



Secondary
Academy

Curriculum Leader of Mathematics

Application Pack

The Queen Elizabeth Academy
Atherstone, Warwickshire



#TransformingLives

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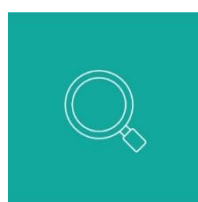
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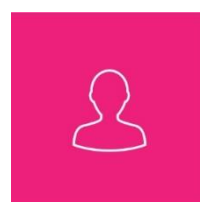
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#TransformingLives



01. About Academy Transformation Trust

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!) Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.

Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do



FAST FACTS ABOUT OUR TRUST

Our cross-phase group of academies was founded in 2011 and, since that time, we have grown to our current family of 21 academies (primary, secondary, post-16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 12,500 learners; for the careers of almost 2,000 colleagues; and for the most effective spending of over £80 million of taxpayer income each year.

ATT Institute
42 Leadership
Development
pathways across all
our directorates

Strategic Aims

- To plan and deliver a curriculum which enables students to re-integrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance



Finance Headline Figures

- We receive £78 million in funding and other income

Headline Performance Measures

- Record progress scores for many of our primary academies in 2019
- Rising attainment 8 and progress 8 rates for three years running across all secondary academies
- Rising Key Stage 5 average points scores across all academies for three years



ATT | 21 Academies

Local Authority Areas | 10



Staff | 1739

Primary | 429

Secondary | 1145

Special | 28

FE | 67

Other | 70



Learners | 12,505

Primary | 2711

Secondary | 8451

Special | 45

FE | 1298

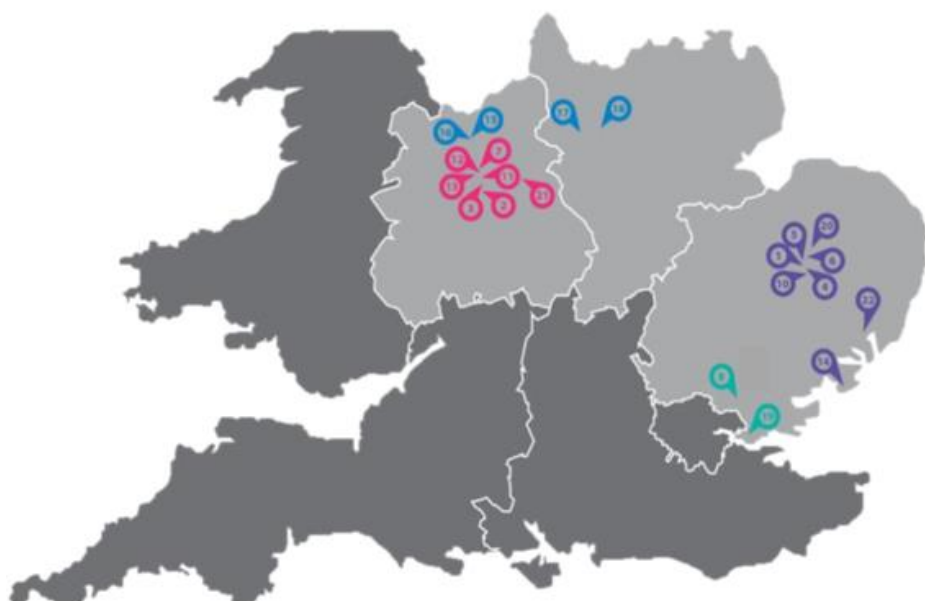
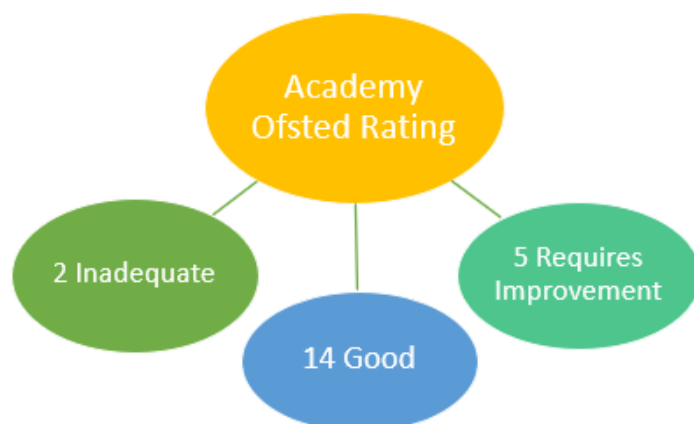


Governance

People Engaged | Over 120

Trustees | 11

Members | 5





Laura Craig – Head of Media Studies

I joined TQEA as an English trainee in 2016 and to this day, I still love coming to school every morning. Our pupils are a real pleasure to teach and our staff are a group of fantastic, dedicated individuals who help make the working day just that little bit easier!

Since joining the team, my professional development has gone from strength to strength as it has been bespoke to my own professional goals. Recognising my strengths, TQEA has offered me opportunities that have been both challenging and rewarding.

With our brand new facilities, hard-working students and committed teachers and leaders, I expect our GCSE outcomes will continue to improve.

