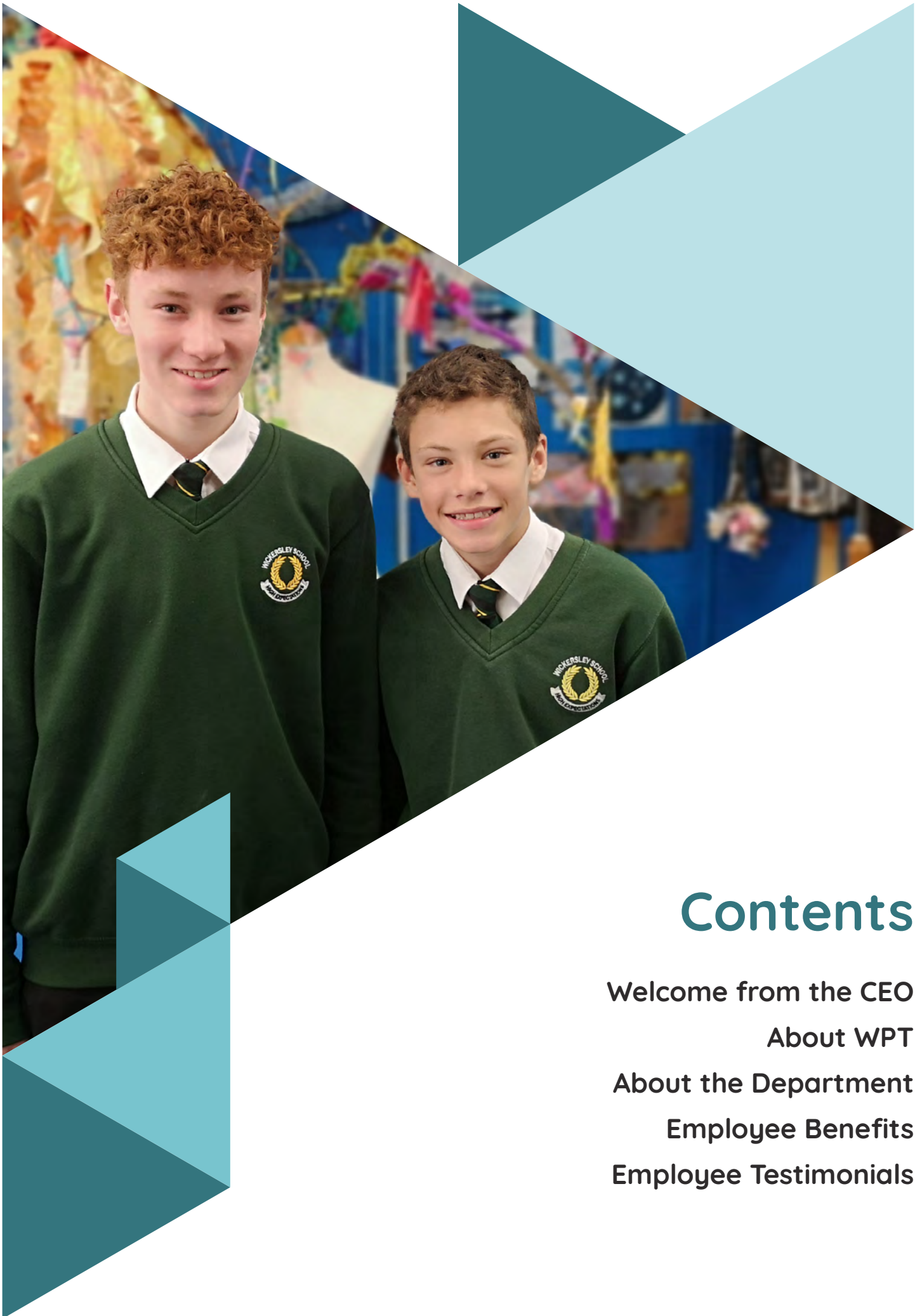
Mathematics

Recruitment Pack

wickersleypt.org



WICKERSLEY
PARTNERSHIP
TRUST.



