



Curriculum Leader of Maths
Full Time, Permanent
Salary Grade: In line with National Pay Scales
L9 – L13 (£51,402 - £56,721)



Curriculum Leader of Maths

Temple Learning Academy, Leeds 15

Temple Learning Academy is an all-through free school Academy in East Leeds. We opened our doors to Reception students in 2015 and we welcomed our first Year 7 cohort in September 2017. From September 2021, all year groups are occupied and we have approximately 950 students on roll: Reception to Year 11. We are ambitious for change, and our vision is to build a world-class all-through school that serves its local community.

Our Vision

Our vision is for Temple Learning Academy to be an exceptional, innovative community offering memorable lifelong learning experiences to enable all to achieve their full potential. Everyone will develop the moral values, confidence, skills, resilience and ambition to change the future for the better within their local and global communities.

Our Core Values

- **Respect:** to act with kindness towards everyone, no matter what our differences, and to recognise the value and worth of everyone in our community.
- **Opportunity:** to embrace new experiences and to see all of the possibilities open to us, placing no limits on our aspirations or what we could achieve in the future.
- **Courage:** to act with bravery and determination, with the self-belief and confidence that we can succeed even in difficult situations.

Our Core Expectations for Students

- Are polite, respectful and kind.
- Will arrive on time, ready to learn.
- Will meet the uniform standards, at all times.
- Will follow staff instructions, the first time of asking.
- Will move about the academy calmly and quietly.

Academy Profile

- The Academy was rated "Good" by Ofsted in May 2018.
- The Academy is virtually full in every year group, with waiting lists in some year groups.
- Prior attainment on entry into Reception and Year 7 is mixed, and below age-related expectations for the majority of students.
- The Academy serves a community in the lowest deprivation quintile.
- Approximately 66% of Academy students are in receipt of Pupil Premium Funding.
- Approximately 25% of Academy students are on the SEND Register.
- Approximately 20% of Academy students are classed as EAL.

Current School Leadership

- Temple Learning Academy joined the Red Kite Learning Trust in September 2018. Mr Richard Sheriff is the CEO of the Trust.
- Temple Learning Academy is formally linked with Temple Moor High School through the Executive Leadership of Mr. Matthew West, the Principal of Temple Moor High School.
- The Principal of Temple Learning Academy is Mr. Stuart Huddleston.
- The Academy Leadership Team includes our Principal, two Deputy Principals, Four Assistant Principals, two Achievement Directors, an Associate SLT member and a Business and Operations Manager.

Our Curriculum

Our entire community, led by our Trustees and Governors, has an ambition for change. This demands an exciting, innovative and first-rate curriculum that delivers exceptional progress and transforms children's lives. Our curriculum is fundamentally inclusive and provides equality of opportunity for everyone: overcoming disadvantage and other barriers to learning to ensure future success for all our students as they progress into adult life and into future education and employment.

As an all-through school we must ensure that our curriculum delivers continuous progression and successful learning experiences for all students as they move through each phase of our school. All Learning Phases are equally important, and this is reflected in our Governance and Leadership throughout school. Our mission and our passion are about combining the best "primary" practice and best "secondary" practice, and exploring the wealth of opportunities that come from understanding children's learning and progress in our school as one continuous journey from ages 4 to 16.

All children follow a challenging curriculum, assessed against high age-related expectations that are standardised with high-performing, local partner schools and the Red Kite Learning Trust and Red Kite Alliance. Children are challenged to demonstrate the "deepest" learning possible. Further stretch and challenge does not mean moving to a new area of learning; rather children are challenged to demonstrate deeper learning in that area, moving towards "mastery" of a particular area of learning. Typically, this should involve more complex application of learning in new and challenging contexts.

We strive for all children to make outstanding progress academically, develop enquiring minds and master independent learning skills; they will be responsible, confident, brave, resilient and emotionally intelligent; they will be highly literate and numerate and fully equipped for work and the world around them; they will have a secure future and they will understand their role and responsibilities as local, national and global citizens. They are the leaders of the future and we understand that their unique potential has no limits.

