

SHAVINGTON ACADEMY
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Headteacher: Mrs Emma Casewell



Applications are invited for the full-time permanent post of

Curriculum Leader – Mathematics

Required to start 1st September 2025

Salary Range: £38,034 - £49,084

TLR 1A of £9,782

Overall Purpose of Post

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Main Responsibilities:

A teacher must meet and embrace the Academy's procedures and policies in relation to all areas:

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- Excellent subject knowledge of the National Curriculum at KS3 and the requirements of exam board GCSE syllabuses at KS4

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Responsibilities relating to the TLR

- To actively monitor and respond to curriculum development and initiatives in Mathematics at national, regional and local levels
- To keep up to date with national developments in teaching practice and pedagogy
- To take a lead role in initiating regular review of Maths specification and schemes available, for discussion with LT
- To work alongside the Curriculum Deputy and AHT to identify appropriate "learning pathways" for each Y9/10 and 11 pupils and to manage the communications process associated with this relating to students and parents
- To work closely with the Deputy Headteacher to monitor pupil progress and to play an active part in improving teaching and learning to secure whole school achievement in accordance with LT decisions, on an individual and group basis
- To provide the Governing Body with relevant information relating to the areas of school life covered by this post
- To ensure that the work of the school is celebrated locally, nationally and internationally. To contribute to the school's liaison and marketing activities, e.g. the collection of material for press releases and for the School's monthly newsletter
- Provide information for identified sections of the School's Self Evaluation Form
- To manage and implement an effective system for recording the attainment of each student at regular intervals, alongside specification grade boundaries/criteria
- To have overall responsibility for analysing all Maths data on students (including FFT, KS2 SATs, mock and actual GCSE, termly grades, assessments etc) and disseminating this data appropriately with the department and other relevant post holders
- To manage a coherent and effective assessment system in Maths, monitoring and reviewing practice as appropriate, so that it informs intervention and has impact
- Organise, lead and manage intervention for year groups, bespoke groups, individuals in collaboration
- Take a key role in RAP meetings to ensure accurate data and relevant intervention impact on achievement
- To ensure that Maths staff are informed and supported in relevant systems, procedures, policies, etc. which relate to this post

Person Specification

Qualifications

- An honours degree in a Maths discipline
- Evidence of professional development relevant to the role
- Evidence of effective professional relationships with parents and pupils
- A track record of success demonstrated through pupil progress

Experience

- At least four years' experience as a classroom teacher in a mainstream secondary school
- Experience of designing and developing resources to support learning
- Experience of working with other teachers and supporting professionals to extend their understanding of educational issues
- Experience of robust self-evaluation and development planning
- Experience of preparing and leading training sessions
- Experience of honest and productive parental engagement

Skills and Attributes

- The capacity to form positive learning - centered relationships with other professionals at different stages in their careers
- The capacity to consistently perform to a high level of success and act as a role model for other professionals
- To be proactive and outward facing, promoting innovation
- Have the skills to implement and evaluate change

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Principal Responsibilities of the job.

Shavington Academy is committed to safeguarding and promoting the welfare of all our pupils and expects all employees and volunteers to share this commitment
All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training

Informal inquiries prior to application should be made to sdonald@shavington.academy

Closing date: Friday 17th January 2025 @ 12 noon
Interview Date week commencing: 20th January 2025

To apply for this post, please complete an application form and provide a supporting statement of no more than two sides of A4 on your suitability for the post to Mrs E J Casewell.

Application packs are available from the Academy website: www.shavington.academy
or by emailing: recruitment@shavington.academy

Please note that only fully completed Academy applications forms will be considered