



The Heys School

Head of Faculty – Maths

Recruitment Pack

The Heys School



**MAXIMISE OUR POTENTIAL, TO BE
THE BEST WE CAN BE, EVERY DAY.**





How to Apply

Please submit the enclosed application form and a supporting statement of no more than two sides of A4 outlining why you are interested in the opportunity and how your application addresses the requirements for the role.

Applications should be returned electronically to s.bramah@theheys.school

Interview Date: 8th May 2025

Welcome



Dear Applicant,

Thank you for your interest in the post.

We are seeking to appoint a dedicated and enthusiastic individual who is ambitious and has an excellent work ethic to join our team.

*We promote a culture of high expectations, within a supportive environment, based upon our core values of, '**Be Respectful, Be Kind, Be Determined**'. These core values are intrinsic to the school; they form the basis of how we work together as a family and how students are rewarded for the fantastic things they do.*

To help you decide if the job would suit you, please find enclosed some details, which we hope will give you a flavour of what The Heys School and The Rowan Learning Trust are about.

If your values and ambitions mirror ours and you believe you can deliver our vision to maximise our potential, to be the best we can be, every day, then we would be delighted to receive an application from you.

Visits to our school are welcome and can be arranged by contacting Sean Bramah on 0161 773 2052 or email s.bramah@theheys.school.

We are committed to safeguarding all members of our community; therefore, all posts are subject to enhanced disclosure procedures and pre-employment checks.

Yours faithfully,

Mrs L Turner

*Headteacher,
The Heys School*

The Heys School



The Heys School is a smaller than average 11-16 mixed comprehensive school which was graded as “Good “in all areas by Ofsted in June 2024. The size of the school allows us to provide aligned and differentiated support as we strive to provide the highest standards for students and staff alike. Our core values of **Be Kind, Be Determined** and **Be Respectful** underpin the goal for all students to **maximise our potential, to be the best we can be, every day.**

At The Heys School, we focus on students’ academic progress and believe that it is important to develop the child as a whole. We offer several different pathways to support our students and work with a number of local providers to ensure they have every opportunity available to them. We are passionate about developing well rounded students who have a clear focus on their future goals.

The Heys School is a diverse and exciting place to work and learn and our students always see this as a strength of the school. Our students believe that at the Heys everyone is treated equally.

We have a clear focus on ensuring that our students make good and sustained progress, regardless of their starting point. We are so proud of the amazing things that our students achieve every day, and we are constantly looking for new ways to celebrate their successes.

We believe that education is a journey, and we are committed to ensuring every student has the skills to meet the obstacles they face head on. We believe in the importance of grit, perseverance and resilience and of showing our students the value of getting back up and trying again if they don’t succeed the first-time round.

In the Heys family we value determination, respect and above all kindness. We are looking for committed staff who value the sense of family and are determined to support our students in any way they can.

The Rowan Learning Trust

The Rowan Learning Trust (RLT) was established as a Multi-Academy Trust in 2012 to maximise potential of all children, students and adults in our schools and to support them in their journey to become outstanding.

Currently the RLT family comprises eleven schools: three high schools, an all-through alternative provision academy and seven primary schools. Together we share a set of common values:

- Mutual respect
- Fairness
- Equality of opportunity
- Individual growth
- Kindness

We believe in an inclusive workplace – one that is built on fairness, merit and respect to help our employees perform to their greatest potential.



Job Description

HEAD OF FACULTY – Maths

Reports to:	Head Teacher
Location:	Heys Road, Prestwich
Salary:	Main to Upper Teachers' Pay Scale + TLR1b
Hours:	32.5 hours Full time

Main Duties and Responsibilities

The successful candidate will be expected to assist the Leadership Team by leading, developing and enhancing the quality of teaching and learning within the faculty by:

Teaching and Learning

- Setting and maintaining high standards of teaching and learning across the age and ability range.
- Ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher.
- Reviewing, developing and refining schemes of work that support pupils progress through KS3 and KS4.
- Leading, reviewing and developing all Faculty policies and strategies in line with the strategic aims of the school.
- Leading curriculum development for the faculty area of Mathematics, including any separate subject areas or components that are a part of the faculty including numeracy.
- Updating professional knowledge and expertise as appropriate, to keep up to date with developments in teaching practice and methodology, in general, and in particular in mathematics.