Attitudes to Learning

At Temple Learning Academy we have the highest expectations for all students, staff and stakeholders. We are a special learning community where everyone feels safe, happy, healthy and well cared for. We are an inclusive, diverse, all-through school where every child and every adult feels inspired, challenged and fulfilled in our pursuit of lifelong learning. We have a shared understanding of our core rights and responsibilities, and we nurture a culture that protects and celebrates the wonderful uniqueness of each and every person.

Red Kite Learning Trust

Temple Learning Academy is a very open, forward thinking and outward facing school. The school joined the Red Kite Learning Trust in 2018. Red Kite Learning Trust have a philosophy deeply rooted in professional generosity and in helping young people excel within their own schools, and beyond. Consequently, we feel confident that we have found the right partner to help us improve standards still further for all our students, and secure our long-term vision of becoming a Centre of Excellence at the heart of our community.

The Red Kite Learning Trust was formed in 2015 with three founding schools: Harrogate Grammar School, Oatlands Junior School and Western Primary School in Harrogate whose aim was, and still is, to work together to ensure 'Excellence for All'. Since then, our Trust has welcomed more schools joining:

- In Harrogate, Rossett Acre Primary and Coppice Valley Primary
- In Pudsey, Leeds: Crawshaw Academy
- In East Leeds Temple Learning Academy joined with 6 other schools as a collective group in Summer/Autumn 2018. Other schools included: Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton Primary and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge of all schools. We look forward to our Trust steadily developing further over the years and delivering excellence for all.

Red Kite Alliance

We are also members of the Red Kite Teaching School Alliance, a partnership of over 20 Yorkshire schools (secondary, special and primary schools) collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

Through the Red Kite Teaching School and SCITT (School Centered Initial Teacher Training), we work with other schools and partners to train and develop new teachers. The Teaching School



helps us to keep pace with national development and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance, at every stage of their careers, including a full range of school leadership development opportunities.



Our Vacancy

We are delighted to present this superb opportunity for an outstanding leader and practitioner with the skills and creativity to inspire, motivate and challenge students, to lead the Maths curriculum and to develop it as a centre of excellence.

Forming part of the extended leadership team, this role aids, supports and contributes to the strategic development of the school.

As a Curriculum Leader, you will have;

- ✓ Proven leadership and management skills and can demonstrate positive impact
- ✓ Experience of strategic planning that brings about improved student outcomes
- ✓ An inspiring passion for education and making a difference to children's lives, and have high expectations for outstanding learning
- ✓ Qualities of being self-motivated, optimistic and enjoy the opportunity to work with young people
- ✓ An inclusive purpose, raising and supporting the achievements of all to reach their potential
- ✓ A mindset to always lead by example: in the classroom, supporting and developing others, and living the school values

In return Temple Learning Academy can offer;

- ✓ An opportunity to shape and develop the Maths curriculum in an all-through school
- ✓ An ambitious leadership team and a supportive environment with a dedicated team of colleagues
- ✓ An overarching ethos of equality, celebration of diversity and a belief in the individuality and unique potential of each child.
- ✓ Highly rewarding teaching and pastoral relationships with pupils and their parents / carers.
- ✓ A highly supportive environment within a dedicated team of colleagues and an all-through school teaching opportunity.
- ✓ Opportunities to develop and grow professionally through work with our partners and within the Red Kite Learning Trust and Red Kite Teaching School Alliance.

Reward Package & Additional Benefits

We offer a comprehensive package of reward including: your membership of our outstanding pension provision via the Teachers' Pension Scheme or Local Government Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work Salary Sacrifice scheme, allowing all staff to:

- ✓ Benefit from huge savings on the cost of a new bike and/or safety equipment, supported by the Trust up to a total value of £2000
- ✓ Spread the cost over a year and make a significant saving on Income Tax and National Insurance contributions on the total salary sacrifice value
- ✓ Choose from over 500 brands from over 2000 partner stores across the UK

Many more staff benefits are available, via an online rewards portal, in areas including: shopping, family, automotive, financial, professional, home & garden, sport, health, beauty and travel.

