##

Job Application Pack

Curriculum Leader of Mathematics

**Teacher Pay (MPR – UPS) + TLR1b £10,202**

**Permanent Fulltime Contract Starting: January 2023**

**Closing Date: Midday on Monday 10th October 2022**

**Interviews to take place during week commencing 17th October 2022**

**Letter from the Headteacher**

**Neal Holder**

Dear Colleague,

Thank you for your interest in the role of Curriculum Leader of Mathematics at Farringdon Community Academy.

At Farringdon Community Academy, we pride ourselves in delivering an ambitious, broad and balanced curriculum, enabling all our students, irrespective of background, to acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens. Our high standards and expectations of students and their behaviour ensures that our teachers are able to teach to a high standard and all of our students have access to the very best learning. We work hard as a staff to ensure our students develop a love of learning and are supported in achieving their aspirations.

As well as being committed to academic excellence, we also prioritise pastoral care. Our House system focuses on building our students’ character and it provides them with the opportunity to develop attributes such as: leadership, resilience, initiative and respect. Our Houses also give our Academy a ‘family feel’ where staff and students alike care for each other and forge strong relationships.

It is an incredibly exciting time to be joining our team, ahead of an exciting journey. Farringdon Community Academy has been selected by the DfE to be rebuilt and we are one of only two schools in the North East who will be opening the doors to a new school, in October 2023. The news of our new build marks the beginning of a very important chapter for our Academy’s history as well as its future.

We value staff development in the Academy and are as equally committed to the growth of our staff as we are to the growth of our students. Working within the Academy, you will be supported and challenged to develop and will be provided with the opportunities to reflect on your practice so that you continue to perform at a high level. We invest a lot of time in staff training and providing staff with support tailored to suit their needs and aspirations.

We are looking for committed, experienced, ambitious and dynamic individuals to join our dedicated staff team. At Farringdon Community Academy, our vision, values and expectations are clear. If you share our ethos and our mission to provide the highest quality of education for our students and passionately believe in the potential of all young people, we can offer you the support you require to develop and the opportunity to make a difference and make an impact on our community.

I hope you enjoy reading our prospectus and learning more about who we are and what we are about. If we are the right fit for you, I look forward to receiving your application.

Yours faithfully,

**Neal Holder**

**Headteacher**

**Our Vision and Values & Quality of Education**

**Mission Statement**

**OUR VISION**

All students, irrespective of background, acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens.

**OUR VALUES**

* Respect
* Resilience
* Endeavour
* High aspirations
* High standards and expectations

**RATIONALE**

At Farringdon Community Academy teaching, learning and our curriculum is at the forefront of our thinking and is at the heart of everything we do. We are committed to ensuring a broad and balanced curriculum with high quality teaching and learning experiences so that all students make good progress, have exciting and equal opportunities in their learning journeys and achieve beyond what they imagined is possible; we are as equally committed to our staff and their development, supporting and challenging staff to be the very best practitioners and pioneers of their field.

**Continued Professional Development**

**Our Programme**

All staff who join the Academy benefit from a carefully structured programme of training and support. We believe that all staff should be committed to a continuing process of improvement as the Academy is committed to supporting them in their professional aspirations and needs, this is why we dedicate two hours every week to CPD. Through our bespoke **‘Learning Loop’** model, we foster a positive ethos of continuous learning and development and the programme of training we provide encourages and motivates staff to investigate pedagogy, take risks and experiment with new and innovative teaching methods whilst working collaboratively across the curriculum. Our CPD programme is underpinned by our school ethos and we endeavour to provide opportunities for staff to grow as pioneers of their field; to develop their knowledge, skills, understanding and attitudes to enhance their professional work and become excellent practitioners.

**Our ‘Learning Loop’ Model**

**Pre- launch** - Curriculum Leader Launch: our teaching and learning focus is introduced and explored with Curriculum Leaders prior to the formal launch to all staff.

**The Launch** - Whole School Training: an introduction to the termly ‘Learning Loop’ led by Teaching & Learning Team. Research and theory is addressed and some useful starting points for curriculum areas are shared to form the basis of their subject-based CPD.

**The Sell** - Key teaching and learning strategies are promoted and shared with staff. Staff, individually or in curriculum teams, create a personalised action plan focusing on the strategies they want to develop in their curriculum areas.

**The Practise**- Curriculum areas have practical time to create resources and trial educational theories in lessons.

**The Review -** Curriculum areas and individual staff review what they have learned so far and continue to develop resources.