- Where appropriate develop and co-ordinate literacy, numeracy, SMSC and British values links with other schools, through and with the Trust, and other external agencies.
- Taking a leading role in promoting mathematics learning through out of hours activities.
- Managing and developing high quality teaching resources to match the needs of the curriculum and the different abilities of learners, ensuring faculty financial budgets are spent appropriately, to maximise the use to which such budgets are put in terms of teaching and learning, and the appropriate use made of resources.
- Developing self-evaluation strategies within the faculty to monitor, evaluate and improve the quality of teaching and learning through structured, rigorous, and recorded programme of lesson observation for all staff, providing feedback and advice on improvement as appropriate
- Monitoring of short- and medium-term planning.
- Completing self-evaluation audits, faculty improvement plan and the faculty position statements to identify strengths and areas for improvement.
- Ensuring that this process informs improvement planning within the faculty.
- Developing and formalising arrangements for the scrutiny of pupil's work.
- Ensuring a high-quality learning environment within the faculty by managing and improving:
 - o The fabric of the classrooms within the faculty area
 - o Displays and exhibitions of pupils' work.
 - o Classroom behaviour, and faculty policies on sanctions, to be consistent with the agreed school Positive.
- Ensuring, in the event of staff absence, that appropriate and meaningful work is supplied for the use of supply or substitute staff.

Behaviour systems

- Insisting on home/school relationships for the benefit of learning, including monitoring homework (e.g. appropriateness, regularity).
- Assisting in the school Appraisal process by being responsible for the line management of teachers allocated teaching time within mathematics, for the purpose of ensuring the continued delivery of high-quality teaching and learning.
- Liaising with Senior Leaders to support teachers within the faculty by identifying CPD needs of staff, and which will enhance teaching and learning; induction of new teachers to the faculty, including Early Career Teachers (ECTs), and support of trainee teachers.
- To support with the coaching, mentoring and CPD provision for staff who are not yet meeting teacher standards in the faculty



Recording, Reporting and Assessment

- Being accountable for student progress and development within mathematics by leading, developing and enhancing all assessment arrangements within the faculty in line with school policy.
- Planning timely and appropriate interventions to support key groups progress.
- Being accountable for leading, developing, co-ordinating and monitoring strategies to raise student achievement, in line with the school's "Assessment for Learning" targets, making best use of assessment information.
- Reviewing long-term and short-term planning to ensure coverage, provision of a range of learning experiences, continuity and progression for all students from one year to next, and between Key Stages, in line with the school's "Assessment for Learning" targets, making best use of assessment information to ensure that individual needs are being met.
- Liaising closely with the Heads of Year to ensure continuity and progression across the Key Stages. Liaising with other schools to ensure continuity and progression at point of transfer (e.g. transition KS2 to KS3).
- Ensuring that faculty reports on students are completed to a high professional standard, by the appropriate deadline dates and are consistent with the school's reporting arrangements
- Contributing to reports to Governors as requested.

Leadership

- To provide leadership, innovation and direction in Mathematics teaching and learning.
- To work closely with the SLT link to improve the quality of teaching and learning within the faculty.
- To deliver faculty CPD to improve the quality of teaching and learning.
- To be involved in the coaching and mentoring of staff at different stages of their career in the faculty
- Being accountable for leading, managing and developing the curriculum area of mathematics.

- Effectively managing and deploying all staff, financial and physical resources within Mathematics in maximising support for teaching and learning
- Supporting and maintaining the aims, ethos and core values of the school and their practical expression through agreed policies
- Being responsible for the production of a detailed annual Faculty Improvement Plan, in line with agreed whole school priorities:
 - Setting "SMART" costed targets for raising student achievement.
 - Monitoring progress against the targets and ensuring appropriate action plans are in place where issues are identified.
 - Updating the Headteacher on the progress of the Faculty Improvement Plan and its associated targets.
- Leading, supporting and motivating associate staff working within the faculty.
- Contributing to management decisions on all aspects of policy formulation, development and implementation.
- To carry out leadership duties e.g. behaviour patrol, reflection room duty, hosting detentions and detention picks ups, as required by the Senior Leadership Team
- Monitoring the behaviour system rewards, sanctions and attendance across the faculty, using this to provide regular and relevant CPD to the faculty.

