



**NORTON CANES
HIGH SCHOOL**



Teacher of Maths Recruitment Pack

Learners at the heart of all we do



Letter To Applicants

Dear Applicant,

Thank you for showing interest in this position. Norton Canes High School is a fantastic place to work and I have the great privilege to lead an inspired team of staff who are dedicated to the education of our 450 students.

We are very proud of our inclusive and non-selective ethos, with some students progressing on to the very best universities in the country whilst other students needing significant support to help them progress.

Staff turnover is relatively low and we have excellent retention rates. New staff always tell us how supportive and friendly staff are, helping them settle in quickly and make a flying start and all staff are proud to work here. We are also very conscious of workload and have developed effective policies around lesson planning, marking and quality assurance to ensure that staff can have a life outside school.

Information about the department is available here on the school website.

If you have any further questions about this post, please feel free to email Mrs Varty in the school office at office@nortoncanes-high.staffs.sch.uk.

To apply, please ensure that when completing the application form you include any relevant experience to date, your values, how you would make a difference to student outcomes and why you want to be part of our school.

If you would like to find out more about the role and/or arrange an informal visit to the school, please contact the school office directly.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Sarah Diggory'.

Sarah Diggory - Headteacher

About the school

Our school is located in the village of Norton Canes which borders the Area of Outstanding Natural Beauty of Cannock Chase. The school has good transport links via public transport and can be easily accessed from the M6 and M54.

The school was opened on its current site in 1971. The school is well-established and known for its inclusive nature and excellent pastoral support.

We have a PAN of 120, and a current sixth form of 50, making us the smallest secondary school in the local area. Most students enter our school at Year 7 from primary schools within the local area. We work hard to foster good relationships with our local primary schools and a particular emphasis is put on transition to Year 7.

We have great pride in being an inclusive school with an all-ability ethos that respects and responds to the different backgrounds and situations of all our students. We offer a broad curriculum choice and an extra-curricular programme that encompasses the National Curriculum and beyond. It is central to our ethos that the curriculum is accessible to all students and Norton Canes has a strong local reputation for SEND provision, as we also host an Autism Specialist Resource Base on site.

Our school facilities include a library, dedicated sixth form centre, cafeteria and kitchens, and a full range of equipment and rooms to support our wide curriculum offer. We also have a sports hall and gym, and a large professional theatre which is also used by local drama groups. Staff have access to a staff room and shared work area. In addition to the indoor facilities, there are well maintained grounds which include social areas and a large playing field for grass pitches and athletics. We have an established busy community lettings programme which includes use by drama and sporting groups.

School values and vision

Vision

Norton Canes High School will provide an excellent education where all students fulfil their potential, regardless of ability or background

Mission statement

Norton Canes High School aims to prepare young people to flourish academically through high quality teaching.

The school is a community where everyone is valued, respected and proud to belong.

A culture of high expectations and personal development underpins the school values to ensure students are prepared for an ever-changing world.

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Values

Our values were voted for by our school community (students, parents, staff and governors) and criteria created by the school council. These values are linked to our reward system.

Pride



We will:

- have a strong connection to being a member of the school community
- celebrate the achievements of ourselves and others
- uphold the Norton Standard in work and attitudes
- represent the school in events and activities

Achievement



We will:

- be ready to learn – have equipment, correct uniform, PE kit, do homework
- aspire to excellence in everything we do
- have high expectations of ourselves in all areas

Respect



We will:

- look after the school environment
- be tolerant of others with different views and beliefs
- listen and follow instructions – first time, every time
- treat others how we would want to be treated

Kindness



We will:

- use our manners – say please, thank you, good morning, good afternoon, hold doors open and ask how others are
- say nice things to each other and not insult or harm others
- check up on peers and staff

Teamwork



We will:

- support each other through challenges and show resilience
- work as a community to be the best
- make sure everyone takes part

Key facts

Location: Burntwood Road, Norton Canes, Cannock, WS11 9SP

Status: Local Authority School – Staffordshire Local Authority

Age range: 11 – 18 years

Number on roll: 410

Students in 6th form: 43

Ofsted rating: Requires Improvement (1st May 2024)

SEND: EHCP 7.4% SEND Support 16.5%

Pupil Premium: 38%

Job description

CONTEXT

All staff at Norton Canes High School are employed to enable students to learn effectively and safely and become valued members of society. Each individual member of staff will have different skills and qualifications, but each is equally valued for their part in supporting teaching and learning in the school.

The small size of the school demands that all staff are flexible and adaptable. There will be occasions, particularly during staff absence, when individual duties or priorities have to be modified to ensure the safe and effective running of the school. Job Descriptions will outline the key areas of work, but will not list every activity carried out by the member of staff.