**Personal Development**

As well as engaging in our whole school priorities through the learning loops, staff have the opportunity to develop their practice at subject level during ‘Personal Development’ weeks. Every fortnight staff are given one hour to develop their subject knowledge and conduct educational research of their own choosing. As well as this, Curriculum leaders are given time to direct their team and provide subject specific training. We want our staff to be given as much support as possible to develop and progress as excellent classroom practitioners that is why CPD is rooted in performance management targets.

**CPD Newsletter and Bulletins**

Staff are provided with weekly T&L bulletins and a monthly T&L Newsletter to encourage them to keep up with, and trial the latest T&L pedagogy. Newsletters are framed around our school priorities and allow us to share good practice and serve as a constant reminder of the importance of continued professional development.

**Curriculum Leader of Mathematics**

**Advert**

## FARRINGDON COMMUNITY ACADEMY Address – Allendale Road, Farringdon, Sunderland SR3 3EL

**Tel: (0191) 917 1500 Email:** enquiries@farringdonca.net **Web:** [**www.farringdonschool.co.uk**](http://www.farringdonschool.co.uk) **Headteacher: Neal Holder**

**Position:** Curriculum Leader of Mathematics

**Salary:** Teachers’ Pay Scale: + TLR 1b (£10,202)

**Contract:** Permanent – Full time

**Start Date:** January 2023

We are looking to appoint a highly motivated and ambitious colleague to lead the Mathematics Department. You will inspire a team of teachers, model excellent practice and improve outcomes for all students across the curriculum. As Curriculum Leader, you will work closely with the Senior Leadership Team to support and drive raising standards in Mathematics and within the whole-school community. The successful candidate will have:

* Experience in leading a team to successful outcomes
* Evidence of skills in improving and developing learning and coaching staff to improve performance
* Confidence in using data to inform effective interventions and rapid progress
* An outstanding teaching track record supported by successful student outcomes
* A passion to be innovative, forward thinking and generate enthusiasm for Mathematics with all students.
* Experience in, and an understanding of the importance of monitoring, evaluation and quality assurance
* A view that the progress of every child in Mathematics is their responsibility and that every child in Mathematics should achieve beyond expectations.

This is a key position in the Academy, and the ability to lead and work in a team is essential, sharing good practice and modelling excellence in all areas. The successful candidate will work strategically alongside the Senior Leadership Team in moving the school forward; therefore the ability to lead on whole-school issues, outside of Mathematics, would be desirable.

Farringdon Community Academy is committed to developing and supporting staff at all levels. We provide an enriching educational experience for all, which is a popular 11 – 16 inclusive Academy situated in Sunderland. Farringdon Community Academy is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Please note that we do not accept CVs. Suitability to work with children will be checked and this post is exempt from the Rehabilitation of Offenders Act 1974 and will be subject to a DBS check from the Disclosure and Barring Service.

We encourage candidates to take a look at our website therefore all the application documents relating to the post are on www.farringdonschool.co.uk to the right-hand side of our home page you will see a box with our current vacancies on or at the top of the page under 'about us' click on vacancies.

Completed applications should be returned to andrea.parker@farringdonca.net or posted to: Farringdon Community Academy FAO Miss A. Parker, Allendale Road, Farringdon, Sunderland SR3 3EL. Please ensure adequate postage e.g. large stamp is used. Applications that arrive after the closing date will not go through to the shortlisting process.

Farringdon Community Academy safeguards and protects its students and staff by being committed to respond in accordance with Sunderland Local Safeguarding Board Procedures and expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore will be subject to a DBS check from the Disclosure and Barring Service. Suitability to work with children will be checked with the Disclosing & Barring Service.

