



THE **BOURNE** ACADEMY



*'The school is a calm, yet vibrant, place to learn. Pupils are respectful friendly and polite.' Ofsted 2019*

# Recruitment Information

## 2024









Dear Candidate,

### **Welcome**

We want to continue to appoint teaching staff who are passionate about their subject and who want to make a difference for the students in our care.

The Bourne Academy has received wide recognition for the improvement that has taken place in recent years and our GCSE results in English are particularly strong.

At The Bourne Academy we will develop literate, numerate global citizens who ASPIRE, i.e., are: Ambitious, Self-confident, Physically Literate, Independent Learners, Resilient, and Emotionally Literate.

### **We will achieve this Vision by:**

- Raising aspirations of students, their parents/carers and the community, to foster a sense of self-worth, and reducing absence,
- Developing a culture of Rights & Responsibilities where outstanding behaviour allows all learners to achieve success and all members of the Academy treating each other with respect
- Delivering increased learning opportunities for children resulting in increased opportunities to succeed and improved outcomes and life chances for all so that all leaving students are in employment, education or training
- Raising standards including attainment for all years and in English and Mathematics and other core subjects.
- Ensuring inclusive learning, namely the highest standards of learning and teaching, and a relevant and personalised curriculum for all students
- Being active in the wider education system by sharing the great practice, skills, expertise and facilities that exist within The Bourne Academy and our partner school, Canford to increase the pace of school improvement and deliver improved outcomes; equally seeking out and learning from great practice elsewhere
- Developing great staff and creating opportunities for our staff to contribute to and influence the outcomes of more children more widely that will enhance their learning and further develop effective leaders at all levels
- Ensuring that leadership skills and attributes are fostered and displayed throughout the Academy by staff and students
- Increasing the sharing of facilities, services and provision that enables greater opportunities for our children, their families and our communities to benefit from enrichment activities and that will deliver efficiencies that enable funds to be directed towards Teaching and Learning
- Increasing our resilience and capacity to better plan for, and respond to, the changes needed in education as we all learn to adapt and create new ways to teach and support students and their families.

The Academy was last inspected by OFSTED in November 2019 and concluded that The Bourne Academy was a 'good school'. The report highlighted the following:

- ***The Bourne Academy is a welcoming and inclusive school. Pupils and staff are proud to be members of the school community. The views of many pupils are reflected in the comment, 'Theschool helps me to be the best version of myself'***
- ***The school is a calm, yet vibrant, place to learn. Pupils are respectful, friendly and polite***
- ***Leaders' ambition for pupils to 'aspire' runs deeply throughout the school. It is***

- *reflected in the design of the curriculum and pupils' subject choices*
- *Sixth-form lessons have many strengths. Teachers have good subject expertise. Students are scholarly and ask and answer complex questions in class. Sixth-form leaders and staff know students well. Staff carefully track students' attendance, wellbeing and progress. The careers lead provides effective guidance for students' futures. Staff value all pathways equally and celebrate their students' successes.*





Students ASPIRE competencies are assessed through subject led ASPIRE DAYS. They spend the day working in teams on various projects, and they take part in many various activities, according to the theme. Several schools have a House system underpinning their pastoral care. Ours, are small enough that the Heads of House, each of whom is only on a 50% timetable, can get to know each student and their parents/carers personally.

Relationships within the House are strengthened through regular House assemblies and internal competitions which also provide an opportunity for friendly rivalry between the Houses.

The Academy's House system is named after the lighthouses standing at various points along the south coast, providing illumination, aide navigation and safe harbour for mariners and wayfarers. At The BourneAcademy we aspire to do likewise for all our students.

Every individual, their needs and aspirations, are important. The Academy values every child and every adult associated with it. We aim to create a culture in which every person is treated with dignity and respect. Accordingly, good behaviour is expected.

Please do get in touch if you would like to have a tour of the Academy prior to submitting your application. We would be delighted to show you around. Our website, [www.thebourneacademy.com](http://www.thebourneacademy.com) will also provide further information on the Academy.

These are very exciting times for The Bourne Academy. Whilst there has been a lot of improvement in recent years, there can be no room for complacency. We aim for excellence. This is a wonderful opportunity to join a strong and dedicated team of professionals and to help enhance the successes in this important subject area. This post will be demanding and very rewarding. If you possess the qualities listed above and have the necessary skills and experience, we will welcome your application.

***Yours sincerely,***

***Mr Mark Avoth***

***Principal***





## **Department and Subject Information**

### **Our Mathematics Department**

The Department is well supported, in terms of resources and opportunities for staff to develop their teaching and further their careers. The Department is made up of an experienced Director and a Subject and under the leadership of the Assistant Principal for Raising Standards.

The Mathematics Department are committed to providing high quality learning that builds confidence to use and apply maths skills in different contexts. We aim to develop our students' independence, determination and ability to creatively solve problems and thereby achieve high grades in their exams.

The mathematics department has 8 dedicated classrooms, all with interactive whiteboards and internet access, together with a computer suite which enhances our ability to extend the use of ICT within our subject.

Our students study in ability based groups, with flexibility for change, to ensure that they are placed in an appropriate group that caters for their individual needs. Key Stage 3 is covered in years 7 and 8, consolidating previous learning and preparing them for Key Stage 4, which is covered in years 9, 10 and 11.

### **Key Stage 3**

In Years 7/8 the focus is on building confidence and promoting fluency and mastery of basic mathematical skills in order to ensure students are properly prepared for the demands of the New 1-9 GCSE syllabus. The curriculum is broken down into KPI units that build on previous knowledge. Topics covered can be grouped into the following common areas:

- Number
- Algebra
- Ratio and Proportion
- Geometry and Measures
- Statistics

There are many links between these because mathematics is not a set of isolated topics but an interconnected web of ideas. We also teach how to think mathematically, encouraging pupils to be independent learners, developing their problem solving skills. Independence involves being resourceful, observant, determined, flexible, creative and a good communicator, verbally and in a written form. Within all topics the students will be developing 'mathematical processing' skills, which includes reasoning, analysis and evaluation.