Hours and Conditions

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As defined in the School Teachers' Pay and Conditions Document and Conditions of Service for School Teachers in England and Wales

Scale and Salary

As detailed in the Individual Annual Salary Review

General Description

To inspire, motivate and be a role model for young people. Through effective teaching and learning strategies develop each student as a successful learner.

Line Management

The post holder will be responsible to the Headteacher via designated Senior and Curriculum Leader(s).

RESPONSIBILITIES

As Part of a Team

- a) To play a full part in the life of the school community
- b) To support the School's distinctive mission and ethos and to encourage staff and students to follow this example.
- c) To promote actively the school's corporate policies.
- d) To contribute to the whole school's planning activities including attending relevant meetings.
- e) To assist in the process of curriculum development and change so as to ensure that it is relevant to the needs of students, examining and awarding bodies and the school's Mission Statement and Strategic Objectives
- f) To work as a member of a designated team(s) and to contribute positively to effective working relations within the school.
- g) To help to implement school quality assurance procedures and to adhere to these.
- h) To contribute to the process of monitoring and evaluating the curriculum, in line with agreed school procedures,
- i) To seek and implement modification and improvement where required.
- j) To work in accordance with the school's policies and procedures.
- k) To assist Curriculum Leaders in the development of appropriate syllabi, resources, schemes of learning, policies and strategies.
- l) To contribute to Area Improvement Plans and their implementation.
- m) To support Curriculum Leaders in the planning and preparation of courses.
- n) To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- o) To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- p) To follow agreed policies for communications in the school.
- q) To take part in marketing and liaison activities such as Open Evenings, Parent Consultation Evenings and other school events.

- r) To contribute to the development of effective subject links with external bodies.
- s) To assist Curriculum Leaders in identifying resource needs and to contribute to the efficient/effective use of physical resources.
- t) To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School and the students.
- u) To act as a role model for teachers in training and support them in developing their teaching skills.
- v) To supervise students at break time in accordance with published procedures.

Teaching and Learning

- a) To undertake a designated programme of teaching.
- b) To plan and prepare lessons which have clear objectives linked to the National Curriculum, chosen syllabi and programmes of study.
- c) To prepare and update teaching materials.
- d) To teach students according to their educational needs, including the setting and marking of the work carried out by the student in school and elsewhere.
- e) To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required by school policies.
- f) To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- g) To ensure that ICT, Literacy, Numeracy and other cross-curricular themes are reflected in the teaching/learning experience of students
- h) To ensure a high-quality learning experience for students, which meets internal and external quality standards.
- i) To facilitate and encourage learning experiences which provides students with the opportunity to achieve their individual potential.
- j) To use a variety of teaching methods, which will stimulate learning appropriate to student needs and the learning objectives.
- k) To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- l) To mark, grade and give written/verbal and diagnostic feedback as required in accordance with the school marking policy.
- m) To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- n) To track student progress and use information to inform teaching and learning.
- o) To ensure the effective deployment of Teaching Assistants within their classroom
- p) To review and modify where necessary methods of teaching and schemes of work
- q) To cover for absent colleagues in line with national agreements on conditions of service.
- r) To create a classroom environment which supports teaching and learning and work with the site management and cleaning staff to keep it in good order

As a Form Tutor

- a) To be a Form Tutor if required to an assigned group of students.
- b) To promote the academic progress, personal development and well being of individual students and the Tutor Group as a whole.
- c) To ensure the implementation of the school's Pastoral System.
- d) To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- e) To evaluate and monitor the progress of students and keep up-to-date student records as required.
- f) To contribute to the preparation of reports.
- g) To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- h) To communicate as appropriate, with the parents of students and with persons or outside bodies concerned with the welfare of individual students, after consultation with the appropriate staff
- i) To contribute to the delivery of PHSE and other cross-curricular themes.
- j) To apply the Behaviour management systems so that effective learning can take place.
- k) To monitor and support the overall academic progress and personal development of students
- l) To be the key individual within school who supports students academically, socially and emotionally and is the first point of contact with parents
- m) To contribute to raising standards by monitoring student attainment across the range of subjects and contributing to any appropriate intervention strategies
- n) To maintain appropriate records and to provide relevant accurate and up-to-date information
- o) To complete the relevant documentation to assist in the tracking of students.
- p) To communicate effectively with the parents of students as appropriate.
- q) Where appropriate, to communicate and co-operate with persons or bodies outside the school.

Professional Development

- a) To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- b) To continue personal development in the relevant areas including subject knowledge and teaching methods.
- c) To keep up to date with developments in specialist area(s), pedagogy and use of ICT.
- d) To engage actively in the Performance Management Review process.

Also

To undertake any other duty as specified in the School Teachers' Pay and Conditions Document not mentioned above.

