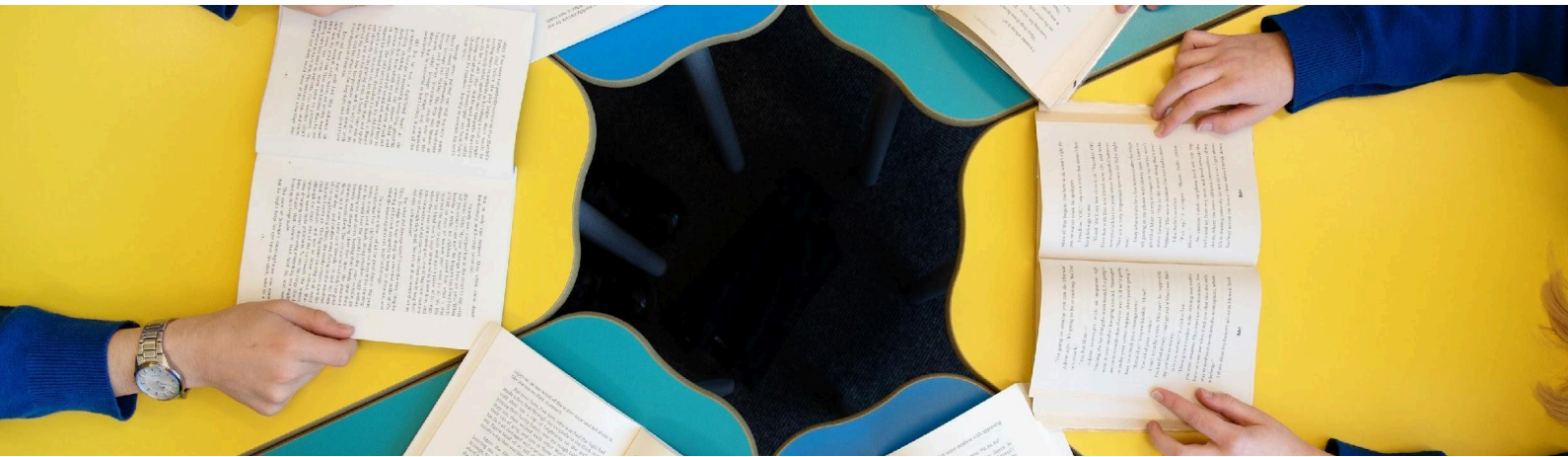


ASTLEY COMMUNITY HIGH SCHOOL & WHYTRIG MIDDLE SCHOOL



SEATON VALLEY FEDERATION OF SCHOOLS



HEAD OF FACULTY - Mathematics

Full Time Permanent

About us

Astley Community High School and Whytrig Middle School are part of Seaton Valley Federation of Schools, along with Seaton Sluice Middle School. The three schools share a single governing body.

We are also about to embark on an exciting new chapter. Northumberland County Council has recently announced plans for a multi-million pound investment to create a brand new building for Astley Community High School and Whytrig Middle School, which we will be moving into in September 2025.

I have a very simple philosophy when it comes to the type of schools that I want to lead. Simply put, I want them to be outstanding in everything that they do and ensure that students attend a school where they are safe, happy and successful. I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community.

I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.



John Barnes, Executive Headteacher

The Role - Head of Faculty Mathematics

Astley Community High School & Whytrig Middle School

Eldon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Type of contract

Permanent, Full Time

Salary/Scale

**Main / Upper Pay Ranges £31,650 to £49,084
plus TLR 1.2**

Required from

1 September 2025

Small enough to care, big enough to make a positive impact

Are you an outstanding, dynamic and experienced individual suitable for the role of Head of Faculty - Mathematics? This is a rare opportunity for the right candidate to join our schools at an exciting time, as we are due to move into our brand new school building in September 2025.

The successful candidate will have responsibility for all aspects of Maths teaching and learning in both schools. To be accountable for the progress and attainment of students across the Faculty from Years 7-13 through effective leadership and management of the Faculty team As a subject leader you will have demonstrated success in consistently delivering a high quality curriculum and good outcomes for students, be able to use data effectively and challenge and give feedback. You will have exhibited strong leadership skills in your previous roles, as you lead our maths department into the new building and make use of the incredible facilities available to us.

Based in south east Northumberland with good standards of teaching and behaviour and a strong commitment to improvement, we believe passionately that every student should be enabled to succeed in all aspects of school life. Building on our 'Good' rating by Ofsted, we continue to strive for further improvements.