Contents

Welcome from the CEO

About WPT

About the Department

Employee Benefits

Employee Testimonials

Welcome

A very warm welcome to Wickersley Partnership Trust.

Wickersley Partnership Trust (WPT) was founded in 2014, and I became CEO in 2018. WPT exists to further the interests of the young people that it serves. We believe that education empowers and enriches: our vision is to send all children into an ever-changing world able and qualified to play their full part in it.

We are committed to ensuring that all students have the best educational experience possible. We want all students within WPT to grow into confident, caring and well-educated adults and this will require students, parents and colleagues to work together in true partnership.

As a parent myself, I am a strong believer that if it isn't good enough for my own children, it isn't good enough for the children of the communities we serve. I uphold these standards in every decision I take as CEO.

We are one school on several different sites. All staff are supported thoroughly in their professional development through the dissemination of best practice and collaboration, and through reflecting and debating on their practice.

Everything that we do at WPT is informed by our five strategic priorities: Leadership Development, People Development, Effective Curriculum and Outcomes, and Active Part of the Community. Each of these priorities is underpinned by the fifth: Wellness - Staff and Students.

We strongly believe in work-life balance; leaders are always mindful of this when managing their teams. Our annual Staff Awards event is just one of the many ways in which we recognise hard work and dedication from our colleagues.

As a Trust we invest heavily in our employees. All staff have access to Westfield Health, which includes 24 hour advice and information, 1:1 counselling sessions, Doctorline and an online forum. Our innovative Workforce Development strategy empowers all employees to develop their skill set, giving staff the freedom to choose their own targets and areas for CPD.

We are proud of the opportunities we provide our employees for high quality professional development. We have established systems to identify talent and have robust succession plans in place.

Regardless of the position you are applying for, we thank you for your interest in joining our growing team. We look forward to receiving your application.



Helen O'Brien
Chief Executive Officer,
Wickersley Partnership Trust



About WPT

We aim to send all children into an ever-changing world able and qualified to play their full part in it.

Wickersley Partnership Trust was formed in March 2014 when Wickersley School and Sports College - an Ofsted Outstanding School and one of the original 100 Teaching Schools - became an academy. In August 2014, Rawmarsh Community School became the first school to join WPT, and since then we have grown into a family of 13 schools, including 5 secondary schools, 8 primary schools and 1 sixth form. We predominantly serve the town of Rotherham, South Yorkshire, but also operate The Gainsborough Academy in Lincolnshire.

We are proud of the close links we have formed between our schools. We have a strong team of Subject Directors, SLEs and cross-Trust departments to ensure consistency of approach, and to enable all students, regardless of their background, to have the same opportunities and life chances.

Many of our primary schools feed in to our secondary schools, and we pride ourselves in our unique and inclusive transition arrangements, including residentials for all Year 5 and Year 6 students and Prom for all Year 6, Year 11 and Year 13 students.

We offer all schools the services of our embedded Central Teams. Our centralised services include HR, Finance, Operations, Premises, Websites and Media, IT, Data and Timetabling. Offering these services centrally enables our schools to focus on their core mission of improving outcomes for our students.

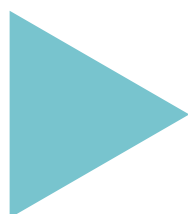
We have close links to Learners First, who offer industry-leading teacher training. We also have close ties with Rotherham School Games, which sees our students compete across various sports against other schools in the borough. We have recently forged links with Hope for the Future, a climate charity, and Dragons Teaching, an e-learning platform for Languages.

At WPT we are continuously working to be an employer of choice. A Trust is only as successful as its workforce, and we strongly believe in investing in all of our employees.

Our Strategic Priorities

- Leadership Development
- People Development
- Effective Curriculum & Outcomes
- Active Part of the Community
- Wellness: Staff and Students

More details about our Strategic Priorities can be found on our [website](#).



