



Job Application Pack Head of Department - Maths

Permanent, Full time

Salary: Main Pay Scale to Upper Pay Scale Plus TLR1B

Welcome from the CEO

Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.



I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of Trust's.

S. Hampton



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About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, Bluecoat Bentinck Primary Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Academy, Alvaston Moor Academy, Bluecoat Trent Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

We believe

- That a Christian ethos underpins and informs all that we do.
- That the focus of the Trust is to promote collaboration between schools within a strategic locality in order to secure mutual improvement.
- That through managed collaboration between academies there will be increased and improved opportunities for the development of all staff, students/children, parents and community.
- In the development of a broad and balanced curriculum that supports young people's personal development and preparation in life.
- That the family of academies within the Trust, working together, will secure continuity and progression for all.
- That there should be high expectation for all children/students and young people whatever their circumstances or starting point and addressing disadvantage.
- That, through its structures and work, the Trust can create and support effective Governance for all members.
- That, through the Trust's work across its academies, expertise and capacity will be developed so that they can be support with their development needs and economies of scale achieved.



Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working Together, Transforming Lives

Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)
- Online Searches

Our Schools

Bluecoat Aspley Academy

Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust). The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds.



Bluecoat Aspley
believe in yourself, in others, in God

Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.



Bluecoat Wollaton
believe in yourself, in others, in God

Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.



Bluecoat Beechdale Academy
Believe. Belong. Achieve

Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children, 26 Nursery pupils and a small focus provision for children with ASD. Like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.



Bluecoat Primary
believe in yourself, in others, in God

The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.



Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.



Bluecoat SCITT Alliance
Nottingham

Bluecoat Trent Academy

The Bluecoat Trent Academy opened its doors in September 2021 with the founding cohort of Year 7 pupils. BTA is an 11-16, non-faith school. The new build for the academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will, for the first three years, be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.



Welcome from the Principal, Mr Mark Shipman

Thank you very much for your interest in the role at The Long Eaton School. The school itself is a vibrant place to work and learn. We expect everyone to be the best they can and are supported to achieve this through our values – respect, ambition, academic excellence and the importance of community.

I am extremely proud to be Principal at The Long Eaton School. Our students are wonderful young people, keen to learn. Our staff are hardworking, professional individuals who are committed to the community we serve. The togetherness of students and staff is what makes our school a special place to work. Relationships between staff and students are extremely strong. There is also a close knit and supportive staff team ethic.



Our school is part of The Archway Learning Trust which is an organisation serving Primary and Secondary Academies. As a group of schools we believe in the power of education to transform lives, and are committed to ensuring that all students excel academically, can positively contribute to their community, and are supported in their wider well-being. These values influence every decision taken for staff, for students and our community.

Archway Trust, and Academies within the trust, demonstrate a strong commitment to staff CPD and staff wellbeing. If you join The Long Eaton School, you will be inducted, supported and developed in a deliberate way from before you even take up post.

Above everything we put young people first and seek to recruit adults who share this view. We work with students, parents and families to provide an experience that enables them to achieve as well as they can and prepare them for the next stages of their education and life. We insist on classrooms and corridors that are respectful, orderly places where everyone is expected to display positive and mature attitudes.

Applying for a new job is a huge investment of time and energy. I would encourage you to seek out any information you need to make the important decision to apply and I welcome visits to our school in advance of applications wherever this might be helpful.

I wish you the absolute best with your application and thank you for taking the time to consider The Long Eaton School as a place of employment.



The Vacancy

The Trust is seeking a self-motivated and passionate candidate who can fulfil the role of Head of Department - Maths for The Long Eaton School.

The successful applicant will be expected to work closely with SLT and colleagues across the Trust to develop the leadership and educational provision within Maths. They need to be willing and flexible and have a strong desire to be part of the staff, maintaining our successful culture as the school continues to improve. We are looking for applicants who have the ambition and commitment to shape the department into an outstanding area of the Curriculum.

The post holder will work alongside the Senior Leadership Team in achieving the five-year strategic vision of the school. Candidates will need to be visionary and creative in the decisions they make around driving the continued improvements within the department and raising attainment across Key Stage 4 and Key Stage 5. The successful candidate will also be responsible for implementing the Academy's Teaching and Learning Framework within the Maths team over time. They will work hard to ensure that all children in the school achieve, whatever their starting point, and will be fully committed to going above and beyond to ensure our students receive the very best in terms of opportunity, education and care.

Collaboration and CPL are of high importance within the Trust therefore a robust programme of training will be provided, particularly for areas where candidates have less experience. We would also be keen to hear from inspirational teachers who, as yet, have less leadership experience but feel that they can identify with the plans for and purpose of the school.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.

The role will be based at The Long Eaton School but the post holder may at any time be required to support or work at any of the sites within Archway Learning Trust.

Applications

For more information about The Long Eaton School and the vacancy, please visit <http://www.longeaton.derbyshire.sch.uk/>

To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.



Closing Date: 9am, Monday 7th October 2024

Interview Date: Wednesday 9th October 2024

Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from us within two weeks of the closing date, please assume that on this occasion your application has unfortunately not been successful.

Job Description

POST TITLE: Head of Mathematics

GRADE: MPS / UPS +TLR 1B

MAIN PURPOSE: Providing strategic and operational leadership / direction to secure strong attainment and progress levels in Mathematics. Helping your team of teachers to grow and be their best to support them deliver that improvement.

Developing the mathematics curriculum to ensure it is fit for purpose and meets the needs of all learners.

Promoting the highest standards of behaviour in order to promote a calm working environment in the Academy, and to create an atmosphere conducive to learning.