As small schools, at Astley Community High School & Whytrig Middle School there is a real sense of community. Staff are able to fully get to know the students in both an academic and pastoral sense. Behaviour across the schools is good with the vast majority of students putting into practice our behaviour expectations of being ready, respectful and safe on a daily basis. Our students across the Year groups into the Sixth Form have a focus on wanting to learn - this helps to foster an attitude of wanting to achieve the best they can.

The mathematics faculty consists of a team of 5 teachers based within Astley Community High School along with the Head of Faculty, the team teach lessons in Key Stage 3, across years 7 and 8 at Whytrig Middle School, which shares the same site. The students at Astley Community High School enjoy mathematics and there is a high take-up of the subject at post-16 with A levels in Mathematics and Further Maths. Lessons are engaging, challenging and full of pace. Students expect to work hard in lessons and to complete homework regularly. Students also expect regular written and verbal feedback, with built in lesson time for improving the quality of their work. We use a flight path system to ensure that students can have an impact on their own progress. In such a small school it is possible to meet the needs of individual learners.

Visits to the school are also warmly welcomed and encouraged. Please contact Richard Goodman, Head of School ACHS on 0191 2371505 or email vacancies@svf.org.uk to make an appointment.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Job Description

Post title:	Head of Faculty - Years 7 - 13
School:	Astley Community High School / Whytrig Middle School
Payscale:	Main / Upper Pay Ranges + TLR 1.2
Responsible to:	Identified member of SLT and to relevant Student Progress Leader/Assistant Headteacher as a form tutor
Responsible for:	ACHS Teaching Staff, ACHS Technicians (where relevant) and liaise with WMS HoS in relation to WMS staff in their faculty
Job purpose:	To be accountable for the progress and attainment of students across the Faculty from Years 7-13 through effective leadership and management of the Faculty team. To be accountable for the progress and attainment of own classes of students through effective teaching and learning and consistent implementation of school policies and departmental guidelines.

Duties and key result areas:

General

- Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with relevant policies, departmental guidelines, schemes of work and the National Curriculum.

Lead Teaching and Learning Responsibilities

- Lead learning within a designated faculty for years 7 to 13 by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards of learner achievement are met. Lead and liaise with the teachers of relevant subjects at Whytrig Middle School to ensure that the KS3 curriculum and teaching builds upon KS2 and makes an effective transition to KS4 ensuring pupils make the expected or better than expected progress and working with WMS when this does not happen.
- Lead, develop and enhance the teaching practice of others through monitoring/evaluation and promoting improvement and feedback strategies to secure effective teaching and learning for learners.
- Lead, manage and develop one of the Faculties to provide programmes/activities that match pupil aspirations and potential and enable the attainment and progress of all pupils.
- Line manage a number of staff including the effective recruitment, appraisal and development of its members in order that the team's objectives are achieved and set/monitor a departmental budget plan to ensure available resources are utilised effectively within agreed financial constraints.
- Facilitate an ethos within the Faculty team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept accountability for outcomes.

Generic Teaching and Learning Responsibilities

- Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the agreed behaviour policy.
- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and that the needs of all learners are met. Plan and prepare homework and other out of class work.

- Be aware of and apply a range of teaching and learning approaches which identify, build upon and develop pupil learning styles, and the ability to learn independently.
- Teach across a range of abilities and ages commensurate with the teacher's experience and skills.
- Assess, record and report on the development, progress and attendance of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Set accurate targets for pupil improvement and monitor progress towards these. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas for development.
- Liaise effectively with parents/carers through informative oral and written reports on pupils' progress and achievements according to the agreed assessment and reporting schedule. Discuss appropriate targets with parents/carers and encourage them to support their child's learning, behaviour and progress.
- Demonstrate ongoing development and application of teaching practice, expertise and subject competence to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Attend continuous professional development activities when required to update knowledge of the National Curriculum, syllabus changes and national initiatives which impact upon teaching, pastoral or other responsibilities.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work and planning lessons), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and wellbeing of learners.
- Contribute to the development and implementation of priorities, policies and activities in order to enable school development plan priorities to be achieved.
- Promote and implement policies and practices that encourage mutual tolerance, respect for diversity and the core values of the Seaton Valley Federation of Schools.
- Undertake the role of form tutor, if required to do so, and follow the guidance given by the Assistant Head – Student Support and Student Progress Leaders.
- Carry out supervisory duties before school, at break or after school as required.
- Attend department and other school meetings as required.