Professional Code

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work

of a similar level that is not specified in this job description, be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. There is an expectation to adhere to the school's staff code of conduct and dress as well as the Teacher Standards.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation, may be changed to reflect or anticipate changes in the job that are commensurate with the salary and job title.

Person Specification

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none">Qualified teacher statusA degree or equivalent in the curriculum areaQualified to teach and work in the UK	<ul style="list-style-type: none">Good Honours GraduateTraining or experience in areas relevant to the supplied job description
Professional Development	<ul style="list-style-type: none">Relevant CPD over the last three years	<ul style="list-style-type: none">Knowledge/Experience of planning, supporting and leading professional development for teaching and/or support staff
Knowledge and Competencies	<ul style="list-style-type: none">Proven track record of outstanding teachingUnderstanding of Ofsted frameworkTo be able to teach the subject throughout the 11-18 age group.Up-to-date knowledge of current educational developments in the curriculum area and in relation to the role of the subject at a Whole School level.Ability to make secure judgements relating to student progress and performanceKnowledge of current developments in the curriculum	<ul style="list-style-type: none">Use of a range of behaviour management techniquesStrategies for raising achievement and achieving excellence.Knowledge of current national policies.Experience of Self review and evaluation procedures [whole school/ departmental/ year].

	<ul style="list-style-type: none"> • Understanding of successful behaviour management strategies • Experience in developing schemes of learning • Understanding of new and emerging technologies to support learning and teaching. • Strategies for ensuring inclusion and diversity • Knowledge of Self review and evaluation procedures [whole school/departmental]. • Identification and intervention strategies which ensure student achievement. 	
Skills and abilities	<ul style="list-style-type: none"> • Excellent teaching skills • Good time Management • Enthusiasm for the subject • Ability to communicate effectively orally and in writing. • Ability to use a wide range of ICT both inside and outside the classroom. • Ability to form good relationships with parents, adults and students. • Ability to work collaboratively within a team. • The ability to interpret and use data as a tool for school improvement. • Ability to use assessment criteria to access students work • Ability to raise standards • 	<ul style="list-style-type: none"> • Proven ability to create conditions for sustained improvement. • The ability to use ICT creatively to promote student engagement and achievement.
Personal Qualities	<ul style="list-style-type: none"> • Desire to learn • Highly motivated • Flexible and risk-taking personality • Good organisational and inter-personal skills • Ability to lead and manage people and resources • High expectations of self and others 	<ul style="list-style-type: none"> • Evidence of a commitment to promoting excellence for young people

	<ul style="list-style-type: none"> • Commitment to enrichment and enhancement activities • Acts as a role model to staff and pupils • Ability to challenge and motivate learners to achieve high standards • Ability to work as a member of a team • Vision, drive, imagination, enthusiasm • Resilience and a sense of humour • Good record of attendance and punctuality 	
Other qualities	<ul style="list-style-type: none"> • Understanding of the vision and values of the school. • Demonstrate personal enthusiasm for and commitment to the learning process. • Good relationships with students and staff 	<ul style="list-style-type: none"> • Understanding and experience of the work of the school governors.
Safeguarding	<p>All staff have a responsibility to work within the Safeguarding Policies & Procedures of this school so that all students remain safe. It is the member of staff's responsibility to keep up-to-date with all developments that link to Safeguarding and data protection.</p>	

Completing your application

Application Form

Applicants must use the application form provided or TES online (CVs are not accepted). Please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed with particular focus on recent training that has helped you develop your skills.

Personal Statement

Please refer to the Person Specification to help guide you in terms of your personal statement. Be sure to evidence additional aspects such as training and qualifications together with your background and experience.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turnaround. Preferred referees are your last two employers, and you should provide their official organisation email address for us to contact. One reference will be your current or most recent Headteacher/Principal.

Important Information

Salary:	MS1 – UPS3
Start date:	1 st September 2026
Closing date:	23 rd February 2026 9a.m.
Shortlisting date:	23 rd February 2026
Interview dates:	TBC

School website link:	www.nortoncaneshighschool.co.uk
Any questions, contact:	School office: Mrs A Shaw office@nortoncanes-high.staffs.sch.uk Business Manager: Ms J Evans Business.manager@nortoncanes-high.staffs.sch.uk

Safer recruitment and equality statements

Norton Canes High School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

The post is exempt from the Rehabilitation of Offenders Act 1974 and is subject to vetting checks, including a criminal records check from the Disclosure and Barring Service (formerly CRB), an online search and overseas checks (if relevant), outlined in Keeping Children Safe in Education (September 2024). These checks will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions as part of the recruitment process. Shortlisted candidates will be asked to complete a self-declaration of their criminal record and other relevant

safeguarding information that may make them unsuitable to work with children.

Please note that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

A copy of the school's Safeguarding Policy can be viewed [here](#).

To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.