

# BOSTON HIGH SCHOOL



APPLICANT INFORMATION PACK  
MATHS MENTOR



# WELCOME FROM THE HEADTEACHER



Dear Applicant,

Firstly, thank you for your interest in the position of Maths Mentor at Boston High School.

This role is an important position in which you will support with removing barriers to learning in GCSE Mathematics. You will provide direction to students; individually, in small groups and in classes alongside classroom teachers.

At Boston High School our mission statement is **LEADING, LEARNING, TOGETHER**:

- **Leading**, as individuals, by example and as a community
- Achieving our **Learning** ambitions and potential
- Most importantly, supporting one another **Together** at school and beyond.

Founded in January 1921, Boston High School has a proud legacy of excellence, relocating to our current location on Spilsby Road in 1938. As a highly sought-after and oversubscribed Selective Academy for girls aged 11-16, and home to a vibrant mixed comprehensive Sixth Form for students aged 16-19, we are dedicated to fostering a dynamic and inclusive learning environment.

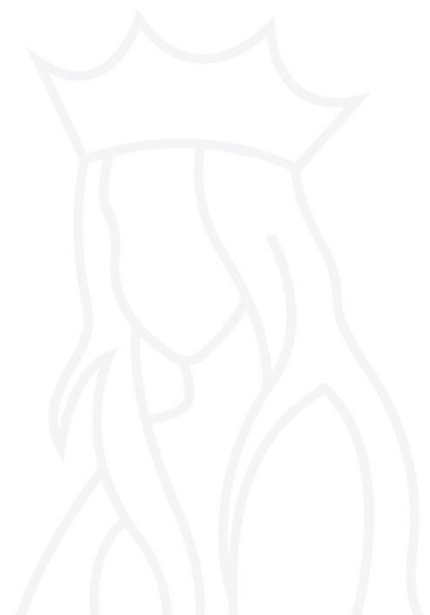
If you would like to discuss details of this post further or arrange a visit to our school, please email [jobs@bostonhighschool.co.uk](mailto:jobs@bostonhighschool.co.uk)

For further information regarding Boston High School can be found at: [www.bostonhighschool.co.uk](http://www.bostonhighschool.co.uk)

Should you decide to apply for this post, I look forward to receiving your application and I wish you well with the process.

Kindest regards,

**Mr A Fulbrook**  
Headteacher



# ABOUT US

At the heart of our school lies a commitment to core values, embodied in our CODE, which emphasises aspiration, fairness, equality, the rule of law, respect, tolerance, justice, care, and courtesy.

These principles guide everything we do, helping our students thrive both academically and personally.

## Commitment | Opportunity | Discipline | Excellence:

**COMMITMENT;** towards our school, ambitions, achievement, progress, development, learning, safety. Also, commitment to each other, to our duties, and our broader commitment to local, national and global needs.

**OPPORTUNITY;** a determination to take advantage of opportunities in life; to be the best we can be.

**DISCIPLINE;** a recognition that a disciplined and focused attitude is essential in order to achieve our best and to give of our best.

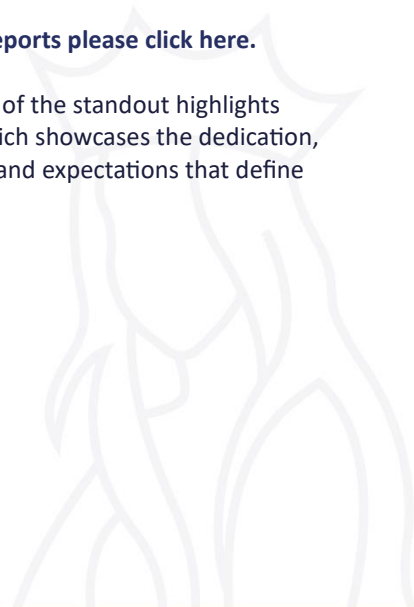
**EXCELLENCE;** a determination to achieve to our highest possible standards and contribute fully to society.

We are dedicated to supporting our staff through our Wellbeing and Workload Charter, along with significant investment in continuous professional development (CPD) at every stage of their career. Our robust Professional Pathways structure offers tailored support, including comprehensive guidance for Early Career Teachers (ECTs), National Professional Qualifications (NPQs), and preparation for future leadership roles. This commitment ensures that every team member is empowered to grow, succeed, and embrace their next professional challenge with confidence.

