



Edgbarrow School



CANDIDATE INFORMATION ADVANCED MATHEMATICS SUPPORT PROGRAMME AREA CO-ORDINATOR

EDGBARROW SCHOOL Grant Road, Crowthorne, Berkshire. RG45 7HZ TEL: 01344 772 658



*The Corvus Learning Trust is incorporated in England and Wales
Company number 11045796
Registered Office: Edgbarrow School, Grant Road, Crowthorne, Berkshire, RG45 7HZ*



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Dear Applicant

Thank you for taking an interest in the advertised post at Edgbarrow School. We hope you find the information helpful in making your decision to proceed further in the application process. We make every endeavour to provide all candidates with equality of opportunity in the selection process. If you have any additional queries, please do not hesitate to contact the school.

Edgbarrow School is an 11-18 mixed comprehensive academy and is a founder member of the Corvus Learning Trust. The school serves the students of Crowthorne Village in Bracknell Forest. There are about 1500 pupils on role of which 400 are in the sixth form. Further information regarding the school can be obtained by visiting the school website at www.edgbarrowschool.co.uk.

Applications from suitably qualified and experienced candidates are welcomed via the online application system and any queries emailed to recruitment@edgbarrowschool.co.uk. This post is subject to an enhanced criminal record check and references.

Edgbarrow School is an outstanding, happy, and caring school and we look forward to receiving applications from suitable candidates for this important post. I would like to take this opportunity of expressing my best wishes to all those who apply and, whether or not you are successful in this particular application, to wish you success in your future career.

Yours sincerely

Mr Stuart Matthews
Headteacher

School Information & Vision



Thank you for your interest in this post. The enclosed literature is intended to give a better understanding of Edgbarrow School.

Edgbarrow School is a larger than average secondary school, one of six secondary schools within the Bracknell Forest borough, and the only one in the village of Crowthorne. The school is regularly oversubscribed, attracting over 460 applications for 210 places in 2022. Also, the sixth form has grown considerably in the last five years (300 to 400).

We are very fortunate to have a stable, professional and highly committed group of teachers and support staff who work together to ensure that each student receives the best educational experience. Visitors, including parents, contractors and outside agencies frequently comment on the positive atmosphere that pervades the school, from a warm welcome at our reception that continues to be felt around the site. We are very proud of our students' attitude towards their school, learning and the way they behave.

Our Vision

Edgbarrow School is a learning community where all students and staff:

- Enjoy school life and are supported in achieving their full potential in their academic, creative and physical, moral, spiritual and personal development.
- Understand that learning and teaching have the highest priority and benefit from working within a vibrant, purposeful environment.
- Know that they can make a positive contribution and are valued as individuals, fostering mutual respect within a safe, caring and supportive community.
- Have the opportunity to develop their talents and acquire skills for life-long learning in an increasingly technological society.
- Are encouraged to be confident, motivated, healthy, enterprising and responsible citizens.

In order to help you understand the school and our priorities, we have tried to identify what defines Edgbarrow for those of us who work here. These can be summarised under the following headings:

1. Achievement

- Attainment – excellent results at all key stages
- Progress – excellent progress made by all students

2. Reputation

The school at the centre of the community that trusts its young people will be cared for and provided with opportunities to develop all skills and talents

3. Ethos

Staff and students enjoy purposeful working relationships to learn together in a safe, happy environment

4. Ambition

Purposefully driven to be constantly improving by committed and hardworking governors, leaders, teachers and support staff reflected in the manner in which students engage and behave

5. Post 16 Learning

Provision of an excellent resource to build a bridge between school and Higher Education or work.



Job Description

**Job Title:****Advanced Mathematics Support Programme Area Co-ordinator****Role Purpose:**

To coordinate and manage support for schools and colleges in the Hampshire, West Berkshire and Surrey area to help improve the teaching and learning of mathematics in order to increase student participation in Level 3 mathematics (i.e. AS and A Level Mathematics, AS and A Level Further Mathematics, and Core Maths qualifications).

The starting date is 1st January 2023, and the post is offered for a fixed term until 31st July 2024 in the first instance. This is a part time post; the hours of work are 22.5 hours per week (0.6 FTE), with some flexibility about which days are worked. It may involve some evening, and occasional weekend, working for which time off in lieu is given. The post will involve frequent travel to meetings and events within the region, and occasional meetings and conferences with overnight stay out of the region.

Duties and responsibilities of the Area Coordinator

The duties and responsibilities of the AMSP Area Coordinator are divided into five main parts: management and coordination, communication and evaluation, priority area support, student support, and teacher support. There are also over-arching responsibilities for the appropriate oversight of events and safeguarding, and effective communication with relevant colleagues within the AMSP. The balance of time spent on these areas will vary throughout the year. A flexible working approach is therefore required and Area Coordinators should liaise with their AMSP Regional Lead about which aspects of the role to focus on at different times of the year.