**Closing Date: Midday on Monday 10th October 2022**

**Interviews to take place during week commencing 17th October 2022**

****

**Curriculum Leader of Mathematics**

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Evidence gained from** |
| **Application** | * Fully supported in references.
* Well-structured letter indicating an understanding of the role, current issues related to the Mathematics and the leadership of a department.
 |  | * Supporting letter / statement
* Application form
* References
 |
| **Qualifications** | * Degree in Mathematics based subject or B Ed in Mathematics.
* Qualified Teacher Status.
 | * Evidence of further studies and / or further professional qualifications.
 | * Application form
 |
| Experience | * Highly effective and innovative classroom practitioner.
* Experience of leadership.
* Successful experience of raising standards in Mathematics.
* Involvement in whole-school working parties/initiatives.
* A proven track record of leading a team and working successfully with others.
 | * Innovative in your approach to teaching and learning.
* Experience of developing the Mathematics curriculum.
* Experience of coaching staff to improve practice.
* Experience of performance management and supporting staff to successful outcomes.
 | * Application form
* References
* Interview
 |
| **Professional Development** | * Demonstrates an interest in professional development.
* Must be ambitious, driven and have high expectations of themselves and others.
 | * Evidence of networking opportunities, attending courses and training relating to Mathematics, teaching and learning and/or leadership.
 | * Application form
* References
* Interview
 |
| **Knowledge, Skills and Aptitudes** | * Knowledge and understanding of the Mathematics curriculum at both Key Stage 3 and 4.
* Able to provide vision, clear direction and confident leadership within Mathematics.
* Good ICT skills and the ability to use ICT as part of your teaching, monitoring and analysis.
* Knowledge of what makes effective teaching and learning.
* A skilled manager of student behaviour.
* Commitment to inclusive education.
 | * An understanding of how to effectively assess and track the progress of students in Mathematics.
* Awareness of career opportunities for Mathematics based progression.
 | * Application form
* References
* Interview
 |
| **Personal Qualities** | * Reflective practitioner and leader.
* A positive role model with a positive outlook.
* Reliable and conscientious.
* Supportive and loyal to the school, its community and its vision and values.
* Excellent communication skills.
* Ability to motivate staff and students.
* High standards and expectations.
* Ambition and personal drive.
* An enthusiasm and love for the subject.
 | * Willingness to take on a wider school role.
* Eagerness to be involved in extra-curricular activities.
 | * Application form
* Reference
* Interview
 |

****

**Curriculum Leader of Mathematics**

**Job Description**

|  |  |
| --- | --- |
| Post: | Curriculum Leader of Mathematics  |
| Salary: | Teachers’ Pay Scale + TLR 1b (£10,202) |
| Responsible for: | Mathematics department staff |
| Reporting to: | Headteacher and Deputy Headteacher (SLT Link)  |
| Liaising with: | Senior Leadership Team, Curriculum Leaders, Head of Year, KS4 Progress Leader, the SENDCO, relevant staff with cross-school responsibilities, relevant non-teaching support staff, Governors and parents. |
| Start Date: | January 2023 / April 2023 |

**Purpose:**

* To ensure all students make at least expected progress in Mathematics.
* To work with the SLT in observing, developing and celebrating practice within Mathematics and across the curriculum.
* To assist in the raising of school standards, including driving the improvement of achievement through exemplary leadership and modelling consistently good or better teaching.
* To lead the development of teaching and learning within Mathematics and within the school through coaching and promoting the sharing of good practice.
* To ensure the success of the Mathematics department, responding proactively and with the best interests of our students and our school to the changing landscape of the Mathematics curriculum.
* To be accountable for all students’ progress and development within Mathematics at KS3 and KS4.
* To monitor, evaluate and quality assure teaching and learning and all assessment within the department.
* To ensure the curriculum provision for students studying in the department is appropriately broad, balanced, relevant and differentiated, in accordance with the vision, values and aims of our school and has clear intent, and is effectively implemented leading to successful outcomes for all students.
* To effectively manage and deploy teaching and support staff and financial/physical resources within the department.

**Main Duties:**

* To lead the development of teaching and learning through reviewing and evaluating staff training needs, marking and feedback policies and teaching and learning strategies in the department.
* The day-to-day management and operation of the Mathematics department, including the effective deployment of staff, finances and physical resources.
* To monitor all students’ progress throughout the curriculum and plan for effective interventions, where necessary.
* To uphold all school policies and procedures and to ensure all department staff are consistent in doing the same.
* To work with colleagues to formulate strategic plans which will drive the vision of the department forward in line with the school’s vision and values.
* To liaise closely with line managers to ensure the high performance of both staff and students and where improvement is required, that it is rapid and in line with targets.
* To ensure that health and safety policies and practices of the school are carried out consistently and are updated where necessary.

**Curriculum Development:**

* To lead on the development of the maths curriculum and manage the short, medium and long term planning of teaching and learning within the department, and to ensure that planning reflects the needs of all students in response to their targets.
* To keep up to date with national developments within the Mathematics curriculum, teaching and learning and assessment for learning.
* To regularly monitor and respond to curriculum development and initiatives at KS2-5 national, regional and local levels.

**Staff Development:**

* To work with the SLT to ensure that staff development needs are identified and supported through CPD.
* To promote teamwork and ensure effective working relationships.
* To be responsible for the efficient and effective deployment of staff within Mathematics.
* To manage the performance of all Mathematics staff through the school’s performance management system.
* To hold all Mathematics staff to account in regards to their performance, this includes making recommendations in regards to pay progression and providing support and coaching where it is deemed necessary.
* To manage staff absence effectively, ensuring cover is managed quickly and appropriately.
* To take a leading role in staff recruitment and to ensure effective induction of new staff within the department.
* To be responsible for the day-to-day management of all staff within the Mathematics department and act as a positive role model.