Our most recent Ofsted inspection in July 2024 resulted in a **GOOD** rating, affirming the strength of our school community and our commitment to excellence.

**To see our school's Ofsted reports please click here.**

We are proud to share some of the standout highlights from this glowing report, which showcases the dedication, passion, and high standards and expectations that define Boston High School:



*The school has an inclusive and welcoming ethos... Pupils say that they feel safe in this popular school.*

*Pupils behave and attend well. They are friendly and polite.*

*Pupils with special educational needs and/or disabilities (SEND) are well supported. They benefit from the close support of adults and dedicated learning spaces, such as the 'hub' and 'snug', which strongly promote inclusion in the main school and into the sixth form.*

*The school has developed an ambitious and inclusive curriculum for all pupils. It offers a broad range of academic subjects that meet the interests and aspirations of pupils...*

*The school promotes pupils' personal development well. A well-thought-out enrichment course is complemented by a range of extra-curricular activities and visits.*

*Staff feel well cared for and are highly supportive of the school... Morale is positive.*

# INFORMATION ABOUT OUR SCHOOL PRIORITIES

Boston High School mission statement:  
**LEADING LEARNING TOGETHER**



We believe in our students and in their generation; we pledge to do all that we can to help them to achieve high standards / outcomes and live fulfilled, safe, happy, and productive lives in their communities as valued citizens.

We will recognise and prioritise the safety, well-being and development of our whole community and ensure students and staff are cared for, supported, and are kept safe – physically and emotionally.

Leaders will continue to ensure that we maintain a clear and ambitious vision for providing high-quality education to all pupils and that is seen through strong, shared values, policies actions and outcomes.

Our culture of safeguarding is paramount to all at BHS. Our culture, policy and practice must identify those at risk or who need help; we must help reduce the risks through support, referral in a timely manner and manage safe recruitment, training, awareness, and any allegations to avoid risk and Keep Children Safe in Education.

- We seek to continually develop as teachers and as a school; reviewing and developing delivery, teaching methodologies and pedagogy to ensure our curriculum delivery meets needs.
- We seek to ensure that all learners can excel, succeed, and achieve beyond potential and fulfil their ambitions.

- Our whole community culture should be based upon the principles of aspiration, excellence, fairness, respect, tolerance, justice, care, courtesy, compassion; underpinned by ensuring we maintain our non-negotiable professional standards built upon integrity and trust.
- Standards of behaviour and discipline are high; we are firm but fair in application. Maintaining a positive learning environment.
- Our learners are individuals, and we respect their needs. Furthermore, we expect all to respect the needs of others.
- We are ambitious for our learners; we expect all to work hard, to accept the challenge, to delight in the accumulation of knowledge and to find enrichment, reward, and enjoyment in their learning.
- We are determined to build upon the principles of reflective practice, evaluation, and quality assurance to strive to be an improving Teaching & Learning community; school information informs practice; improves outcomes.
- We aspire for our learners to develop the capacity to become highly capable, independent, caring, considerate and responsible people to make a positive contribution to our society and our environment in the service of others.
- We aspire for our learners to be adaptable, resilient, and confident people who embrace, and grasp opportunities presented by change; to make a positive impact.

Behaviour & Personal Development mission statement:  
**Commitment, Opportunity, Discipline, Excellence**

**COMMITMENT: Every student is committed.**

- Exhibits a thirst for learning and knowledge, demonstrating perseverance.
- Takes responsibility for own learning and behaviour, committed to our school values.
- Has high expectations for self in all areas of school including classwork, homework, attendance, and wears our school uniform correctly, taking pride in appearance.
- Always acts safely, looking after self and others.

**OPPORTUNITY: Every student grasps opportunities.**

- Attends school, arrives on time, and is prepared for the day ahead, ready to learn.
- Takes advantage of opportunities that are presented and actively seeks opportunities.
- Is working towards a personal goal and aspirations.
- Embraces the chance to learn from others.

**DISCIPLINE: Every student considers themselves and others.**

- Takes ownership of own behaviour and understands the consequences.
- Treats others the way they want to be treated.
- Accepting of other's views and beliefs, considering our British Values.
- Respects the school community and school environment, demonstrating respect for our school values, standards, and expectations.