### **Key stage 4**

We work hard to inspire students and help them enjoy maths, developing confidence to use the maths skills they learn to solve the myriad problems that life and work might throw at them. We believe that all students can succeed in maths and we want to do all we can to make it happen.

Students follow one of two overlapping courses: Foundation and Higher, though students in set 3 will study a combination of the two courses. We (student / parent / teacher) decide the most appropriate exam for each student to enter after mock exams have been sat in Year 11.

The courses lead to 1 to 9 grades in GCSE Mathematics. It is defined by the Mathematics exam syllabus, which is common to all exam boards, in six overlapping areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

### **Problem solving**

Solving problems is what maths is all about; it is an integral part of all maths lessons at The Bourne Academy. For more able mathematicians who really enjoy solving difficult maths problems, we enter a significant number of students each year to the UK Junior and Intermediate Maths Challenges, with students achieving awards of bronze, silver and gold, in competition with the best student mathematicians across the country.

### **6<sup>th</sup> Form**

Mathematics is a discipline, and a tool which is being increasingly used in industry to solve problems. Although not all of the subject content is always directly relevant to future employment, the fact that a student has succeeded at this subject shows they have developed skills that are highly regarded. This subject is therefore the most versatile qualification for further education and employment. This A Level will take you from being competent at Mathematics for everyday needs to an awareness of techniques that enable people to develop new ideas for the benefit of mankind in the future.

### **Content**

We offer a two-year linear A Level qualification, combining the pure and applied elements of Mathematics, offering an insight into how the mechanics and statistical elements we have hinge around the purest of mathematical concepts. The course aims to deepen your mind and offers you an opportunity to ponder those curious questions and give you the rare skills to solve many complex problems that are relevant to the world today. This is an academic subject and will involve a large amount of teacher input. However, the style of teaching will be more informal than at GCSE and you are expected to take responsibility for your learning. There will always be support, but the more you put in the more you will achieve.

## **The Bourne Academy - Teacher Job Description**

Disclosure Level: Enhanced

Accountable to: The Principal

Line Managed by: Director of Learning

Responsible for the direction of: Teaching Assistants and Technicians (if appropriate)

### **Main Purpose:**

To work with colleagues, parents/carers, trustees, collaboratively:

- To raise the attainment and achievement of all students and improve the quality of education
- To enable all students to ASPIRE and reach their individual potential
- To equip all students with a passport to success to cope with the demands and challenges of adult life, ensuring they become a 'Global Citizen'.

	<ul style="list-style-type: none"> <li>• To work with the Principal and Senior Leadership Team to promote inclusion, and equality of opportunity for both students and staff</li> <li>• To share in the corporate responsibility for, and commitment to, the safeguarding and promotion of the well-being and discipline of all students</li> <li>• To progress the education and welfare of designated groups of students in accordance with the prevailing School Teachers' Pay and Conditions Document, having due regard to the requirements of the National Curriculum, the aims, objectives and schemes of work of the Academy/Learning Area, Year Cohort, and any policies of the Academy</li> <li>• To perform particular assigned duties at the reasonable direction of the Headteacher or his/her designated representative(s)</li> <li>• To participate in Academy initiatives where every person is expected to contribute to learner's progress</li> <li>• Play a full part in the life of the Academy community to support its ethos and policies and to encourage and ensure staff and students follow your example</li> <li>• To embrace the ASPIRE competencies and actively promote these within your teaching</li> <li>• Be committed to your own professional learning and undertake relevant training as required to support the functions of the post and to enhance personal development and to ensure your expertise is up to date</li> <li>• Such other duties as may be reasonably allocated by your line manager or Principal</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Undertake regular safeguarding training as required</li> <li>• Ensure that statutory and Ofsted requirements for Safeguarding relating to the subject are met</li> </ul>
<b>General Responsibilities</b>	<ul style="list-style-type: none"> <li>• Comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate</li> <li>• Take part in the Academy performance management review(s) and act as reviewer for teaching assistants and technicians as appropriate.</li> </ul>

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually as part of the Performance Management process and it may be subject to modification or amendment at any time, after consultation with the holder of the post in order to reflect changes in organisational requirements and to ensure that the future goals of The Bourne Academy are successfully achieved. **The Bourne Academy is committed to developing the skills of all members of its learning community. If you have any query about your own personal development, please speak to your line manager.**



## The Bourne Academy Person Specification

Knowledge and Experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Graduate with honours degree</li> <li>• Experience of teaching the subject at Key Stage 3 and Key Stage 4</li> <li>• Ability to use ICT as a teaching and learning tool</li> <li>• Knowledge of functional skills</li> <li>• Interest in new ideas in teaching including ICT, brain-based learning and assessment for learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• A Level Teaching</li> <li>• Further qualifications</li> <li>• Commitment to organise and participate in extracurricular activities</li> </ul>
Personal Qualities and Skills	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Commitment to achieving high standards for all students</li> <li>• Passion for the subject and a willingness to experiment with new approaches</li> <li>• Fluent communicator who likes and can motivate children and young people</li> <li>• Able to command respect and has good classroom management</li> <li>• Committed and hard-working</li> <li>• Excellent attendance and punctuality record</li> <li>• Team player</li> <li>• Energetic</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible and enjoys embracing change</li> <li>• Interested in participating in action research in the Academy</li> <li>• Capacity to respond to demanding situations with a sense of humour</li> </ul>