

JACK HUNT SCHOOL

Hard work Integrity Kindness



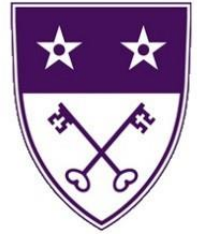
Candidate Pack



PETERBOROUGH KEYS
ACADEMIES TRUST

About the School

A Welcome from the Headteacher



Dear Applicant

Thank you for your interest in this exciting role. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care.

At Jack Hunt School, we have a strong ethos centered on the belief that every student has the right to a first-class education, and we consistently promote high expectations for all our students. We want all our learners to leave JHS well educated; of good character; and ready for ambitious next steps. Our core values are:

- Hard Work
- Integrity
- Kindness

Jack Hunt School is a vibrant place of learning, underpinned by expert teaching of a challenging and broad curriculum. We provide high levels of pastoral care and support via our fantastic House system, as well as a comprehensive PSHE programme. We believe that for students to thrive, they need to be happy, safe and receive high levels of support.

We think that enrichment opportunities are important for all students, and our offer in this area is extensive. We believe in high standards of behavior and conduct, and our school is a happy and calm place to learn where positive relationships flourish. We are a diverse and inclusive school, and we are committed to comprehensive education.

Academic success is very important to us, and we have a strong track record. Our students achieve well and many progress into our successful and flourishing Sixth Form. Our students have strong destinations after leaving Jack Hunt School. However, academic success is only part of our purpose. We also provide excellence in music, drama, sport, and the arts and we value all practical and creative pursuits. We also develop the qualities that are important in any young person such as self-reliance, courtesy, respect, initiative, and determination.

We are an outward facing school. We are proud to belong to Peterborough Keys Academy Trust, and this gives us the opportunity to collaborate with other schools. We also work with an extensive network of education providers, businesses, and charities within Peterborough and beyond. These networks allow us to offer our students a rich blend of opportunities.

If you think that this post at Jack Hunt School could be for you, we would love to receive your application.

Yours sincerely,

Jon Hebblethwaite,
Headteacher

For more information about this post, or to organise a visit to the school, please contact the HR department at recruitment@jhs.pkat.co.uk

About the Trust

Our trust is a vibrant, diverse and ambitious group of five academies in west Peterborough. Formed in 2018, we are a relatively young trust, which emerged from a strong, but loose, alliance of primary schools working with our large Jack Hunt secondary school. Dr Ian Young joined the trust as its first full-time CEO in September 2022 and has led work to create the Strategic Plan 2023-26.

Our schools serve communities which have many similarities but also significant differences, due to the cultural and economic diversity of the city. We celebrate these differences and ensure that each school retains a distinct identity within the trust.

Working together as a multi-academy trust has allowed us to use the expertise across our 5 schools to meet our common goals to give our pupils and students an inclusive, innovative learning community that respects and benefits everyone and has aspirational plans for the future. Our vision is to unlock the potential and create strong life chances for all the children we educate.

Our iLearn Project is an important pillar in our educational provision both in the classroom and at home. Through the supply of personal iPads to staff and to children in years 6,10,11,12 and 13, we can leverage the significant enhancement to teaching and learning afforded by technology.

To ensure the transition from Primary to Secondary school we are proud of our Year 7 'My World' curriculum. This has been carefully planned to support the best outcomes for students and encourage independent and reflective learners, through the development of exhibition standard project work.

The PKAT Young Explorers programme replicates the Duke of Edinburgh scheme for all Year 5 pupils across the Trust and forms part of the Year 5 curriculum. Our rich offer for all the children in our Trust also includes a wide range of sporting activities and undertaking sports leadership courses; University visits in both Key Stage 2 and Key Stage 5; day trips, educational visits and residential; theatre groups in school and educational visits to theatre productions; and a wide of competitions where pupils and students can showcase their talents.

All in our trust have high aspirations for, and high expectations of, every single pupil and student. We want them to be well-rounded, confident, caring young people with leadership skills who are motivated to achieve their best in lessons and beyond the classroom. We want them to be involved in the school, local and global community and leave us as life-long learners, equipped to build on their success and contribute positively to our future.

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Job Information

Deputy Curriculum Area Leader - Maths
Jack Hunt School

Salary: MPS/UPS, TLR2b

Type of role: Permanent, Full-time

Closing date: Wednesday 16th October 2024

Start date: January 2025 or earlier

Job Description

Deputy Curriculum Area Leader of Maths

Job Purpose

The role of the Deputy Curriculum Area Leader in Maths is to assist the Maths Curriculum Area Leader in ensuring that high quality teaching and learning are promoted and supported within the Curriculum Area, to ensure all students can achieve their potential.