The Trust provides a 24/7 'Employee Assistance Programme' to aid and support staff and their families. This service provides the additional and independent support which may be needed through times of, for example: bereavement, divorce, separation, significant illness of loved ones, financial issues/difficulties, or parenting issues.

JOB DESCRIPTION

Role: Curriculum Leader of Maths

Contract type: Permanent, Full Time

Responsible to: Deputy Principal

Salary Grade: In line with National Pay Scale L9 to L13 (£51,402 - £56,721)

CURRICULUM LEADER OF MATHS ROLE

The post-holder will be expected to provide professional leadership and management throughout the Academy, delivering the highest quality of education and ensuring successful outcomes for all pupils. The role of the Curriculum Leader of Maths is to provide professional leadership and management for the department to secure high-quality teaching and learning, effective use of resources and improved standards of achievement for all students. Working closely with the school Senior Leadership Team in this role, you will also be expected to contribute to school developments and lead by example.

Specific leadership responsibilities are regularly reviewed with the Principal, based on the needs of the school and the skills, experiences and future development of the successful candidate and the rest of the senior leadership team.

The post-holder will be expected to manage their own performance and professional development and ensure that all staff do the same by sharing an ongoing commitment to improvement.

The post-holder will be required to exercise their professional skills and judgement to carry out the professional duties set out below in a collaborative manner.

STATUTORY REQUIREMENTS

This job description reflects the National Standards of Excellence for Headteachers (2015) as a framework of development for school leaders. These standards are built upon The Teaching Standards (2011) which apply to all teachers.

The appointment is subject to the current conditions of employment of school leaders, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The appointment is also subject to other current educational and employment legislations and policies laid down by the Governing Board and Trustees under their powers derived from statutory sources

MAIN DUTIES AND RESPONSIBILITIES

Leadership Standards:

1	Qualities and Knowledge
1.1	Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they teach.
1.2	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.

1.3	Lead by example - with integrity, creativity, resilience and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
1.4	Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
1.5	Work with financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's and department's context.
1.6	Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.
1.7	Work with the Principal and Chair of Governors to ensure whole school priorities are enacted within the department.
1.8	To maintain and develop external links to inform best practice.
2	Students and Staff
2.1	Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2.2	Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
2.3	Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school and between schools, drawing on and conducting relevant research and robust data analysis.
2.4	Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
2.5	Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard.
2.6	Hold all staff to account for their professional conduct and practice.
3	Systems and Process
3.1	Ensure that the department's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
3.2	Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3.3	Use rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
3.4	Welcome strong governance and actively engage with the governing body to establish strong links with school strategy and the seamless implementation of policies.
3.5	Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
3.6	Distribute leadership throughout the department, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
4	Self-Improving School
4.1	Create an outward-facing department which works with other schools and organisations, in a climate of collaboration, to champion best practice and secure excellent achievements for all students.
4.2	Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.

4.3	Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving department.
4.4	Shape the current and future quality of the teaching profession through high quality training and the sustained professional development for department staff.
4.5	Model entrepreneurial and innovative approaches to school improvement and leadership confident of the vital contribution of internal and external accountability.
4.6	Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Specific Responsibilities:

1.	Achievement, Standards and Outcomes:
1.1	Strategically leading, developing and implementing whole school numeracy and ICT.
1.2	Support the establishment of the highest standards in Mathematics by effectively implementing a whole school support strategy of mastery.
1.3	Contribute significantly to the strategic planning for raising attainment across the school.
1.4	Raise standards of student BfL, attainment and achievement both within the department and across the whole school.
1.5	Set high expectations and stretching targets for subjects within the department which contribute to school targets.
1.6	Ensure a consistent and continuous focus on student achievement, using data to track and monitor progress in every student's learning and ensure data is used to inform teaching by all teachers within the department, informing in class and additional intervention.
1.7	Evaluate student progress across the department through the appropriate use of assessment and analysis of data (including national, local and school data) and plan appropriate, creative and detailed interventions as to maximise individual student achievement.
1.8	Ensure that teachers within the department mark and monitor students' work giving formative, next steps feedback and targets for improvement in line with the school Assessment and Marking policy.
1.9	Ensure the appropriate procedures are in place to moderate teacher assessments and student coursework to ensure reliability.
1.10	Continuously monitor and evaluate the effectiveness of outcomes, completing the department SEF and plan for improvement by completing strategic three year and action one year plans.
1.11	To ensure the delivery of the action plan.
1.12	Recognise and reward students who are making good progress.
1.13	Ensure parents and families are well informed about their child's progress and targets.
2.	Quality of Provision:
2.1	To devise and support the implementation of knowledge based curricular that supports effective learning from EY through to Y11

2.2	Pioneer new developments in the department in order to ensure the implementation of an outstanding curriculum delivered through good and outstanding teaching, learning and assessment.
2.3	To actively promote the development of effective subject links across the school and external agencies.
2.4	To provide outstanding teaching, learning and assessment within your own classes and to ensure the standards are at least good across the department, through a rigorous monitoring, innovation and support programme.
2.5	Construct, revise and develop detailed schemes of learning in line with school expectations, for all subjects within the department and all year groups within the school.
2.6	Ensure schemes of learning are accompanied by stimulating learning materials that maximise student engagement and enjoyment, provide a wealth of new learning opportunities including the use of new technologies, enable them to develop their personal learning and thinking skills and in particular their literacy and numeracy skills.
2.7	Implement and maintain strategies that ensure high standards of behaviour within the department.
2.8	Make significant contributions to discussions on course selection and implementation.
2.9	Working with the school transition team, collaborate effectively with partner feeder schools to ensure smooth transition for new students.
2.10	Play a full role in the delivery of the school's enrichment programme and support the extended schools programme including visits.
2.11	Ensure a safe and stimulating working and learning environment within the department, adhering to current Health & Safety regulations and providing appropriate risk assessments.
2.12	Prepare guidance materials for parents and families to help them support their child's learning.
2.13	Keep up to date with current research for all aspects of courses delivered within the department.
3.	Line Management Responsibilities:
	Teachers
	Learning Manager
4.	Safeguarding:
	Commitment to, and understanding of, child protection and safeguarding.

- Note: *This job description reflects the present requirements of the post and is not intended to be exhaustive. As duties and responsibilities change and develop, the job description will be reviewed and may be subject to amendments to reflect the changing needs of the service and statutory requirements.*

CURRICULUM LEADER OF MATHS - PERSON SPECIFICATION

	Essential	Desirable
Education and Training	<ul style="list-style-type: none"> • Graduate with PGCE or equivalent. • First degree (grade 2:1 or higher) or equivalent. • Qualified Teacher Status (QTS) in Mathematics or a closely related subject. • A minimum of two A-Levels at grades C or higher, with a least one A-Level in Mathematics or a closely related subject (or equivalent). • A minimum of 5 GCSEs at grades A* to C and Mathematics GCSE at grade B or higher (or equivalent). • At least three years' successful school experience. • Confident ICT user – as a teaching, learning and assessment tool and for administrative purposes. • Evidence of successfully utilised CPD and self-learning. 	<ul style="list-style-type: none"> • Additional degree/further qualification (e.g. Masters Degree).
Knowledge and Experience	<ul style="list-style-type: none"> • Experience, knowledge and demonstrable impact of differentiation strategies that support those students who are disadvantaged. • The successful delivery of the National Curriculum. • Experience of assessment models to support young people's continued learning. • Experience of improvement planning that brings about improved student outcomes. • Evidence of successful management of student progress through the use of tracking and monitoring of student data at whole faculty and classroom level. • Evidence of successful intervention planning which led to better outcomes for students. 	<ul style="list-style-type: none"> • Awareness of changes in the educational context that affect Mathematics. • Experience of teaching KS2 pupils. • Experience of organising and developing resources to successfully support curriculum development. • Experience of organising events and cross-curricular initiatives. • Knowledge of effective strategies for supporting, developing