1) Management and Coordination of Support in their Area (Hampshire, West Berkshire, Surrey)

The Area Coordinator will:

- manage and coordinate local support for level 3 mathematics provided by the AMSP for all schools and colleges located in their area;
 - gain a detailed knowledge of the level 3 mathematics provision and attainment, together with knowledge of GCSE mathematics provision and attainment, in schools and colleges in their area;
 - develop working relationships with the mathematics departments in schools and colleges in their area with a particular focus on the priority schools/colleges as agreed with their Regional Lead;
 - identify where there is a local need for support for both students and teachers to increase participation and provision in level 3 mathematics in their area;
 - promote and coordinate support and advice offered by the AMSP for students, parents and teachers in state-funded schools/colleges in their area, with a particular focus on schools/colleges in areas of low participation in level 3 mathematics as identified by AMSP and DfE;
- direct the work of AMSP Associates based in their area, where necessary, commissioning and deploying associates to support the delivery student tuition, student enrichment activities, teacher professional development and other general support for schools and colleges in their area.

2) Communication, Evaluation and Reporting

The Area Coordinator will:

- work as part of a regional and national team with other AMSP Area Coordinators;
- liaise with local Maths Hubs and meet with the Maths Hub post 16 mathematics lead on a termly basis to coordinate support for level 3 mathematics in the area;
- attend local and regional events, acting as a representative of the AMSP in order to promote the support provided by the programme;
- communicate with AMSP Admin team and National Coordination team to ensure consistent and effective support is provided across the country;
- liaise with HEIs and other appropriate local agencies and stakeholders in their area;
- provide news and information about events in their area for the AMSP website, newsletters and social media, in order to publicise AMSP support and activities;
- submit a report on activities, support and progress each term to the AMSP Regional Lead and attend regular meetings with the AMSP Regional Lead to plan and coordinate support for their area.

3) Tailored Support for Priority Schools/Colleges

Priority schools and colleges are stipulated in the contract between the DfE and the AMSP.

In addition to providing support services for all state-funded schools/colleges in their area the Area Coordinator will:

- agree with the AMSP Regional Lead a plan for supporting priority area schools/colleges in their area or support colleagues doing so in the region;
- establish contact and develop a working relationship with priority area schools/colleges;
- work with the AMSP Regional Lead to engage with senior leaders and mathematics departments in order to develop tailored support plans to improve provision and participation in level 3 mathematics;
- monitor and review progress with support plans and provide an annual report evaluating the impact of support provided.

4) Tuition and Enrichment for Pupils

The Area Coordinator will:

- support the delivery of level 3 mathematics in schools and colleges through the promotion of AMSP and other relevant resources;
- manage and coordinate the promotion of level 3 mathematics uptake through enrichment activities for 11-16 students, including organising events and competitions;
- coordinate support for developing higher level problem-solving skills and support for students preparing for university mathematics entrance tests and those wanting to follow a STEM related degree, including organising enrichment events and regular support classes;
- coordinate the work of local AMSP Associates, present at local events, collect feedback and report on the events;
- report on the number of students, teachers and schools participating in AMSP student support activities.
- promote and organise Further Mathematics and Core Maths tuition for students in schools and colleges that are unable to provide tuition directly themselves, including, as appropriate:
 - setting up and/or working with local consortia or centre-based tuition arrangements;
 - recruiting, training and managing associates to provide face-to-face tuition;
 - helping schools/colleges to enrol students on online tuition courses;
 - highlighting resources available to support tuition in schools and colleges.
 - maintain records of tuition arrangements and consortia in their area;

5) Professional Development for Teachers

The Area Coordinator will:

- manage and coordinate a programme of professional development for teachers of mathematics in their area, covering AS/A level Maths and Further Maths, Core Maths, GCSE Maths, higher level problem-solving and preparation for university entrance tests;
- organise venues and run events for local, regional and national professional development courses/programmes;
- coordinate local networks for teachers, organise meetings, manage the use of local associates to lead network meetings, collect feedback and reporting on network activity;
- promote the AMSP national professional development programmes and resources to schools and colleges in their area;
- respond to queries and requests for advice about level 3 mathematics from teachers in their area, and arrange visits to local schools/colleges to support mathematics teachers, as appropriate; report on the number of teachers and state-funded schools/colleges participating in AMSP teacher support activities.

This job description is current, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.



Person Specification



	Essential	Desirable
Qualifications/ Education	<ul style="list-style-type: none"> • A degree in mathematics or a closely related subject [A] • A mathematics teaching qualification [A] 	
Experience	<ul style="list-style-type: none"> • Successful experience of teaching level 3 mathematics (A level Maths/Further Maths and/or Core Maths) or equivalent [A,I] • Experience mentoring or training teachers or other education professionals. [A,I] 	<ul style="list-style-type: none"> • Experience planning and delivering professional development training to teachers or other education professionals [A,I] • Experience leading / managing a department or team [A,I] • Experience of planning events and activities within a budget [A,I]
Knowledge and Skills	<ul style="list-style-type: none"> • A good knowledge of mathematics education in UK secondary education [A,I] • Ability to convey enthusiasm for mathematics and inspire others. [A,I] • Ability to communicate clearly in written English and when presenting to an audience. [A,I] • High level of ICT literacy including the ability to host and participate on online meetings and deliver online support to schools and teachers. [A,I] • Excellent organisational skills. [A,I] • The ability to create and maintain excellent professional relations with others and work as part of a team. [A,I] 	<ul style="list-style-type: none"> • Ability to effectively use new technologies, and web-based learning tools, for mathematics teaching and learning. [A,I] • The ability to create and sustain professional networks with stakeholders. [A,I]
Other	<ul style="list-style-type: none"> • Ability to travel freely - current driving licence and access to a car, or means to mobility support. [A,I] • An awareness of safeguarding regulations in schools, at student events and online. 	<ul style="list-style-type: none"> • Understanding of GDPR requirements [I]

[A] Assessed by application.

