



Leeds
Mathematics
School



Principal: Mr R Wilne MA, Cantab (Hons)
Chair of Governors: Mr J Fyffe BA (Hons)

Chief Executive Officer: Sir John Townsley BA (Hons) NPQH
Deputy Chief Executive Officer: Mrs L Griffiths BA (Hons) NPQEL
Executive Principal: Mr D Holtham BSc (Hons)

Assistant Principal

Job Description & Person Specification

Leeds Mathematics School

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UNIVERSITY OF LEEDS

Job Description

Post Title:	Assistant Principal
Accountable to:	Principal
Location:	Leeds Mathematics School 105 Albion Street Leeds LS1 5AS
Scale:	Leadership L11-15
This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.	

Job Description

Purpose of the Assistant Principal: you will

- As part of the Senior Leadership Team, ensure that Leeds Mathematics School achieves its purpose.
- Lead, manage, develop and quality assure one or more aspects of LMaS' commitment to ensuring that every student at LMaS, in particular students with SEND and students who are Widening Participation Eligible,
 - has an exceptional experience every day;
 - achieves highly and leaves LMaS with powerful outcomes, personal strengths, and many and meaningful choices available to them: in their learning, in their career, in their life.
 through their individual and collective experience of and participation in coherent and impactful and enjoyable
 - extra-curricular, super-curricular, sporting and cultural programmes alongside the academic timetable;
 - CEIAG;
 - trips and visits;
 - academic support.
- Teach consistently excellent lessons
 - in A-level Mathematics and Further Mathematics, and/or Physics, and/or Computer Science, and/or Chemistry, and/or Mandarin Chinese
 - and/or in an A-level subject currently not offered at LMaS but which is consistent with our mathematical focus (e.g. Economics or Philosophy)
 - and/or in PHSE, RSE and CEIAG (the tutorial programme)
 - and/or in the Leeds Mathematics Certificate programme.
- Promote LMaS at all times, including at admissions events.
- Be a reflective practitioner who engages wholeheartedly with CPD.
- Undertake other duties appropriate to the post that the Principal may reasonably require from time to time.

Every member of staff at LMaS must at all times

- **work within the framework provided by LMaS' policies and practices**
- **be committed to**
 - Knowing the unique characteristics of every LMaStudent, so that they succeed academically, develop their passions, and mature into a responsible adult with the skills and attributes to make real contributions to this region, to their community, and to wider society.



- Promoting equality, celebrating diversity and being intentionally inclusive, to ensure that every person in the LMaS community flourishes and thrives in a safe and welcoming environment.
- Every aspect of teaching, learning and assessment being research-led and evidence-informed, so that every LMaStudent has the very best experience in every lesson, every activity, every time.
- **exemplify our core values of**
 - Intentional inclusivity, by making conscious, ongoing effort to include everyone in our community, to create and sustain an environment in which every member of the community feels seen, heard, and valued, not just in our words but also in our actions.
 - Productive struggle, by creating opportunities for every LMaStudent to tackle tasks that stimulate them think harder and deeper, and supporting them as they do so without taking away or lessening what it is that is causing their struggle.
 - Impactful altruism, by ensuring that all LMaStudents can experience the possibility and the reward of selflessly giving what they have to those that have less, so that they know that, and how, they can make a long-lasting and wide-reaching difference after they leave LMaS.

Purpose of a member of LMaS SLT

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

You will

- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

WORKING WITHIN THE LAW AND FRAMEWORKS

You will

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work, and contribute to the development, implementation and evaluation of the policies and practice of your workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Read and implement LMaS' key safeguarding materials which include:
 - The Child Protection Policy
 - The Behaviour policy
- Familiarise yourself with the content within Appendix A of: 'Keeping Children Safe in Education'.

- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- To carry out the duties and responsibilities of the post in accordance with LMaS' Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR).
- Members of staff should always work within the framework provided by LMaS' policy statements to fulfil the general aims and objectives of LMaS.

DEVELOPING PRACTICE

You will

- Evaluate your performance and be committed to improving your practice through appropriate professional development (i.e. training, mentoring etc.).
- Recognise the importance of self-evaluation in raising standards.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified.
- Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining your approaches where necessary.
- Work effectively with the Principal and Executive Principal, the Chair of the Local Governing Body and the Local Governing Body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
- Work closely with the Board of The GORSE Academies Trust, its other academies, strategic partners and stakeholders.

PROFESSIONAL SKILLS

You will

- Promote and model inspirational teaching and learning.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range you teach in which you:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meets learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions, and plenaries effectively.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress, and areas of development.

- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement, and become successful independent learners.
- Use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to LMaS.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with LMaS' behaviour policy.
- Promote learners' self-control, independence, and cooperation through developing their social, emotional and behavioural skills.