About the Maths Department

The Wickersley Partnership Trust Maths Department is a vibrant and successful department. It consists of 46 staff members across the Trust where staff work as one department to enhance development and collaborative working. There are numerous leadership roles - these work as systems leaders where staff have responsibilities across the Trust for the area they lead on. This enables us to have a vast variety of leadership roles and enables all schools to benefit from all the support and leadership available.

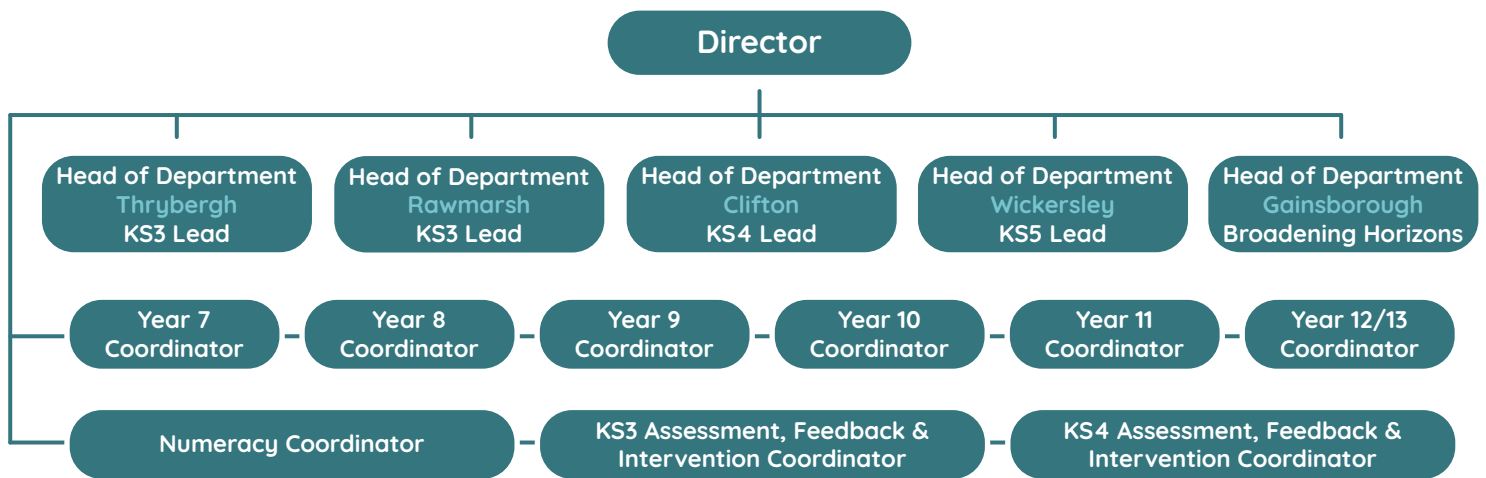
Maths Department Structure



Laura Brown
Director of Maths

Hi, I'm Laura! I attended Wickersley School from the age of 11, staying on in sixth form to study A Level Maths and Further Maths and continuing to University to complete a degree in Actuarial Science.

I began my PGCE through Schools Direct in 2014, after which I joined Wickersley School, becoming Lead in Teaching and Learning for Mathematics in 2017, and Director of Mathematics in 2020. I recently completed my NPQSL and often work with our local Maths hub, colleagues and MATs across the country. The skills and experiences I gain in this role support me to further strengthen the Maths Team and curriculum to ensure that all children leave our schools able and qualified to play their full part in it.



The Maths Way

Our subject has a 'Subject Way' at the heart of it. Our Subject Way is designed to help students become young subject specialists. The Subject Way has two main purposes:

Firstly, to teach students the vital skills they need to achieve their full potential and gain the very best grades they can. Secondly, to teach students how each subject relates to the wider world, incorporating the life skills they will learn.

It is our belief that knowing how what you learn links to the wider world, brings a subject to life and therefore improves overall understanding and engagement.

Maths Curriculum Intent

At Wickersley Partnership Trust we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations.