Richard Armishaw – Assistant Principal

I joined TQEA in September 2013 as Curriculum Leader of English. After successively improved results, which has seen the department achieve significantly high progress, the faculty grew and included MFL. TQEA continued to develop me as a professional and after giving me experience of being on the extended leadership team, I was made Assistant Principal for Curriculum and Assessment. This has allowed me to share best practice across the school, work with a range of colleagues and shape the excellent broad and balanced curriculum for our students.

TQEA has always supported professional development and I have completed a NPQ qualification as well as a Masters in Education. The internal CPL allows me to be at the vanguard of new ideas working within the school or the academy trust network.

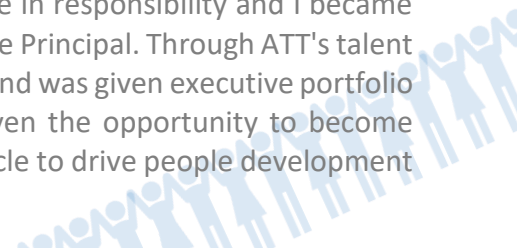
Angela Parsons – Pastoral and Safeguarding team

I've been at TQEA for over 12 happy years. I started as School Receptionist – a role that gave me a brilliant insight into all the departments in school. I got to know all the children and parents which supported me to move onto a new role as Attendance Manager and Leadership Team PA. I was then Head of Bears College for a year before a restructure and I'm now Student Support Manager and Deputy Safeguarding Lead in the Pastoral Team at school.

Throughout the years I've tried many roles in school, helping out when people have been absent so I've dipped into SIMs and Data on occasion but my heart has always been in the pastoral care of our students. The Senior Leadership Team have been hugely supportive of me throughout my career – they've pushed me to challenge myself professionally including a secondment to the Area Behaviour Partnership for four years. I've made great, lifelong friends here at TQEA, I can't imagine working anywhere else!

Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibility for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.





02. The Queen Elizabeth Academy Information

The Queen Elizabeth Academy is part of the Academy Transformation Trust family of academies.

The Queen Elizabeth Academy is a 11-16 mixed comprehensive academy with a vibrant learning atmosphere, a dedicated and supportive network of staff and exciting plans for the future, following the opening of our brand new school building in November 2017.

The academy's vision is for all students to realise their full potential, equipping them with the skills and qualities required for success in the competitive 21st century. We are committed to raising standards and providing students with exceptional opportunities to support learning.

We look for a number of outstanding qualities in our staff: an innovative and creative approach to their work; enthusiasm, positivity and an unfaltering commitment to our students' success, and an open-minded, proactive attitude to working within a team. We want individuals who want to go the extra mile for our community.

Teamwork is at the heart of everything we do and by working together we aim to secure a successful future for all. We encourage those interested in joining our school to spend some time with us to gain a real understanding of our ethos and what we have to offer.

The dedication of the staff and the enthusiasm of the students, coupled with the support of our parents and carers, makes this a special place.

To find out more, please visit www.tgea.attrust.org.uk



**The Queen Elizabeth
Academy**

03. Our Institute



What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

Available people development opportunities for all employees:

Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.



04. Job Description

Curriculum Leader of Mathematics

Grade - MS/UPS plus TLR £10,155.00

To work with teachers and senior staff to undertake care and support programmes, enabling access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

The successful candidate will:

1. Lead a team of Mathematics teachers including a Lead Practitioner. To establish a vision for the faculty in line with our Trust and Academy vision and to establish clear Curriculum intent.
2. To assure the integrity of Curriculum implementation both Academy and Faculty.
3. Contribute to sustainably raising standards of pupil attainment and achievement within the faculty whilst monitoring and supporting pupil progress
4. Prepare and deliver appropriate lessons to students of different ages and abilities catering for a wide range of needs
5. Establish a safe, purposeful and stimulating environment for students and have high expectations of behaviour ensuring the health and safety of all students and staff
6. Manage student behaviour in the classroom and on academy premises and apply appropriate and effective sanctions
7. Register the attendance of and supervise students, before, during or after school sessions as appropriate
8. Assess and mark work, giving appropriate feedback
9. Engage with academy leaders to ensure the effective development of the curriculum
10. Maintain records of students' progress and development and input data using academy systems and processes
11. Use relevant data to monitor progress, set targets, and plan subsequent lessons
12. Research new topic areas, maintaining up-to-date subject knowledge, and devise and write new curriculum materials as necessary
13. Select and use a range of different learning resources and equipment.
14. Prepare students for qualifications and external examinations
15. Communicate effectively with parents/carers with regard to students' achievements and well-being using academy systems and processes
16. Participate in departmental meetings, parents' evenings and whole academy training events
17. Undergo regular observations and participate in relevant training (INSET) as part of continuing professional development (CPD)
18. Have professional regard for the ethos, policies and practices of the academy and maintain high standards in your own attendance and punctuality
19. To undertake any other duties as defined by the Teacher standards or determined by the Principal as being within scope of the post
20. Promote equality as an integral part of the role and to treat everyone with fairness and dignity. Encouraging and supporting the inclusion of students with special needs
21. Recognise health and safety is a responsibility of every employee to take reasonable care of self and others. Comply with the academy Health & Safety policy, and any academy specific procedures/rules that apply to this role
22. Role model safeguarding best practice



