

# Candidate Information Booklet



TEACHER OF MATHS

Full-time or Part-time (0.6 to FT)

Start date July or September 2024

Prepare | Aspire | Succeed



# Maths Teacher

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Thank you for your interest in joining our school. Please contact John Brawn, Head of Maths Department, if you would like to discuss this role further or visit the school: [jbrawn@cottesloe.bucks.sch.uk](mailto:jbrawn@cottesloe.bucks.sch.uk)

## Safer Recruitment

The Cottesloe School is committed to safeguarding and promoting the welfare of children and safeguarding checks will be carried out on employees, volunteers, governors and visitors. Please see the school's current Safer Recruitment Policy, Policy on Employment of Ex-Offenders and Child Protection (Safeguarding) Policy for further information, all available on the school's website (Safeguarding Policies area).

## Our School

The Cottesloe School is a successful and oversubscribed Foundation secondary school with Sixth Form situated in the village of Wing in rural North Buckinghamshire, located conveniently for Milton Keynes, Bedfordshire and Hertfordshire. We are a caring school with a highly qualified and exceptionally committed staff, who recognise the importance of creative and challenging teaching and high professional standards. All staff and students are greatly valued and emphasis on student and staff wellbeing is central to our culture.

## Ofsted 9 to 10 November 2021

- Continues to be a Good school
- The Headteacher has a clear vision for moving the school even further forwards. He is supported by talented and committed staff.
- Staff are very proud to work at the school.
- They feel valued because leaders consider their workload.
- Senior Leaders are ambitious for Cottesloe pupils.
- They expect them to 'Prepare, Aspire, Succeed' and pupils rise to the challenge.
- Pastoral care is a strength of the school.
- Pupils and staff treat each other with respect and courtesy. Around the building and in lessons, pupils behave very well.
- The school has strong systems in place to identify pupils with special educational needs and/or disabilities.
- Sixth Form students are excellent role models for younger pupils..

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## **We are looking for:**

- A dynamic and exceptional teacher with high expectations for all students.
- Ability to inspire and enthuse to study Mathematics.
- Commitment to raising standards for all.
- Ability to adapt to change and embrace new ideas.
- Someone with a good understanding of relevant curriculum areas, including a good understanding of assessment and monitoring procedures.
- A willingness to learn and apply new techniques that contribute to high quality teaching and learning.
- A teacher who expects and demonstrates the highest standards.
- A teacher who can enthuse a range of students with varying needs.

## **We can offer you:**

- The opportunity to work in a Good and improving school that has a strong emphasis on wellbeing for staff and students.
- Access to high quality personalised CPD through PIXL, Challenge Partners and strong professional networks.
- Comprehensive Induction support for ECTs.
- Excellent career development,
- An exciting opportunity to teach students who are courteous and have a high degree of respect for others.
- A friendly and supportive working atmosphere.
- The freedom to teach creative lessons in a school with a proven track record for the professional development of staff.
- The opportunities to take part in or organise school trips linked to the curriculum.





## Our Department

Maths makes sense of the world around us and helps us to understand the natural world as well as the man-made environment. Students learn about number, algebra, geometry, ratio and proportion, statistics and probability. The students will be required to develop numerical fluency to gain a broad range of skills. They will be required to develop their problem solving and reasoning skills to effectively apply this knowledge to successfully answer a range of probing mathematical questions and problems.

Mathematics A level is a highly regarded qualification no matter where a student's future leads them. It is an essential entry requirement to Scientific, Engineering, Information Technology, Architecture, Accountancy and many other degree subjects and careers.

### **Ethos**

We believe that Maths lessons should be enjoyable, accessible and applicable. The subject is relevant to everyone. The cultural aspects of the development of mathematics are explored and the universality of the subject is celebrated. We strive to develop the philosophy of achievement, to create an environment where all students develop the desire to improve, to take responsibility for their learning and to extend this development inside and outside of the classroom.