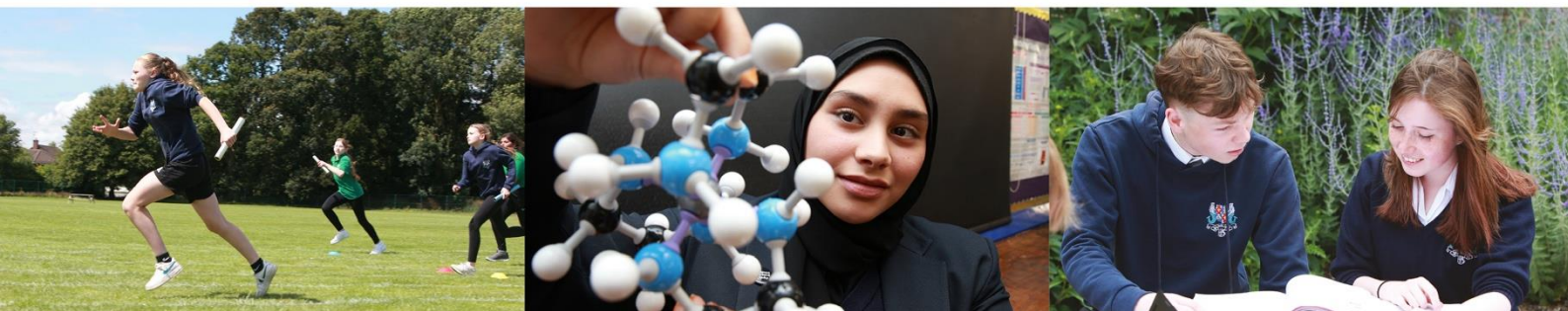
**EXCELLENCE: Every student is ambitious.**

- Embraces change and challenge.
- Actively learns from mistakes.
- Applies a positive mindset.
- Is adaptable; looks to solve problems and thinks creatively.

Staff: Curriculum mission statement: **Love of Learning, Opportunity, Resilience, Respect**

Our Curriculum Intent, Implementation and Impact are rooted in the desire to instil a Love of Learning, create lifelong Opportunities, instil a sense of Respect, and develop our learners' Resilience; we define this as our LLORR curriculum mission statement:

- We seek to continually develop as teachers and as a school; reviewing and developing delivery, teaching methodologies and pedagogy to ensure our curriculum delivery meets needs – we are a learning community for all (inc. staff CPD).
- We seek to ensure that all learners can excel, succeed, and achieve beyond potential and fulfil their ambitions.
- Our whole curriculum culture is built upon the principles of aspiration, excellence and fairness.
- Our learners are individuals, and we respect their needs. Furthermore, we expect all to respect the needs of others in our learning community.
- We are ambitious for our learners; we expect all to work hard, to accept the challenge, to delight in the accumulation of knowledge and to find enrichment, reward, and enjoyment in their learning.
- We are determined to build upon the principles of reflective practice, evaluation, and quality assurance to strive to be an improving Teaching & Learning community.
- We aspire for our learners to be adaptable, resilient, and confident people who embrace, and grasp opportunities presented by change; to make a positive impact at Boston High School and beyond.
- We do all that we can to ensure curriculum choices are made to best serve our students and prepare them for the next steps on their educational / lifelong learning journey.





## MATHS MENTOR

<b>SALARY</b>	Salary £18,990 - £26,164 (FTE £31,650 - £43,607)
<b>JOB DETAILS</b>	Three days per week (8.30am to 3.30pm). 38 Weeks per year (term time only)
<b>REQUIRED FOR</b>	January or Easter 2025
<b>APPLICATIONS CLOSE</b>	Monday 2 <sup>nd</sup> December 2024 (midnight)
<b>INTERVIEW DATE</b>	Thursday 5 <sup>th</sup> December 2024 (morning)

### IMPORTANT INFORMATION

Do you want to work with bright, committed and well-behaved students? We are seeking to recruit a Mathematics Mentor who will support teachers with removing barriers to learning in Mathematics GCSE (ages 11-16), with a specific focus on Year 11 Pupil Premium (PP) students in Mathematics and also support Sixth Form students who need to resit GCSE Mathematics.