At Wickersley Partnership Trust, we want all students to leave able and qualified to play their full part in an ever-changing world through an ambitious, creative and innovative curriculum, which empowers students with the skills, knowledge and attributes to allow them to succeed in their next phase of education and their working life.

We aim to engender a love of learning, self-belief and aspiration through four key intentions:

- The removal of barriers to learning
- Developing skills for learning
- Developing personal attributes (School Way)
- Enriching student experiences and broadening their horizons

Our curriculum is not driven by performance tables. It is our belief that a strong, broad, balanced curriculum, tailored to individual needs, can remove barriers to learning and allow all students to access the curriculum appropriate to them and will therefore meet their individual needs.

We believe in a strong foundation of core subjects including English, Maths and Science. All students who are identified with deficits in literacy and numeracy are given additional curriculum support. These core fundamental skills are essential in both accessing our broad curriculum offer and the next stage of life; be it education, employment or training.

THE MATHS WAY



WE LOOK FOR MATHS IN THE REAL WORLD

We learn from peers
listen to their explanations &

We see mistakes
as an opportunity

WE CAN THINK LOGICALLY

We can search for
patterns in data

to learn

Analyse, reason, deduce

We persevere & try

**different
approaches**

We can identify
**relevant
information**

& use this to solve problems

We use our books as a revision guide

**We make mental estimations
to check our answers are
reasonable**

We show all our working out



SUBJECT WAYS

INTENTION 1 - The removal of barriers to learning

We want all our students to go out into the world, and become successful, happy, fulfilled adults who will be good citizens and make a positive contribution to society. The acquisition of basic skills is either at the heart of achieving this or a barrier to learning and prevents students from fully flourishing. Four common barriers, if left unchallenged, will limit the progress, engagement and development of students who access our curriculum.

They are:

- Literacy
- Numeracy
- Oracy
- Vocabulary

We see these barriers as a high priority for the school. In order to prevent them from becoming a barrier for student development and progress we implement (and closely monitor) the following strategies:

LITERACY

Ensuring learners access reading and writing opportunities within a Maths lesson is non-negotiable. Learners regularly work on worded problems and investigations, all of which require learners to build on their literacy skills and give reasoning for their answer. Goal free problems are also used as a method to assist learners with their approach to questions that may require more reasoning or literacy skills.



Our assessments are carefully written to ensure that learners are regularly assessed on reasoning and problem solving questions and the weighting of these questions is in line with that of formal examinations. Learners are encouraged to underline key terminology and identify what is needed to complete the problem.

NUMERACY

Naturally, numeracy is one of the barriers that Mathematics focuses on intensely as numerical proficiency correlates well with success in Mathematics. We aspire to remove the barrier that numerical fluency places in front of effective study of Mathematics. We make use of numeracy tasks to give learners the opportunity to practise, discuss and embed skills that we feel are critical for future success. Number plays a large role within the Mathematics curriculum and is interleaved multiple times over the five-year journey to embed and develop numeracy skills. Our numeracy intervention is well sequenced and supplements the curriculum to ensure that all learners leave numerate.

ORACY

Whilst communicating in a written medium is important, being able to communicate complex mathematical ideas effectively is essential for learners to thrive. Staff model mathematical language during lessons and encourage opportunities to allow students to develop an argument, justification or proof. Questioning, discussion and reasoning is how we encourage learners to approach their lessons so that they can articulate their understanding of abstract topics to further their learning and improve their confidence when speaking in front of peers.

VOCABULARY

Mathematics is a subject that is almost like a language in its own right and learners being confident of word definitions often makes the difference between understanding a question or not. As such, we focus on vocabulary and command words each lesson giving learners the support they need to understand the words. It is our aim to make our learners “word rich” so that they can speak and write about Mathematics with confidence. The Frayer Model is used within the curriculum to expose learners to academic language on a regular basis.



