



Thornhill  
Academy

*Enriching Lives, Inspiring Ambitions*

# RECRUITMENT PACK

Second in Maths



Consilium  
Academies

*Enriching Lives, Inspiring Ambitions*

# Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Second in Maths at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton  
Chief Executive of Consilium Academies.

# Welcome from the Headteacher

Dear Candidate,

Thank you for the interest in working at Thornhill Academy. I am immensely proud to be the Headteacher of this academy where all staff are committed to giving our pupils the education that will help them become the very best they can be. Our vision of Learn to Live, Live to Learn, aims to prepare pupils not just for today but tomorrow and life beyond school as we see learning to last a lifetime.

Thornhill provides excellent opportunities for children to develop as learners and grow as individuals. We offer a vibrant, exciting and inclusive all-round education and preparation for life and we are justly proud of the great progress and high achievements our pupils make. We expect exemplary standards of behaviour and respect for all within our inclusive school community and strive to encourage a thirst for learning.

Thank you again for your interest, this is an exciting opportunity to work in a popular, successful and forward-looking academy within a quickly developing department

I look forward to receiving your application.

Kind regards,

Mrs S Hamilton  
Headteacher



## About the Academy

Thornhill Academy is an 11 to 16 secondary academy, with 574 students and occupies a large site near Sunderland City Centre. Thornhill offers students and staff rewarding and deeply engaging experiences and supports them on their journey to become inspirational and reflective practitioners, improving life for all in our community.

At Thornhill we take pride in developing each individual pupil to achieve their potential and make a positive contribution to society. We provide a safe, happy and nurturing environment in which we challenge all to strive for personal accomplishment.

Our Aims are to create an environment in which all take responsibility for their actions, behaviour and learning; relishing challenges and learning from failures. We want to create a safe, supportive and happy working environment in which diversity is celebrated and pupils and staff thrive.

Thornhill Academy is a fantastic school and I believe it is our job to develop a lifelong passion for learning through high quality teaching which fosters curiosity and promotes independence. We are committed to recognising and developing the whole child: physically, emotionally, socially and intellectually, creating active and responsible citizens who lead a successful and fulfilling life.

Our young people tell us they are very happy here and we work closely with parents and carers to ensure a successful experience for all.

# About the Trust

## The Consilium Mission

*"Enriching Lives, Inspiring Ambitions"*

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

## WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

# Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.



# About the Role

**Job Title:** Second in Maths

**Start date:** 2<sup>nd</sup> May 2022, or earlier if available

**Contract:** Permanent

**Salary:** MPS/UPS + TLR 2c (equal to £7,017 per annum)

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Are you passionate about Maths and determined to make a real difference? We are looking to appoint an inspirational, dynamic and enthusiastic Second in Maths to join us.

We are looking for an outstanding teacher who is ambitious and wants to further their career. Candidates will have the drive and motivation to continually improve the department, whilst understanding the importance of developing a positive culture.

**You will need to:**

- Be ambitious in your determination to ensure all our learners achieve and develop their full potential
- Be inspirational in the classroom
- Be able to provide engaging and creative learning experiences for all pupils
- Be committed to assisting pupils in overcoming barriers to learning
- Have high expectations and a commitment to the wider school

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic, dedicated and well-resourced team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Nichola Luke at [Nichola.Luke@Consilium-at.com](mailto:Nichola.Luke@Consilium-at.com)

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

**The closing date for applications is Thursday 2<sup>nd</sup> December 2021 at 12.00pm**

**Interviews will take place on week commencing 6<sup>th</sup> December 2021**

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

*Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.*

## Job Description

Job Title:	Second in Maths
Reports to:	Head of Department
Grade:	MPS/UPS + TLR 2c (£7,017)

### Main purpose of the Role

- The provision of a full learning experience and support for pupils.
- To carry out the duties of a teacher in accordance with the provisions of the current Academy Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.
- To carry out such duties within the framework of the Academy's agreed aims, objectives and policies.
- To support the Head of Department in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area.

### Core Responsibilities & Tasks

#### Knowledge and Understanding

- Demonstrate that they have a thorough and up-to-date knowledge of their subject.
- Take account of wider curriculum developments which are relevant to their work.
- Planning and Setting Expectations.
- To support in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area.
- To contribute to the Curriculum Area's development plan and its implementation.
- To assist the Director of Learning and the Leadership Team to ensure that the curriculum area provides a range of teaching which complements the academy's development plan.
- Demonstrate consistent and effective planning of courses and lessons to meet pupils' learning needs.
- Demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for pupils.

#### Teaching and Managing Pupil Learning

- Develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour and discipline;
- Support the identification of, and provision for students with additional educational needs within the classes they teach;
- Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process;
- Ensure setting of realistic and challenging expectations of students in the classes they teach; 6. Liaise effectively with staff to ensure the successful transition of students through the school;
- Contribute fully to meetings, discussions and management systems necessary to coordinate the work of the school as a whole.
- Show a willingness to teach across all Maths disciplines up to KS4.
- To teach, pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- To ensure that ICT, Literacy, Numeracy and academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for pupils which meets internal and external quality standards.



- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of curriculum content.
- To maintain discipline in accordance with the academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of pupils as requested by external examination bodies, curriculum areas and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

#### **Assessment and Evaluation**

- Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information effectively to inform teaching and learning.

#### **Pupil Achievement**

- Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or academy based assessment for pupils where national tests and examinations are not taken.

#### **Managing Own Performance and Development**

- To take part in the academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the academy.

#### **Quality Assurance**

- To help to implement academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

#### **Pastoral Duties**

- To be a Group Tutor to an assigned group of pupils as required and to carry out the duties associated with that role as outlined in the generic job description.
- To promote the general progress and well-being of individual pupils and of the Tutor Group as a whole.
- To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To evaluate and monitor the progress of pupils and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of pupils and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PHSE and citizenship and enterprise according to academy policy.

#### **Communication**

- To communicate effectively with the parents of pupils as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy.
- To follow agreed policies for communications in the academy.
- To take part in activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner academies as required in the conditions of service documentation.
- To contribute to the development of effective subject links with external agencies.

#### School Ethos

- To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students to follow this example.
- To promote actively the school's corporate policies.

#### Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.

#### Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust or Academy.
- The Trust operate a no smoking policy.

## Person Specification

<b>Qualifications and CPD</b>	<b>Essential</b>	<b>Desirable</b>
Qualified Teacher Status; degree level or higher	X	
Honours Degree	X	
<b>Experience, Knowledge and Skills</b>	<b>Essential</b>	<b>Desirable</b>
Clear educational vision	X	
Ability to inspire confidence and trust	X	
Caring attitude to staff, pupils and parents	X	
Individual and team worker	X	
Evidence of good organizational skills	X	
Ability to deliver through a variety of teaching and learning styles	X	
Excellent classroom teacher	X	
Experience of teaching across the full age and ability range of an 11-16 school	X	
Ability to teach to KS3 and GCSE	X	
Full working knowledge of the National Curriculum requirements for Maths	X	
Interest in innovation in the classroom including interactive whiteboard skills		X
To be able to assist in the planning and organisation of school trips/visits		X
<b>Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Flexibility and responsiveness	X	
Resilience in the face of demand	X	
Awareness of current educational issues	X	
Aspirations to develop professionally	X	
<b>English Fluency</b>	<b>Essential</b>	<b>Desirable</b>
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X