RESPONSIBLE TO: Principal

RELATIONSHIPS WITH: Senior and Middle Leadership Team
Trust wide teaching colleagues
Year Leaders
SENCo / Teaching Assistants
Support Staff
Other teachers
Parents
Local community and educational providers

Introduction

The Head of Mathematics is responsible for all aspects of teaching and learning throughout the Academy within the appropriate curriculum area. This involves the leadership and support of the staff team as well as the management, organisation and administration of the work of the teams. The Head of Mathematics has a duty to promote high quality in all aspects of the work of the team by maintaining high standards of achievement and ensuring that all students fulfil their potential through effective teaching and learning, and high expectations.

The Head of Mathematics is also responsible for the development and review of policy and practice in consultation with all members of the faculty. This will involve the establishment of clear principles, aims and objectives for the Faculty within the context of the Academy's mission statement, policies and development plan. They will support the wider QA plan for the school.

At the Academy we expect middle and senior leaders to be fully committed to:

1. Comprehensive, community education within an urban, multi-cultural environment;
2. The inclusive values and framework of the Academy
3. Working as a mutually supportive team, sharing responsibility, successes and challenges;
4. Exercising positive leadership and creating a shared vision of the purpose and future development of the Academy that reflects our ethos and aims;

5. Maintaining high personal and professional standards in all aspects of Academy life;
6. A consultative and participative approach to leadership and management;
7. Being forward looking and anticipating change;
8. Their own professional and leadership development.

Main Responsibilities

You are required to carry out the duties of an Academy teacher as set out in the School Teachers' Pay and Conditions of Service Order.

As Head of Mathematics, with the support of your second in department for Mathematics and other staff, you are responsible to the Principal, through the line manager, for:

1. Leadership and strategic development of the Faculty;
2. Teaching and learning;
3. Leading and managing staff;
4. Student attainment, achievement and intervention;
5. MER and self-evaluation;
6. The implementation of whole Academy policy and practice;
7. Contributing as appropriate to whole Academy and wider community development;
8. Undertaking professional duties and administrative tasks as reasonably delegated by the Principal;
9. Participating in whole Academy planning and policy making;
10. Attending staff and other Academy committees and meetings; holding minuted faculty meetings in line with Academy policy, involving staff in decision making and reporting back discussions and decisions of other appropriate committees and working groups;
11. Liaison with appropriate agencies outside of Academy, e.g. LA advisors and inspectors, industry, business and the wider community.

Teacher Responsibilities

- 1) Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
- 2) Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans)
- 3) Keep an attendance register of students in every lesson and following up absence when necessary;
- 4) Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
- 5) Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
- 6) Be able to make use of the performance data available in the Academy in order to determine how much progress their students are making;
- 7) Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
- 8) Make an active contribution to implementing the policies and aspirations of the Academy and Trust;
- 9) Be effective professionals who challenge and support all students to do their best;
- 10) Set and maintain high expectations for student behaviour;

- 11) Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;

General Notes

- 1) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
- 2) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
- 3) These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Leadership of Staff

- Develop positive working relationships with and between all staff and provide and sustain motivation;
- Lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes;
- Contribute to the implementation of the Trust's Appraisal policy;
- Support staff with matters of student behaviour and discipline;
- Contribute positively to the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.

Staff Conduct

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

Dress Code

The Trust expect staff to dress in a manner consistent with the professional nature of the post, working with young people and the values of the Academy.

Personal Specification		
	<u>Essential</u>	<u>Desirable</u>
Qualifications	<ul style="list-style-type: none"> • Relevant 'A' Levels (or equivalent) and degree; • Qualified Teacher Status. 	<ul style="list-style-type: none"> • Good honours degree (2:1 or better); • Completion of middle leader CPD.
Experience	<ul style="list-style-type: none"> • Evidence of team work and supporting colleagues effectively; • Experience of working with students of a wide range of abilities and needs, including EAL; • Teacher with experience in the appropriate subject area across the full 11-16 age and ability range; • Experience of leading a staff team or a project; • Experience of supporting and challenging staff; • Proven track record of excellent teaching across all age groups; • Has strong student outcomes from their own teaching • Experience of implementing a range of pedagogical techniques, with a track record of innovation in teaching and learning; • Recent participation in continuing professional development; • Has held some responsibility in a department team already 	<ul style="list-style-type: none"> • Currently working in a UK Secondary school; • Experience of working within a Multi Academy Trust and/or an all-through school (4 -19);
Knowledge and understanding	<ul style="list-style-type: none"> • Have a commitment to high standards and inclusive education; • Knowledge of curriculum developments related to the post; • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); • Statutory National Curriculum requirements at the appropriate key stages; • The monitoring, assessment, recording and reporting of pupils' progress; • An understanding of leadership and management in schools; • Experience of various strategies for raising achievement for all learners; • Ability to inspire colleagues and pupils; • Offer substantial commitment to extra-curricular activities. 	<ul style="list-style-type: none"> • A sound understanding of school evaluation including the processes within Ofsted; • Experience of Teaching for Mastery

Skills and Abilities	<ul style="list-style-type: none"> • Effective communication skills, written and verbal; • Ability to use data effectively to drive school improvement; • Ability to use ICT as a learning/admin tool; • Good organisational skills; • An ability to lead, build and work within teams; • Excellent teaching skills; • Excellent communication skills; • Developing resources across the curriculum. 	
Personal Characteristics	<ul style="list-style-type: none"> • A passion for education and making a difference; • An empathy for students from a wide variety of social and cultural backgrounds; • Vision and the ability to implement it; • Ability to support and lead the important Christian values of the Trust; • A willingness to work hard with enthusiasm and vision; • Tact and sensitivity; • Prepared to listen to others and share ideas; • Integrity and good judgement; • Confidence, independence and flexibility; • Excellent attendance and punctuality record; • Able to motivate self and others; • Calm under pressure; • Well-organised. 	