Specific Duties of post:

1. To provide leadership and direction and ensure that the department is managed and organised to meet the aims and objectives of the academy and the department
2. To have responsibility for securing high standards of teaching and learning in the department as well as playing a major role in the development of academy policy and practice
3. To ensure that practices improve the quality of education provided, meet the needs and aspirations of all students, and raise standards of achievement in the academy
4. To support guide and motivate teachers and support staff within the department
5. To evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for students and staff, to inform future priorities and targets
6. To ensure effective liaison with the learning support team
7. To ensure the production and maintenance of highly effective schemes of work and policies for the department, and to implement within them whole academy policies
8. To encourage the development of a suitable range of appropriate and varied teaching styles in the department
9. To ensure that student progress in the department is regularly reviewed, assessed, recorded acted upon and to ensure that appropriate homework is being set and marked
10. To be responsible for the allocation of resources for the department, maintaining inventories and ensuring the security of equipment
11. To be responsible for the area budget and ensuring that finances are administered in accordance with the academy's procedures
12. To promote positive liaison with partner primary schools and other stakeholders
13. To review, monitor and evaluate the functioning of the department and develop appropriate strategies to improve procedures and modify approaches
14. To keep up to date with national developments in the subject area, teaching practice and methodology
15. To actively monitor and respond to the curriculum development and initiatives at national, regional and local levels
16. To produce reports within the quality assurance cycle
17. To be responsible for the production of reports and examination performance, including the use of value added data
18. To ensure that health and safety policies and practices, including risk assessments, are in line with academy, local and national requirements
19. To undertake performance management review(s) and to act as reviewer for an identified group of teaching staff
20. To act as reviewer for identified support staff as part of the line management review (LMR) process
21. To participate in the interview process for teaching/support staff posts, when required and to ensure effective induction of new staff in line with academy procedures
22. Any reasonable additional duties as directed by the senior team



05. Person Specification

Curriculum Leader of Mathematics

Information for candidates:

The person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed below and provide examples of how you have demonstrated the criteria. People with disabilities will be offered an interview where they meet the Essential Criteria alone.

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> degree in appropriate subject has qualified teacher status 	<ul style="list-style-type: none"> evidence of continuous professional development (CPD)
Experience	<ul style="list-style-type: none"> experience of successfully applying a range of teaching strategies demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for EAL and SEN pupils proven ability to deal with a wide range of student behaviours 	<ul style="list-style-type: none"> Recent work in a UK secondary school/academy an understanding of how the progress 8 measure impacts on academy results and targets experience of inclusion strategies to support children with SEND proven ability to effectively work with a range of stakeholders including parents and external organisations successfully operating in a middle leadership role
Specialist Skills and Knowledge	<ul style="list-style-type: none"> a good or outstanding teacher in your subject demonstrable ability to engage with learners in a variety of ways demonstrable ability to move pupils' learning forward able to effectively evaluate own practice to further improve learning of pupils the ability to work effectively as part of a team, including across faculties demonstrable knowledge of behaviour management 	<ul style="list-style-type: none"> able to demonstrate knowledge of planning, curriculum and assessment procedures understanding of latest educational research including a knowledge-rich curriculum.
Vision and Strategy	<ul style="list-style-type: none"> vision aligned with the academies' high aspirations and high expectations of self and others demonstrate commitment to the highest standards of teaching and learning 	<ul style="list-style-type: none"> N/A

05. Person Specification - continued

	<ul style="list-style-type: none"> • articulate the values and mission of the academy • commitment to the safeguarding and welfare of all pupils • commitment to continuous improvement, both personal and organisational • demonstrable positive commitment to equality and diversity 	
Leadership	<ul style="list-style-type: none"> • ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance • positive commitment to equality and diversity • resilience and motivation to lead the subject area through day to day challenges whilst maintaining a clear strategic vision and direction 	<ul style="list-style-type: none"> • demonstrable track record of effective leadership including developing and motivating others
Personal Characteristics	<ul style="list-style-type: none"> • highly approachable, very grounded and makes sensible judgments • mature approach to emotionally demanding work • relishes accountability and takes personal responsibility for their own actions • able to build trust and mutual respect between pupils, families and staff • strong interpersonal written and oral communication skills • able to work flexibly as a member of a team • clear understanding of health and safety requirements • adaptable to change • demonstrable good organisation skills • demonstrable very good numeracy and literacy skills • ability to use ICT effectively in a professional environment 	<ul style="list-style-type: none"> • N/A



06. How to apply

Director of Faculty - Mathematics The Queen Elizabeth Academy

Salary:

MS/UPS plus TLR £10,155.00

Closing Date:

Midday Wednesday 6th October 2021

Start Date:

1st January 2022

Interviews:

TBC

Applying:

Please apply by visiting

www.academytransformationtrust.co.uk/vacancies

#TransformingLives

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