# Our Staff

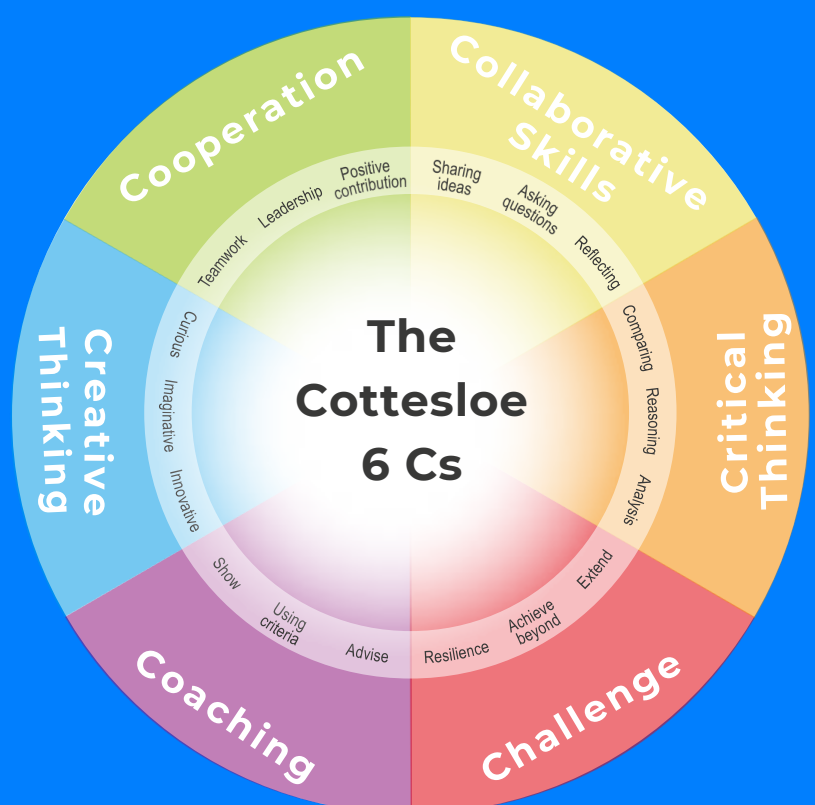


Staff are actively encouraged to contribute ideas to inform whole school planning and to participate in new initiatives. All staff are subject to an annual appraisal, and to a high quality programme of induction and ongoing professional development. We provide opportunities for staff to advance within the school with additional responsibilities available. A comprehensive programme of Inset training is designed to develop teaching and leadership skills, to further the aims of the school and to support colleagues to develop their careers.

# Our Ethos

Students' personal development is encouraged through practical participation in a range of activities. In tandem with the whole school, our ethos is shaped by **Prepare, Aspire, Succeed**. We **prepare** our students meticulously for what they have to do in each year and in each Key Stage. All of the work that they produce is exponentially building their skills, to ensure that they are fully equipped to achieve their targets and exceed these. We, thus, encourage our students to **aspire** to the very highest levels and celebrate their achievements with them when they succeed. We strive to teach to everyone's strengths and make our lessons as engaging as they can be, whilst differentiating and extending as a matter of course.

**Developing  
Learning  
Habits  
to succeed**



# Making an Application

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CVs are not accepted as part of the application process. If you wish to be considered for this post please complete an application form available from the school's website, providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment history please state the reasons why (eg. gap year, career break, unemployed)

## Supporting Information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you meet the essential and desirable criteria for this post. For teaching posts: please detail your experience of delivering teaching and learning and what impact your contribution would make in terms of raising standards at our school.

Please email your completed application form to [recruitment@cottesloe.bucks.sch.uk](mailto:recruitment@cottesloe.bucks.sch.uk)

We will review applications on receipt.

Unfortunately we are unable to provide individual feedback to applicants not selected for interview. If you are unsuccessful at application stage, it will be because you did not demonstrate that you meet the essential criteria for the role.



# Interview and Selection Process

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Your application will be judged solely on the basis of how you demonstrate that you meet the selection criteria stated in the job description. Essential criteria of the person specification are those, without which, a candidate would not be able to do the job. To be successful at the shortlisting stage you should clearly show how you meet each of the selection criteria for the post using examples of your skills and experience. Details of the interview programme will be confirmed in writing to shortlisted applicants.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. Under the Equality Act 2010 we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process.





# Pre-employment Checks

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## References

All applicants will be asked to provide two referees, one of whom must be the applicant's current or most recent employer. Where an applicant is not currently working with children but has done so in the past then a reference will also be obtained from that previous employer. All shortlisted applicants will have references taken up prior to interview and a minimum of two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

References addressed "to whom it may concern" will not be accepted.

In addition, we undertake online searches of applicants as part of due diligence checks and any identified incidents or issues that are publicly available online will be addressed at interview.

## Disclosure and Barring Service

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1975, 2013 and 2020 there are a number of jobs where we must take account of convictions, even though they are 'spent' (excluding youth cautions, reprimands and warnings). All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. A certificate of good conduct will be required where a candidate has lived outside the UK for six months or more within the last five years.



# Pre-employment Checks

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## Validation of qualifications

All shortlisted candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

## Right to work in the United Kingdom

Under the Asylum and Immigration Act 1996 it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Successful applicants will be asked to provide evidence from a list of acceptable documents, which will include photographic evidence, and right to work under the EU Settlement Scheme if applicable.

## Teaching posts

The school will undertake checks for teacher status, prohibition orders, failed induction or probation, and historic sanctions and restrictions for all teachers (qualified or unqualified). The Department for Education Employer Access – Teacher Services website is used to process these checks.

## Medical assessment

A satisfactory medical assessment will be required before we confirm any offer of an appointment. Any recommendations for reasonable adjustments to the working environment will be implemented upon commencement of duties.



# Induction, Probation and Continuing Professional Development

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On appointment your line manager will discuss an appropriate induction programme with you which will help familiarise you with the culture of the school, local practices and policies. You will also receive a copy of the current New Staff Handbook.

Support staff employees new to the school will be subject to a six-month probationary period and a review of your performance will take place at the end of that period.

## School Policies and Procedures

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The school has a wide range of policies and procedures which you will be made aware of and should familiarise yourself with, including Child Protection & Safeguarding, Whistleblowing, Code of Conduct for Teaching and Support Staff, and Conduct and Discipline.

The Governing Board of The Cottlesloe School is committed to safeguarding and promoting the welfare of the students. All staff and volunteers are expected to share this commitment, to follow the school's safeguarding policies and procedures and to behave appropriately towards children at all times whilst undertaking school activities and in their personal lives.

The school's policy is to renew DBS checks for all staff, volunteers and governors every five years. Staff have a duty to inform the Headteacher of any change in their DBS status and to make the Headteacher aware of any incidents that may impact on their ability to work with children and young people.



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