[I] Assessed at interview.

Shortlisting criteria are in bold.

How to Apply



1. Complete the online application form by following this link
2. References will be taken up for shortlisted candidates prior to the interview date. Corvus Learning Trust is committed to safeguarding and promoting the welfare of all students. Each student's welfare is of paramount importance. Successful candidates will be required to undertake an enhanced DBS check.
3. If you have any queries regarding this application process please contact our HR department on 01344 772658 or email recruitment@edgbarrowschool.co.uk

Salary:	MPS/UPS
Contract Type:	Fixed-term until 31 st July 2024
Start Date:	1 st Jan 2023

Edgbarrow School is committed to safeguarding and promoting the welfare of children and young people and expects all who work at the School to share this commitment. Successful applicants will be subject to an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Any offer of employment is therefore conditional on clearance from the above, the receipt of two satisfactory references, a satisfactory medical questionnaire, proof of qualifications, overseas checks where applicable, and proof of right to reside and work in the UK.

Edgbarrow School is committed to protecting the health, safety and welfare of all employees. To this end, staff enjoy:

- Contributory Pension Scheme
- Employee Assistance Programme
- Working as part of a motivated and committed team
- Access to on site fitness gym
- Cycle to work Scheme
- Eye Care Voucher Scheme

Further Information



SCHOOL LINKS:

- Edgbarrow School
- School Prospectus
- Corvus Learning Trust

Curriculum:

The curriculum is organised within a two-week cycle. Each week is composed of 25 lessons, each lasting for one hour.

The Progress Department will work with students, both individually and in small groups, who need support to improve their Literacy skills.

Key Stage Four: Years 10 and 11 (ages 14-16)

All students study a core of subjects: English and English Literature, Mathematics, Science, Physical Education and PSHGEE (including Religious Education). Students may also be offered the opportunity to study Triple Science.

In addition students may choose four further subjects from:

- **GCSEs:**

Art, Business Studies, Computing, Design and Technology (Food Engineering & Product Design), Drama, Economics, French, Geography, German, History, Information and Communication Technology, Music, Spanish, Physical Education, Religious Education and Science. However, all students are required to select at least one E-Bacc subject e.g. Geography, History, Computing, French, German or Spanish.

- **BTECs, VCerts & Cambridge Nationals:**

Information Technology, Business Studies, Sport, Performing Arts and Health and Social Care.

Sixth Form: Years 12 and 13 (ages 16-19)

In Years 12 & 13 students generally follow three subjects, leading to a full A level qualification and/or a Level 3 BTEC.

- **A Level Courses:**

Art and Design, Biology, Business Studies, Chemistry, Computing, Design and Technology (Food Technology & Product Design), Economics, English Language and English Literature, French, German, Geography, Government and Politics, History, Mathematics, Media Studies, Music, Philosophy and Ethics, Photography, Physics, Psychology, Sociology, Spanish, Sport and PE and Theatre Studies.

- **BTEC Courses:**

Sport and Exercise Science, Business Studies, Health and Social Care and ICT.

Enrichment Opportunities

In addition to their examination courses, all students participate in an enrichment programme. This programme is focused on a range of activities designed to give students an opportunity to participate in, and benefit, their local community e.g. a range of sports teams, Duke of Edinburgh Award, Young Enterprise, Operation Wallacea as well as many department based clubs.

School Examination Results:

- Level 2 GCSE and BTEC**

We are very proud of the examination results achieved by our students over the past three years. Staff have worked hard with new data to track and monitor students and develop intervention strategies in order to help each individual to achieve their potential.

Whole School	P8	A8	A*-C EM	9-5 EM	9-4 EM
2022	+0.65	59.41	N/A	66%	87%
2021	N/A	58.80	N/A	74%	85%
2020	N/A	57.32	N/A	68%	87%
2019	+0.36	55.59	N/A	65%	82%
2018	+0.43	56.30 (B)	N/A	65.1%	82.8%
2017	+0.36	55.27 (B)	N/A	63.2%	84.2%

*estimated

- Level 3 A Level and BTEC**

In recent years we have worked hard to improve our examination results at post 16. A new Sixth Form building has certainly helped to provide an excellent learning environment and educational experience for our students. However, there is no doubt that staff have worked hard to develop the quality of teaching at post 16 and as a result the grades achieved by our students have improved significantly.

Whole School	A*-B	A*-C	Overall Pass Rate
2022	69%	90%	99%
2021	73%	87%	99%
2020	64%	86%	100%
2019	52%	77%	98%
2018	58%	81%	99%
2017	64%	86%	100%