	<ul style="list-style-type: none"> • Successful experience of self-evaluation to bring about improved student outcomes. • Successful experience of teaching KS2, KS3 or KS4 students, including students with additional needs such as SEND, EAL and gifted and talented. • Experience of leading and supporting initiatives that have improved student discipline, behaviour and attitudes. • Experience of developing successful schemes of learning for a wide range of courses. • Knowledge and understanding of health and safety issues within areas of responsibility. • Experience of leading a Mathematics team to improved outcomes for young people. • Successful experience of curriculum development and implementation that has brought about improved outcomes for all students. • Successful experience of practical strategies for raising achievement and accelerating student progress. • Experience of supporting staff to improve and develop their classroom practice and leadership. • Experience of using information about students' prior attainment to inform planning and to set challenging, but achievable, targets. • Detailed knowledge and understanding of the Mathematics mastery curriculum and whole school numeracy strategies. • Knowledge of the best practice in the teaching, learning and assessment of Mathematics. 	<p>and maximising the potential of students when English is not the first language.</p>
Skills and Aptitudes	<ul style="list-style-type: none"> • A consistently excellent teacher. • Positive attitude/approach. • Open and collaborative leadership and management style. • Commitment to CPD. • Drive, dynamism and energy. • Vision for the development of the department. • Willingness to learn. 	<ul style="list-style-type: none"> • Extra-curricular interest and commitment. • Whole school perspective. • Career development potential.

	<ul style="list-style-type: none"> • Ability to lead and motivate staff and students. • Ability to understand, analyse and make effective use of a range of data to inform provision. • Ability to lead and manage own work effectively and take responsibility for own professional development. • Communicate effectively with staff, students and parents through highly developed interpersonal and communication skills (including written, oral and presentation skills). • To work under pressure and at pace and be able to cope with change, lead innovations and meet challenges successfully. • Effective time planner and problem solver with an ability to organise and develop effective systems, prioritise and plan to ensure completion of tasks. • Team working skills: the ability to build and lead teams and be a team member. • Energy, tenacity, resilience and determination. • Excellent communication and interpersonal skills. • Ability to develop a team in an open consultative way. • Ability to communicate clearly, both orally and in writing with students, parents, staff and other professionals • Excellent ICT skills. • Ability to evaluate performance of other staff and one's self. • Use Performance Management well to support improvements within Mathematics • Diplomacy along with an ability to negotiate, counsel, mentor and coach your team to greater success. • Fundamental belief that every child's aspirations can be significantly supported with the best teaching, learning and assessment. • A liking, sympathy and respect for children and sensitivity to their needs. • Ability to relate well to parents and the wider community. • Personal presence to develop and promote high standards in all aspects of school life. • • Committed to achieving success. 	
--	---	--

Characteristics	<ul style="list-style-type: none"> • A drive and a mentality for success. • Excellent attendance record. • Willingness to be flexible and work to meet the best interests of the school. • Self-motivated with an ability to take initiative and work independently. • Calculated risk taker. • A commitment to promote the school's vision for excellence. • A commitment to promote educational equality. 	
------------------------	--	--

'Essential Requirements' indicate the minimum requirements and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. These may be used to distinguish between acceptable candidates.

Application Details

This is a superb opportunity to join our team at Temple Learning Academy! We understand the importance of securing the right role and believe our Academy will not disappoint you. We are confident that our Trust and TLA, offer an outstanding environment to both work and learn.

If you would like to arrange a visit before you apply, you are welcome to do so. If you have any questions about the role or to arrange your visit, please contact Rahul Sharma: Sharmar@tla.rklt.co.uk in our HR team who will be happy to help.

For more details and access to our on-line application form: www.rklt.co.uk/vacancies

Closing date: 9am, Friday 04 February 2022. Assessment day will be scheduled shortly afterwards.



We look forward to hearing from you!