PERSONAL KNOWLEDGE & UNDERSTANDING

You will

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

PERSONAL RESPONSIBILITIES

You will

- Be an exemplary professional role-model.
- Hold positive values and attitudes and adopt high standards of professional conduct.
- Carry out the duties and responsibilities of the post, in accordance with all relevant legislation and GORSE Academies Trust policies and procedures.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- Willingly engage with training as required by LMaS.

- Treat all aspects of the role with the strictest confidentiality, unless legislation and/or GORSE policy instructs otherwise (e.g. reporting Safeguarding and Child Protection disclosures).
- Be aware of and comply with policies and procedures relating to Child Protection, Health, Safety and Security, Confidentiality, Equality and Diversity, and Data Protection, reporting all concerns to an appropriate person in the LMaS Senior Leadership Team or in the GORSE Academies Trust central leadership team.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK: either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification

Assistant Principal

In this table, we use “Subject” to mean the subject(s) which you currently teach, or have recently taught.

We welcome applications from qualified and experienced teachers of

- the A-level subjects we already offer at LMaS;
- A-level subjects we might want to offer at LMaS, for example Economics or Philosophy;
- subjects with ‘transferable skills’ to the LMaS tutorial and CEIAG programmes and/or to the extra- and super-curriculum, for example English, Humanities, Music.

Attribute	• Essential	• Desirable	• How identified
Commitment to LMaS vision and values	<ul style="list-style-type: none"> • Every member of staff at LMaS must <ul style="list-style-type: none"> • Wholeheartedly believe in LMaS’ purpose and values; • Indefatigably ensure that we fulfil the commitments we have made to every LMaStudent. 		<ul style="list-style-type: none"> • Application. • References.
Qualifications	<ul style="list-style-type: none"> • A-level (or equivalent) in Subject. • Strong honours degree in Subject, or in a subject containing a considerable amount of Subject. • Qualified Teacher Status, or working towards it. 	<ul style="list-style-type: none"> • Masters degree in Education, or in a relevant STEM subject. • Accreditation in extra- and/or super-curricular programmes, for example the Duke of Edinburgh’s Award Scheme or CEIAG programmes. 	<ul style="list-style-type: none"> • Application. • Certificates. • References.
Knowledge and Skills	<ul style="list-style-type: none"> • Excellent classroom practice, including behaviour management. • Knowledge of the post-16 Subject curriculum, and assessment. 	<ul style="list-style-type: none"> • Successful leadership of <ul style="list-style-type: none"> ○ extra- and/or super-curricular programmes; ○ the Extended Project Qualification; ○ CEIAG programmes. • Successful implementation of data-led intervention programmes and ‘preventing the gap’ strategies to ensure all students achieve highly. • Knowledge of <ul style="list-style-type: none"> ○ current developments in education; 	<ul style="list-style-type: none"> • Application. • References. • Written subject knowledge assessment as part of interview. • Observed lesson as part of interview. • Other activities as part of interview.



		<ul style="list-style-type: none"> ○ effective use of the 16-19 Bursary Fund; ○ Widening Participation Eligibility university Access programmes. 	
Experience	<ul style="list-style-type: none"> ● Current or recent teaching of outstanding lessons to high-attaining secondary or post-16 students. ● Contribution to extra- and/or super-curricular activities. 	<ul style="list-style-type: none"> ● Two or more years teaching A level Subject. ● Contribution to the development of effective and impactful <ul style="list-style-type: none"> ○ extra- and/or super-curricular programmes and resources; ○ resources for the Extended Project Qualification; ○ CEIAG programmes and resources; ○ resources for Outreach activities for high-attainers in KS2-4; ○ A-level Subject schemes of learning, assessments or pedagogy. ● Experience of <ul style="list-style-type: none"> ○ raising standards and achievement; ○ using interactive ICT systems for teaching and learning; ○ devising new resources for learning. 	<ul style="list-style-type: none"> ● Application. ● References. ● Interview and assessment activities.
Personal Qualities	<ul style="list-style-type: none"> ● Passionate about education and ‘changing the deal’ for disadvantaged students. ● Excellent communicator. ● Effective leader and manager. ● Drive and determination. ● Ambitious. ● Energy, enthusiasm, sense of humour. 	<ul style="list-style-type: none"> ● Personal enthusiasm for extra- and/or super-curricular activities. ● Personal enthusiasm for Subject, beyond the A level specification and taught curriculum. 	<ul style="list-style-type: none"> ● Application. ● References. ● Interview and assessment activities.





	<ul style="list-style-type: none"> • Able to forge effective relationships. • Self-aware, self-sufficient and self-confident, but not self-important. 		
Continuous Professional Development	<ul style="list-style-type: none"> • Committed to Continuing Professional Development. 		<ul style="list-style-type: none"> • Application form. • Interview and assessment activities. • Referees.

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