**Leadership Responsibilities:**

* To be a reflective leader who values the contributions of all staff and students.
* To ensure a consistently applied behaviour management system is in place in line with the whole-school policy.
* To effectively use data to analyse and evaluate performance.
* To identify and take appropriate action on issues arising from data, tracking systems and reports; setting deadlines where necessary and reviewing progress of the action taken.
* To evaluate progress and produce reports for relevant stakeholders within the school’s monitoring and evaluation cycle.
* To complete evaluations and analysis of examination performance.
* To manage and oversee the Mathematics department’s timely input of data into the school’s data cycle, ensuring data is accurate, standardised and meets all requirements.
* To provide the Governing Body with relevant information relating to the departmental performance and development.

**To ensure high standards in the quality of education across the Academy:**

**Curriculum Leaders and Subject Team Leaders will:**

* Design a curriculum which is ambitious, supports and challenges all students and aims to achieve the Academy’s vision and values.
* Plan a curriculum which sequences learning so that students know more, can do more and can achieve more; building on their knowledge and skills and transferring key knowledge to their long term memory.
* Create a rich curriculum which exposes all students to ‘the best that has been thought and said’ and supports them in ‘an appreciation of human creativity and achievement’ (NC).
* Plan and oversee assessment opportunities to check students’ understanding and evaluate teaching and learning outcomes.
* Know what is taught in their curriculum areas, when it is taught and how it is taught across their curriculum areas.
* Know classes, students and their needs well.
* Know and understand the needs of vulnerable students (including those who are Disadvantaged and/or have SEND) in their curriculum area.
* Prioritise reading, disciplinary literacy and oracy and embed the teaching of tier 2 and 3 vocabulary within planning.
* Monitor and evaluate the teaching and learning taking place in their curriculum area and be accountable for the standards of teaching and learning.
* Set priorities and targets for their curriculum area within the context of the Academy’s vision, values and improvement plan.
* Lead by example and set high standards.
* Be committed to developing themselves as teachers and as leaders.
* Communicate information with staff efficiently, effectively and promptly.
* Ensure teaching in their subject challenges all students to achieve.
* Support their teams in having expert knowledge of the subjects they teach.
* Identify areas for professional/subject development to ensure expertise in subject knowledge and pedagogy.
* Support Academy priorities for teaching and learning through engagement in whole school CPD.
* Ensure assessment is used effectively to inform teaching and learning; embedding knowledge and informing the next steps in students’ learning.
* Ensure learning progression is facilitated through the curriculum.
* Regularly review the curriculum and teaching and learning.
* Ensure that all teaching staff are committed to their development and are reflecting on their practice.

**Further information and expectations:**

* 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.
* Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
* 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.
* To carry out duties and responsibilities and accordance with the Academy’s Health and Safety Policy and relevant Health and Safety legislation.
* As part of your wider duties and responsibilities you are required to be committed to, promote and actively support the Academy’s/LA’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and alerting the appropriate colleagues or Designated Safeguarding Lead to welfare and safeguarding concerns. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable. We are committed to safeguarding and protecting the welfare of children and young people and expect all staff and volunteers to share this commitment.



**General Terms and Conditions**

**of Employment**

All conditional offers of employment at Farringdon Community Academy are made subject to candidates meeting the following criteria: -

* Completion by candidate of either Support Staff or Teaching Staff Application Form.

(CV’s are not accepted)

* Verification of ID evidence (note: original documents need to be witnessed)
* Verification of candidates Educational Qualifications (note: original certificates to be provided)
* Two Satisfactory references provided for candidate on the Academy’s standard Reference Form 1 & 2 (note: including at least one related to candidates last employment with children). If the role you are applying for involves contact with children you are asked to supply a referee who can provide a reference based on when you have previously worked with children. In relation to work with children, we will seek information about any past disciplinary issues relating to children and/or child protection concerns you may have been subject to. References will be requested prior to interview.
* Completion of Health Questionnaire by candidate and subsequently being declared medically fit for the proposed role
* Disclosure & Barring Service Application completed by candidate and successful outcome. Appointments are conditional on the satisfactory completion of DBS and other necessary checks. FCA are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including an enhanced DBS with barred list check.
* As part of our duty to safeguard pupils, we need to check whether you are barred from working with children, or whether you have convictions that would make you unsuitable to work with children or in the role you’ve applied for. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis by the Headteacher and HR partners.

Please complete an application form available from our website, under vacancies.

[www.farringdonschool.co.uk](http://www.farringdonschool.co.uk)