In addition, Upper Pay Range teachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and well being of children and young people, if required.
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Make a significant contribution to school improvement planning and evaluation.

Whole School Responsibilities

- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
- Ensure that whole school policies are effectively implemented including health and safety, equal opportunities, e-safety, confidentiality and data protection.

These schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school: the pay level has been established on this basis.

Work Arrangements

Transport requirements:	None.
Working patterns:	As identified in the relevant School Teachers' Pay & Conditions Document
Working conditions:	Normally based indoors other than teaching roles requiring significant work outdoors e.g. PE.

Person Specification

Post title:	Head of Faculty	
School:	Astley Community High School and Whytrig Middle School	
Essential	Desirable	Assess
Education, Training, Knowledge and Qualifications		
<p>Qualified Teacher Status Honours degree – must be in relevant subject with significant experience of teaching of subject over time Has good understanding of teaching/learning and behaviour management strategies Up-to-date knowledge of subject and curriculum requirements and examination/testing processes Evidence of relevant and ongoing professional development</p>		A, I, O, R
Experience		
<p>Teaching of subject to pupils at Key Stages 3, 4 and 5 Experience of using ICT effectively to support learning and raise attainment/accelerate progress Demonstrable track records of improving pupil outcomes</p>	<p>Experience as a form tutor and/or of pastoral work Experience of managing a departmental budget. Experience of developing and delivering in-service training for staff.</p>	A, I, R
Skills and Competencies		
<p>Good or outstanding practitioner. Consistently meets or exceeds the national Teachers' Standards Has high expectations of pupils and is able to engage and motivate learners Able to set realistic and challenging pupil targets and accurately assess and review progress Accepts accountability for pupil outcomes Can plan, organise and manage own time effectively Proven track record of raising and sustaining achievement. Has positive values and attitudes in relation to self and others Able to consistently implement school policies and follow departmental guidelines Able to work collaboratively as a member of a team and willing to share good practice Able to establish effective relationships with pupils, parents/carers, staff and external stakeholders Able to safeguard children and young people Experience of effective leadership and management of a subject or curriculum area. Experience of leading and managing teaching and support staff.</p>		A, I, O, R

Experience of developing and delivering in-service training for staff.		
Other		
<p>Willingness to be a form tutor and develop effective relationship with tutor group</p> <p>No adverse criminal record</p> <p>Has high expectations of self and others</p> <p>Able to safeguard and promote the welfare of children.</p> <p>Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.</p>	<p>Willingness to support the development of performance amongst students at both schools.</p>	A, I, R, C

(a) application form, (i) interview, (r) references (o) observation

What it's like to work here

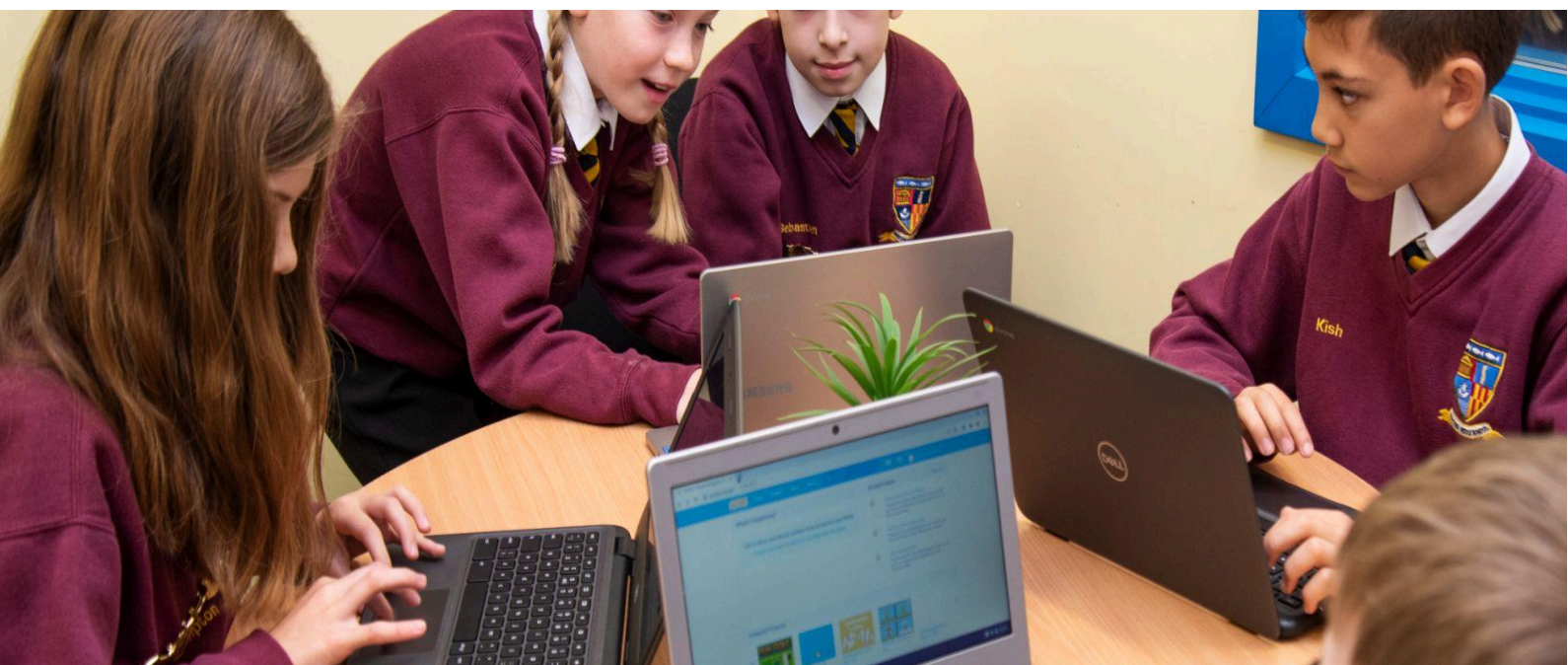
"Working at Seaton Valley Federation is like working with family. It is a supportive environment, where you're trusted to get on with your job because you're the expert." **Gary Taylor, Business Manager, Data & Curriculum Support**