We are looking for someone who is able to provide direction to students; individually, in small groups and in classes and can work proactively with class teachers. The successful candidate will have a positive 'can-do' attitude and a keen interest in helping students achieve their best. The ideal candidate will have excellent communication skills and must have GCSE Maths & English (or equivalent) and ideally have experience of working in a school environment.

We reserve the right to appoint prior to interviews.

## MATHS MENTOR

# JOB DESCRIPTION



**Job Title:** Learning Mentor

**Reports to:** Head of Mathematics

**Purpose of job:**

- To work within the mathematics department with identified students to improve progress.

**Main Responsibilities:**

- To mentor identified students in order to overcome barriers to learning, raise attainment and achievement, build confidence and motivation and identify barriers to their learning.
- To work in collaboration with the mathematics team and given student in creating and implementing a strategy for learning through identification of targets and monitoring student progress, study sessions, disseminating study skills and helping with organisational skills.
- To liaise with relevant staff both in the department and the wider school regarding student issues, such as attendance, personal concerns and general school performance in order to identify key strategies.
- To develop and support the numeracy of identified students.
- To support the progress of pupil premium, EAL, SEN and LAC students within the department where there is a need.
- To observe and support identified students within lessons where necessary.
- To cover lessons in other subjects, should the need arise.
- To teach post – 16 GCSE mathematics to a small cohort of students, if required.

**Management of staff:**

- There will be no requirements to manage or supervise other staff.

**Contacts and Relationships within school:**

- The role will require communication with staff within the department and other staff within the school.

**Work Environment:**

- The role will involve working with students in individual and group settings within the mathematics department and in the Student Support Centre.

**Available Resources:**

- Additional resources may be made available upon request permissible within the mathematics budget. Standard learning resources are available, and computing and ICT resources are available within the department and school.

**Knowledge and Skills (to be fully successful in post):**

The role requires the following base skills:

- English and Mathematics 9 – 4 /A\* – C at GCSE level (a degree or further education in mathematics is preferable).
- Experience of having worked in an educational setting.
- A willingness to learn.
- Good communication both written and oral.
- The ability to understand the needs of children and young people.

**Other duties:**

- Additional duties that are appropriate to the role may be asked upon by the Head of Mathematics.
- Applications from qualified teachers will also be considered.

# PERSON SPECIFICATION

QUALIFICATIONS	ESSENTIAL	DESIRABLE
Qualified teacher status	✓	
EXPERIENCE AND PROFESSIONAL ATTRIBUTES	ESSENTIAL	DESIRABLE
Exemplary classroom practitioner		✓
Experience of planning and teaching secondary school curriculum		✓
Excellent communication and interpersonal skills		✓
Ability to demonstrate a high level of subject and curriculum knowledge	✓	
Motivates staff and student, and sets an example of high standards	✓	
Willingness to assist and participate in wider aspects of school life		✓
Evidence of continued professional development		✓
SKILLS AND BEHAVIOURS	ESSENTIAL	DESIRABLE
Works well in a team	✓	
Selects appropriate teaching material and makes good use of available resources	✓	
Confident user of IT		✓
Ensures a safe learning environment	✓	
Secures high standards of behaviour in the classroom	✓	
Takes an active approach to self-development		✓
MANAGEMENT AND LEADERSHIP	ESSENTIAL	DESIRABLE
Ability to lead, develop and enhance a team		✓
Ability to make informed use of assessment, information and data to raise achievement		✓
SAFEGUARDING	ESSENTIAL	DESIRABLE
Is pro-active in reporting safeguarding issues and concerns to relevant persons, in accordance to school policy	✓	
Promotes welfare of students	✓	



## APPOINTMENT PROCESS

# HOW TO APPLY

Application Forms can be found on our school website [www.bostonhighschool.co.uk](http://www.bostonhighschool.co.uk).

Completed forms can be submitted to [jobs@bostonhighschool.co.uk](mailto:jobs@bostonhighschool.co.uk).

This school is committed to safeguarding and promoting the welfare of children, consequently an enhanced Disclosure and Barring Service Check (DBS) will be required. All pre-employment undertaken out are in line with "Keeping Children Safe in Education".