Teaching, Learning and Standards:

- Use attainment data provided by the school (SATs, NFER, YELLIS, ALIS, ALPS, SIMS) to assist the Mathematics Curriculum Area Leader in monitoring the progress of students taught in Mathematics. Ensure that effective use is made of the data to set targets for achievement in the department.
- Assist in monitoring the progress of students and identify underachievement ensuring programmes of support are in place to maximise the potential of all students.
- Ensure that individual learning targets are set for all students across the Key Stages of responsibility.
- Support the Mathematics Curriculum Area Leader in ensuring that classroom expectations are enforced across Mathematics and that the Positive Behaviour Policy and Rewards Policy to support learning are implemented.
- Support the Mathematics Curriculum Area Leader in monitoring and sampling the quality of reports to parents written for the department.
- Support the Mathematics Curriculum Area Leader in monitoring and evaluating teaching and learning in accordance with the school policy, including classroom observation and sampling of student work.
- Ensure that suitably differentiated work for HPA students is incorporated into schemes of work and work with the HPA Co-ordinator to co-ordinate events and extra-curricular initiatives.
- Co-ordinate links with the Learning Support Department to meet individual student needs within the Key Stages of responsibility.

Improvement Planning, Monitoring and Evaluation:

- Be responsible for all aspects of the Key Stages of responsibility in the Mathematics curriculum for planning, organisation, implementation and evaluation, and to liaise with examination boards.
- Ensure that all course work is completed, marked, moderated and forwarded to the examination board.
- Set and implement all internal examinations across all the Key Stages of responsibility and report analysis of the results to the Mathematics Curriculum Area Leader.
- Organise and monitor the effectiveness of all Progress and Booster classes for Mathematics students across all the Key Stages of responsibility.
- Maintain up to date spreadsheets/databases of tests and examination scores; to analyse them and give immediate feedback on underperforming students, across all the Key Stages of responsibility.
- Keep informed of current issues relevant across all the Key Stages of responsibility (Mathematics) curriculum and provide information for colleagues during department meetings as appropriate.

- Liaise with previous key stage teachers to promote continuity and progression in Mathematics, particularly the transition from Year 9-10.
- Plan, monitor and evaluate student feedback in Mathematics across students across all the Key Stages of responsibility.
- Help organise, develop and review the most appropriate 'A' Level course for Mathematics.
- Assist in preparing an annual improvement plan and staff development plan for Mathematics in accordance with the school planning cycle and taking into account the school's Strategic Plan and School Improvement Plan.

Leading and Managing Staff:

- Be responsible for deputising for the Mathematics Curriculum Area Leader in their absence.
- Lead, manage and co-ordinate the work of the team for Key Stages Mathematics; encourage the process of team building and provide training and development where necessary.
- Keep up to date with relevant new developments, liaise with colleagues and provide INSET as required.
- Assist the Mathematics Curriculum Area Leader in allocating teachers to teaching groups and manage staff in the Curriculum Area.
- Assist the Mathematics Curriculum Area Leader in setting students at the end of Year 9 for the GCSE Mathematics courses.
- Support the Mathematics Curriculum Area Leader in overseeing and supporting the professional conduct of Mathematics staff. To monitor and advise staff on appropriate professional conduct.
- Help in the induction of new staff to the department including newly qualified teachers in accordance with school policy and to oversee the work of initial teacher trainees as appropriate.
- Represent department views through attendance when at appropriate meetings and provide appropriate feedback.
- Ensure that cover work is provided for classes when staff are absent for the Key Stages Mathematics and support the work of Class Supervisors / cover teachers within Mathematics.
- Assist colleagues in managing the behaviour and discipline of students.
- Assist the Curriculum Area Leader in ensuring the school's Performance Management policy is implemented for all Mathematics staff.

Efficient and Effective Deployment of Resources:

- Ensure the school's Health and Safety Policy is implemented and monitored in Mathematics including appropriate risk assessments when necessary.
- Ensure that all classrooms and corridors in Mathematics have displays of material including students' work that are regularly updated.
- Oversee the ordering, maintenance and accountability for the teaching and learning resources across all the Key Stages of responsibility (Mathematics).
- Maintain and regularly update the inventory of equipment across all the Key Stages of responsibility (Mathematics) and audit on an annual basis.

This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Teacher of Mathematics

Job Purpose

To provide high quality lesson planning, preparation, teaching and assessment to allocated classes and students.

In respect of these duties the Subject Teacher is accountable to and supported by the Curriculum Area Leader.

Main Accountabilities:

Teaching and Learning:

- To teach assigned classes as appropriate.
- To develop appropriate materials and teaching methods which take into account each student's individual needs.
- To treat all students fairly, with equality of regard for gender, religion, culture and social context.
- To plan lessons carefully, taking into account the need for differentiation and relevant schemes of work.
- To set and assess homework in accordance to school policy.
- To contribute to the teaching of whole school developments e.g. ICT, Numeracy, Literacy, Work Related Learning and Citizenship/PDE, incorporating them into lessons as per schemes of work.
- To ensure high standards of effort, accuracy and presentation are encouraged.

Behaviour Management:

- To apply the correct procedures to ensure good behaviour as outlined in the school's Behaviour Policy.
- To reward good behaviour and achievement in accordance with the school's Reward Policy.
- To ensure that mutual respect, self-discipline, mature behaviour and good work habits are encouraged.
- To create a classroom environment where all students feel valued.