"I joined the Seaton Valley Federation as a newly qualified teacher and felt supported and encouraged to reach my full potential from my very first day. We have a fantastic team across all three schools who all motivate one another, ensuring that we go from strength to strength as one big team." **Lucy Shield, Teacher of English**

"I feel proud and valued to be a part of Seaton Valley Federation. The federation fosters a collaborative environment where everyone feels valued and heard. The team is incredibly supportive, and I truly enjoy coming to work each day." **Luscia Sykes Teacher of Business & ICT**

"I joined Seaton Valley Federation two years ago and I would say that the most important elements of working across our three schools are firstly that you are trusted to do the job you are employed to do, secondly, you are part of a welcoming and supportive team and thirdly the variety of the role is amazing - no two days are the same." **Angela Hall, Partnerships and Marketing Officer**

"You really do feel that there is a supportive environment working at Seaton Valley Federation. They put faith in you to do your job and you are not micromanaged. Staff here look out for one another and will help you out as best they can." **Martyn Simpson, Teacher of PE**



Our Ethos & Values

As part of the Seaton Valley Federation we share the same ethos and vision and use this as a reference point for all we do. Our vision is:

- **To be exceptional in everything we do.**
- **To ensure that everyone attends a school where they are safe, happy, successful and have lots of opportunities.**
- **To provide a positive learning environment which allows everyone to achieve their potential.**

We have three main themes to our ethos:

- **To know every child academically and pastorally as a complete young person.**
- **To treat everyone and everything with respect.**
- **To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.

All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- Develop their self-knowledge, self-esteem and self-confidence
- Respect the laws of England and will know right from wrong and ensure their actions reflect this
- Accept responsibility for their behaviour
- Show initiative and contribute in a positive way to the school community, the local community and society in general
- Show respect for each other and all other people
- Show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures and traditions are abused or attacked
- Show respect for the rule of democracy and respect for the democratic principles of England.

Commitment to Continuing Professional Development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Safeguarding

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.



Ofsted

We are very proud of the Ofsted Reports for our schools

“They are rightly proud of their school. Behaviour is exemplary. Pupils who have previously found school difficult thrive and flourish here.” **Ofsted 2021 (WMS)**

“Astley Community High School is a close-knit community where pupils are safe and happy. Pupils are proud to attend the school and enjoy positive relationships with staff. The school has high expectations for pupils. Pupils conduct themselves well. They greet visitors warmly and demonstrate excellent manners. The school is calm and orderly. In lessons, pupils work hard and listen carefully to their teachers. “As a highly inclusive school, staff have the same high ambition for pupils with special educational needs and/or disabilities (SEND) as they do for other pupils.”. **Ofsted 2025 (ACHS)**

For full reports visit <https://reports.ofsted.gov.uk>