INTENTION 2 - Developing skills for learning

Developing student knowledge and essential learning skills go hand in hand. Students need to remember with fluency in order to be fully established mini-subject specialists. We strive, at all times, for personal excellence by developing the six key skills for success:

- Recall
- Interpretation
- Creativity
- Analysis
- Evaluation
- Divergent thinking

Retrieval is an essential skill in Mathematics. The ability to apply and recall knowledge quickly is crucial to support progression in Mathematics as it frees up working memory to allow learners to engage with problem solving. We interleave previously studied content by using retrieval tasks as lesson starters labelled 'flashback'. Our curriculum follows a mastery approach giving learners time to persevere, work on topics in-depth for longer periods of time, thus enabling learners to move fluently between mathematical ideas.

In order to ensure that pupils have the required prerequisite knowledge, the curriculum highlights the key skills for each small step and these are embedded within lessons as 'get ready' tasks. If the required knowledge isn't there, lessons are adapted to ensure that all pupils are able to access the lesson and are appropriately supported and challenged.

Generalisation in Mathematics takes the patterns that we see in number, algebra and geometry and tries to define a rule for those patterns. We use modelling, derivations and investigations in class to help learners develop their interpretation, analysis and evaluation skills as they seek to generalise what is often abstract content. Problem solving is also a crucial part of Mathematics allowing learners to think creatively.

We structure our curriculum to allow learners more time on each strand of learning to not only embed skills but also to facilitate the time to engage with solving problems that link together the vast plethora of Mathematics they study.

INTENTION 3 - Fostering personal attributes

Our curriculum promotes the skills and attributes our children need in order to develop the independence, responsibility, accountability and resilience they need to have a happy and successful life. We refer to this crucial aspect of our curriculum intent as The School Way and it is embedded in everything we do.

The School Way enables us to develop well-rounded individuals ready for the next stage. It is about embedding employability skills such as resilience, collaboration, communication, aspiration, responsibility, tolerance and respect in order for them to be an active participant in the local community and beyond.

The School Way is embedded in assemblies, form periods and our extra-curricular programme. It is the language that we speak and key aspects of the School Way are as follows:

- We are nice to people
- We say please and thank you

- We are equipped to learn
- We work hard
- We are prepared to make mistakes
- We listen to others
- We believe in ourselves
- We are proud of our achievements
- We take pride in our appearance
- We take responsibility for our actions
- We are ambitious
- We take risks

INTENTION 4 - Enriching student experiences and broadening their horizons

Our intent is that all students have a full understanding of how to develop themselves as well rounded citizens, maintain healthy relationships and understand how to keep themselves safe both online and in their day-to-day life. We want all students to know what options are open to them in the future and understand the routes they have in order to progress on their life journey. Our curriculum will include:

- Exposing learners to worded problem-solving questions based on real life situations
- Measuring distances and working with time in PE lessons
- Tabulating and graphing results in Science and Geography lessons
- Opportunities throughout the curriculum that expose learners to careers involving mathematical knowledge and skills.
- Opportunities throughout the curriculum to learn about Mathematics in different cultures and across the ages
- Celebrating mathematical focus days (such as Pi Day and Number Day)
- Emphasis on financial Maths skills during Money Matters Week in Key Stage 3 in line with the PSHE curriculum
- Encouraging participation in Maths challenges (such as UKMT and AMSP individual and team events)
- Exposure to subject focused trips (such as visiting The Deep and Market Rasen Racecourse)
- Participation in lectures and events involving external speakers
- Puzzle clubs to encourage curiosity and logical thinking

Maths Curriculum

Key Stage 3

Using KS2 results, students are placed in sets on entry to school. Students have three 80 minute Maths lessons each week. The topics studied build in difficulty and we aim to ensure the KS2 skills are solid before working up to GCSE standards. The department uses regular assessments and 'sticker tasks' to assess the understanding that students have developed, thus allowing us to plan their next steps and meet their needs more effectively. Each assessment will be followed by a bespoke intervention task for each pupil, allowing them to work on and improve in any areas they may struggled with.