Monitoring and Assessment:

- To assess work in line with the department assessment policy.
- To provide opportunities for students to assess, reflect on and improve their performance.

Health, Safety and Resources:

- To ensure that the classroom is a well organised learning environment.
- To ensure that classroom displays are up-to-date, motivating, in good condition and support learning.
- To ensure that classrooms are left tidy at the end of each lesson. To report any damage promptly to the Curriculum Area Leader.
- To contribute to the development of up-to-date resources for departmental use in the classroom and for communal areas of display.

This job description will be reviewed periodically.

This job description sets out the main duties to be covered in respect of remuneration at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify Trustee consideration of revising the allowance remunerated.

The above represents the key priorities and accountabilities for the role of Subject Teacher, but it is not an exhaustive list.

Person specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Qualifications and Training

- Qualified teacher status and a degree.
- Evidence of preparation for a management post.

Knowledge and Understanding

- Secure subject knowledge and developments.
- Understanding of equal opportunities issues in schools.
- Knowledge and understanding of how to enhance literacy, numeracy, and ICT in teaching.

Experience

- Evidence of effective teaching to secondary age group.
- Experience of teaching a wide range of ability, including SEND and Gifted & Talented.
- Demonstrates a high regard for the safeguarding of children.
- Experience of teaching GCSE and AS/A2 Level or equivalent.
- Experience of implementing systems and processes to monitor and evaluate teaching and learning.
- Experience of successful strategies for the raising of student achievement/attainment.
- Experience of working successfully with partners in the local community, parents, and external agencies.

Personal Qualities and Skills

- Able to communicate effectively orally and in writing.
- Able to lead and work in a team.
- Able to form good relationships with students, staff, and parents.
- Proven classroom management skills.
- Able to work collaboratively within a team.
- Able to be well organised and efficient including completing agreed tasks within set timescales.
- Able to use ICT packages and systems.
- A commitment to the aims and values of the school.

Maths Curriculum Area

The Mathematics Curriculum Area is a closely knit team, its members highly supportive of one another and committed to helping students to achieve their potential. Mathematics is taught by a team of 14 teachers.

The curriculum area consists of 11 spacious and well-equipped rooms. All the rooms have interactive whiteboards. There is a well-furnished staff room and work room within the Mathematics Curriculum Area.

Curriculum area meetings are held regularly to consider school and curriculum area issues, including the curriculum and how it is taught. The curriculum area is overseen by a member of the Senior Leadership Team (SLT).

The curriculum area currently follows the White Rose scheme of work for years 7 - 11. Foundation and Higher GCSE students sit the Edexcel exam board.

Students are taught in ability sets from the start of Year 7. This grouping is flexible and movement between classes does occur, based on teacher recommendation as well as class and assessment results. Students in years 10-13 have iPads and use of them in lessons and is embedded across the department. Homework for year 7-11 is set centrally on Sparx.

In the Sixth Form 37 students currently study courses leading to AS Level or A2 Level in both Mathematics and Further Mathematics. The AQA A Level syllabus is taught. We also offer Core Maths to our Sixth Form students as an enrichment course.

The curriculum area has achieved notable success in the Maths Challenge organised through the Mathematics Association. Good success has been achieved by students at Junior, Intermediate and Senior levels. Recently, some students have been invited to participate in the British Mathematics Olympiad.

How to Apply

For more information, and to access our online application form, visit our website at www.pkat.co.uk/vacancies

Or, for a short cut, scan the code below:



Please scan these codes to access our Safeguarding Policies:



Safeguarding and Child Protection Policy (Trust)



Recruitment of Ex-Offenders Policy Statement



Work for Us

Our Trust culture is centred on valuing people, through supporting their ambitions and career paths, so that we are a respected and attractive employer. By creating a culture where staff feel respected, empowered and inspired, we create a positive learning environment.

We are keen to reward and recognize our staff and have developed a comprehensive range of employee benefits to achieve this.

Our staff benefit from:

- Professional Development and extensive CPD programmes
- Perkbox employee benefits platform providing big discounts on shopping, dining and entertainment
- Access to Teachers and Legal Government Pension schemes
- Generous sickness benefits to support you in a time of need
- Free parking at all PKAT schools
- Nursery provision
- Free on-site annual flu vaccination scheme
- 24/7 free and confidential Employee Assistance Programme
- Wellbeing programme and support
- Additional planning days
- iPads and Laptops for all teaching staff
- Open door listening policy to Senior Leaders

Our people vision:

- Our people are proud of our Trust and the difference we make to young people
- We are all hungry to learn and we offer career development and opportunities for all
- Everyone enjoys coming to work, we are inclusive and listen to our people
- Our leaders serve our people ensuring their professional and personal need are supported
- Our people go the extra mile because they feel well rewarded and valued and that we care

Safeguarding Statement

Peterborough Keys Academies Trust (PKAT) and Jack Hunt School are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the School with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.



**Bradwell Road
Peterborough
PE3 9PY**



**PETERBOROUGH KEYS
ACADEMIES TRUST**

**Ledbury Road
Peterborough
PE3 9PN**