Key Stage 4

All students have three lessons per week and the course is assessed by three terminal papers, each lasting 90 minutes and worth 80 marks per paper. Students work towards the Edexcel

Linear GCSE (two calculator papers and one non-calculator paper). Tiers of entry for each student is carefully considered to allow every student to achieve their best possible outcome at the end of Y11.

We aim for students to enjoy Maths and increase their confidence, building on the skills and understanding they have formed in KS3. Students need to be able to use and apply their Maths in real world settings, particularly with the new focus on problem solving and mathematical reasoning at GCSE. Students are supported and their progress carefully monitored throughout the course. There will be some students who will require additional support; and they will be able to access intervention as appropriate.

Students have regular topic tests and these, alongside homework, allow staff to check the ongoing understanding of the students. The use of mock exams in both Y10 and Y11 allows the students to be comfortable and confident in an examination setting as well as helping them to target their revision more effectively. Home learning includes vle.MathsWatch.co.uk for both homework and independent revision. Other recommended sites include corbettmaths.com and mathsgenie.co.uk.

Key Stage 5

We offer A level Mathematics and Further Mathematics as a two year course that runs concurrently. In the Mathematics A-level, all students are assessed in three areas: Pure Mathematics, Mechanics and Statistics. The assessment objectives include a greater emphasis on modelling, problem-solving and reasoning, building on the increase in problem-solving in GCSE so students will be better prepared. In the new Further Mathematics A level, all students will be assessed based on their knowledge of Pure Mathematics and a component that is based on Applied Mathematics. This applied unit is Decision Mathematics. All examinations are taken at the end of the course rather than in modules.



Money Matters Curriculum

As well as exposing our pupils to their Maths lessons, all pupils will be exposed to a “Money Matters Curriculum.” These sessions will be delivered in their Maths lessons and link real life financial elements to help prepare all of our students leave school able and qualified to enter the real world.

Careers in the Curriculum

Throughout our KS3 curriculum all pupils will link their learning to other subjects. Each half term pupils will see a different subject and the connections between what they have learnt throughout their time at school with us.

Meetings

TLR Holders meet regularly (roughly once per fortnight) to support collaboration across schools. This can range from planning upcoming CPD sessions, writing common assessments or curriculum planning. Communication between TLR holders and staff is key across all schools to support consistency and as a Trust we ensure that time is dedicated for this collaboration and partnership.

Departments meet regularly as a school and across the Trust to develop similar themes within the curriculum. CPD sessions are based around the curriculum to support upcoming topics and methods of teaching. Sessions are bespoke to the needs of the Trust, school or individual to ensure that time in meetings is productive and beneficial and always aimed at improving the quality of teaching and learning.

Facilities and Equipment

At all schools, we have the latest Smartboards with the appropriate SMART technology to complement these. We also have access to Chromebooks within all lessons. All of our schools collaborate to produce shared resources and lessons that support one another with planning and workload. We have access to manipulatives for use within the curriculum to support teaching using concrete resources.

Early Careers Information

As an early career teacher, you will be provided with an induction at the school and a mentor who will meet with you weekly. There is opportunity for this mentor to be based at other schools within the Trust where you will have the opportunity to visit and observe other teachers within our schools. All of our ECTs are signed up with the local Maths hub to join a supportive network across the region and provide you with key subject pedagogy and teaching methods to support mastery.

Employee Benefits

At WPT we understand that our Trust is only as successful as our employees. We believe in investing in our workforce, and we do this in many ways:

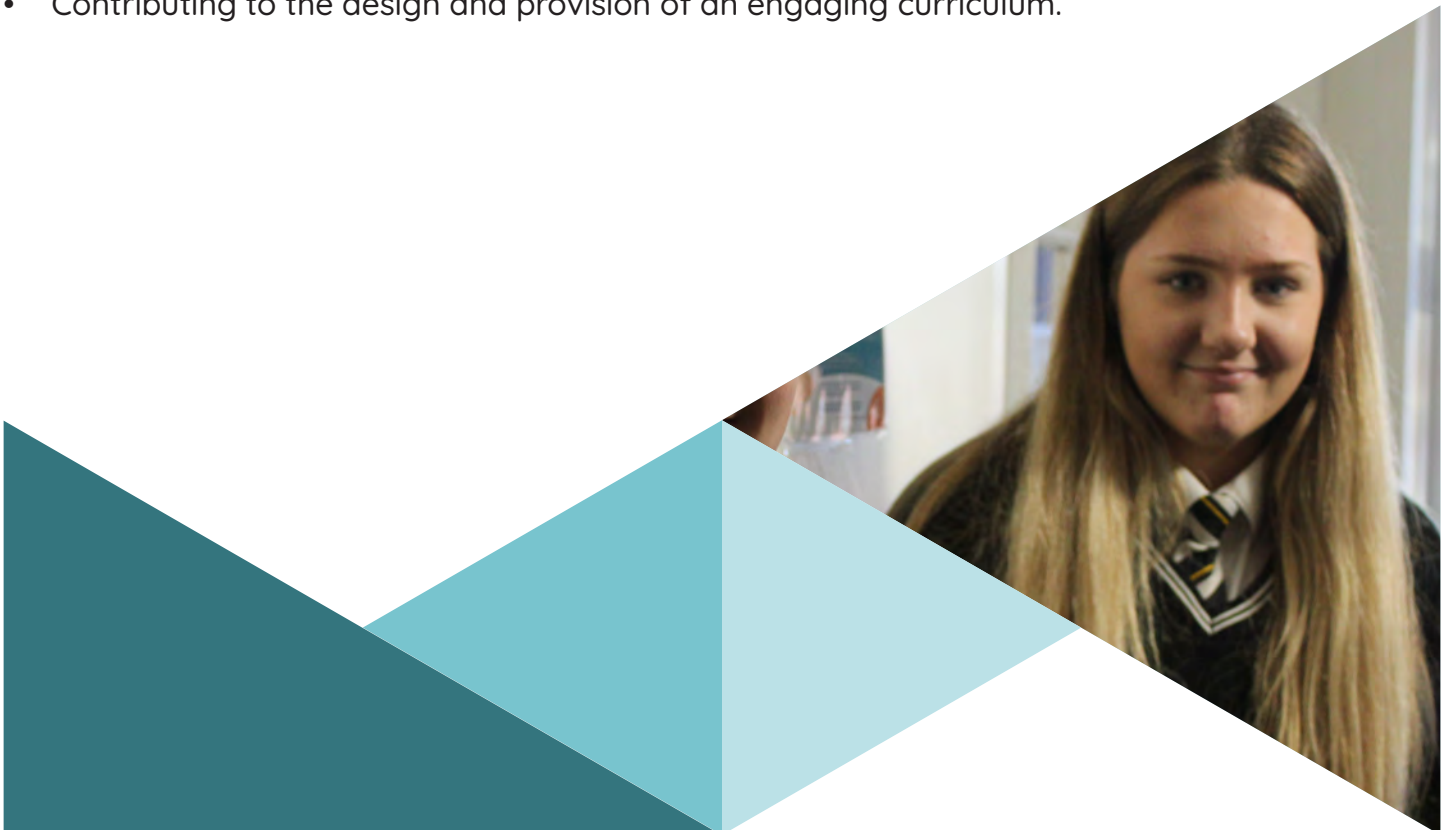
- Competitive salary and generous Local Government (support staff) and Teacher Pension Schemes
- Annual Staff Awards
- Westfield Health subscription including:
 - The Big White Wall - a confidential, safe online forum
 - Doctorline - 24/7 access to a GP
 - 24-hour advice and information line
 - 1:1 counselling (Cognitive Behaviour Therapy)

Professional Development

- Ongoing opportunities for workforce development, including employee-generated CPD. Professional Development is actively encouraged at all levels
- Shared planning and collaboration opportunities with other schools and departments
- Network groups with internal and external departments and agencies
- Opportunity to lead on PD sessions with staff
- Ability to observe other teachers within our schools

Career Opportunities

- Specific career families and identified progression routes
- Mentoring early career teachers
- Launching and leading extracurricular clubs and activities
- Supporting and running intervention/boosters
- Teaching supplementary qualifications beyond the curriculum
- Opportunity to lead on projects and developments for schools and Trust
- Contributing to the design and provision of an engaging curriculum.



Employee Testimonials

“I came to Wickersley School as a pupil for 7 years and after three years studying in London, I applied to do my PGCE via Schools Direct. I did my placements at WSSC and RCS and was then offered a job at Wickersley School.

I was lucky enough to have the opportunity to teach A Level Statistics early on in my career and have since helped to develop other A Level teachers and the A Level curriculum within the department. I was then provided with the opportunity of mentoring some staff in their initial teacher training. After my first year, I was offered the middle leadership course and within two years of teaching I undertook the role of Teaching and Learning Lead for Mathematics providing me with the opportunity to work with teachers at other schools in Rotherham. I then proceeded to take on the role of numeracy lead whilst a colleague was on maternity leave.

Two years ago, I became the Director of Mathematics for Wickersley Partnership Trust. In my first year of this position, I was supported immensely by Senior Leaders across the Trust and was encouraged to study for my NPQSL with Learners First. I have also been provided with the release time to work with other colleagues across the nation who lead Maths across Multi-Academy Trusts. In the last few months, I have been made full time Director to provide more time to the role. I absolutely love my job and would not be here without the support from Wickersley Partnership Trust and the leaders around me believing me and providing me with every opportunity to develop and succeed.”



Laura Brown
Director of Maths

“My career journey within WPT began at Wickersley School & Sports College in 2008, where I joined as an NQT in the English Department. Wickersley was a wonderful place to learn my trade, as workforce development was always a priority and opportunities to gain experience as an aspiring leader were aplenty.

Six years on, when WPT was still in its infancy, I made the switch to Rawmarsh Community School. Here, I would discover the true value of working as part of a family of schools. This was especially true as I moved into more outward facing roles as part of the Senior Leadership Team. Being able to collaborate with colleagues within our local feeder schools and WPT partner schools proved hugely valuable in my development as a professional.

After seven and a half thoroughly enjoyable years at Rawmarsh, I made the move to my third WPT secondary school to take up the position of Deputy Headteacher at Clifton in 2022. Having the opportunity to fulfil my ambitions within WPT is testament to the support and training that I have received over the years.


In my experience, at WPT, the next opportunity really is just around the corner and, as the Trust continues to evolve year on year, it is as exciting as ever to be a part of it.”

Jamie Skirrow
Deputy Headteacher,
Clifton Community School




Advert

Head of Maths


 25th May 2022 (noon)

Thrybergh Academy 

MPS/UPS + TLR1b 

Permanent 

Full time 

September 2022 

We are looking for an innovative and ambitious secondary Mathematics Teacher who is ready to take the next step in their career and join our Mathematics Faculty at Thrybergh Academy. You will motivate and inspire our students to achieve their best.

As Head of Mathematics you will lead, develop and manage the effective delivery of an excellent curriculum which enables the highest level of student progress and attainment. Our ideal candidate will be committed to providing a high quality of education and have a passion for Mathematics with the ability to lead, manage and develop the Mathematics curriculum across the Academy. You should have demonstrable evidence of outstanding teaching with a focus on raising student attainment at KS3 and KS4.

Further details are available from wickersleypt.org/vacancies/

[Please visit our recruitment website here to apply.](#)

In line with our commitment to safeguarding and promoting the welfare of our students, the appointment will be subject to an enhanced criminal record check and satisfactory references.

Further information about the Disclosure Scheme can be found at www.gov.uk/disclosure-barring-service-check

Please note we operate safer recruitment and we do not accept CVs, all applicants must complete an application form in full.