Standards and Quality Assurance

- Ensure that the quality procedures across the faculty meet the requirements of the school's self-evaluation strategy and the Improvement plan.
- Liaise with appropriate external agencies, organisations and other schools to ensure the maintenance of high standards within the faculty.
- Managing the faculty's contribution to open evening, including attendance and participation at that event.
- Attend team and staff meetings & managing faculty meetings.
- Attend RST meetings, working with middle leaders and SLT to ensure the school moves forward in achieving its KPIs and WSIP.



Other Duties and Responsibilities

- Any other duties, from time to time, as determined by the Headteacher, or his, or her representative which may be deemed to be responsible for a senior leadership role within the school, in consultation with the post holder.

Person Specification

Essential

- Qualified Teacher Status.
- Graduate status, with appropriate levels of attainment and qualifications in mathematics.
- Excellent subject knowledge.
- Have a secure knowledge and understanding of the mathematics curriculum and related pedagogy.
- Ability to teach mathematics to KS3 and KS4.
- Proven track record as a highly effective classroom teacher.
- Proven track record of high-quality outcomes at classroom and or faculty level.
- Leadership skills appropriate to the lead role in the delivery of mathematics within the school.
- A passionate interest in all aspects of the subject.
- An interest in promoting the subject outside the classroom.
- Highly professional standards in the classroom and when working with colleagues.

- Energy, enthusiasm and a concern for quality in all aspects of work.
- A capacity to work successfully as part of a team.
- The ability to enthuse, excite and engage students.
- An awareness of diversity and inclusion issues, and a determination to promote equal opportunities.
- The ability to use assessment data to identify underperformance and advise reactive strategies within science.
- A passion for inclusive education and a drive to ensure every student has the opportunity to maximise their potential.
- Commitment to safeguarding and promoting the welfare of children and young people.
- The ability to develop effective working relationship with students
- The ability to command the respect of staff and students alike
- The ability to work as a supportive team member.
- Excellent classroom teaching & management skills.
- A high degree of organisational ability both in a classroom and during practical lessons.
- A commitment to continued professional development.
- A willingness to share best practice and learn from others.
- A commitment to ensuring student progress, by participating in extra-curricular activities.
- A desire and willingness to explore innovative methods of curriculum delivery to capture the imagination of students.

Desirable

- An experienced Leader within mathematics with a track record of school improvement.
- Experience marking for the exam board.
- Experience coaching and support teaching and learning at faculty or whole school level.



How to Apply

Please submit the enclosed application form and a supporting statement of no more than two sides of A4, outlining why you are interested in the opportunity and how your application addresses the requirements for the role.

Applications should be returned electronically to jobs@theheys.school.

Alternatively send a hard copy to:

Sean Bramah
The Heys School
Heys Road
Prestwich
Manchester
M25 1JZ





The Trust will make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

All appointments are subject to satisfactory references, proof of qualifications and eligibility to work in the UK.

The Trust is committed to safeguarding and promoting the welfare of all children and young people and expects all staff to share this commitment. An enhanced DBS check will be required.



The Rowan Learning Trust

Registered Office: Carr Lane, Wigan, WN3 5NY

Company Number 8010464

JOB APPLICATION FORM FOR TEACHING STAFF IN SCHOOLS

The School and Governing Body are committed to equal opportunities in employment and welcome applications from all sections of the community.

THE HEYS SCHOOL,
HEYS ROAD,
M25 1JZ
TELEPHONE: 0161 773 2052
EMAIL jobs@theheys.school

1. POST APPLIED FOR

Post Applied For:			
School:	The Heys School		
As advertised in:		On date:	

2. PERSONAL DETAILS

SURNAME:		FORENAME:	
TITLE: (Optional)		Date of Birth: (Optional)	
Address:			
POSTCODE:		Email:	
Telephone No:		Mobile No:	
Email:		DfE No:	

3. CURRENT POST

SCHOOL/SERVICE:			
LOCAL EDUCATION AUTHORITY:			
JOB TITLE:			
DATE OF APPOINTMENT:		SALARY:	
TLR/ Recruitment and Retention Allowance (please specify as applicable)			
MAIN DUTIES AND RESPONSIBILITIES			
Reason for this application			

4. PREVIOUS TEACHING EXPERIENCE

Name of school, type of school and number on roll	Dates of employment		Post(s) held indicating salary points / allowances	Reasons for leaving
	From	To		



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5. OTHER RELEVANT WORK EXPERIENCE

Post	Dates		Employer	Grade/Salary	Reason for Leaving
	From	To			

6. GENERAL EDUCATION

School	From	To	Qualifications – Grades, awarding bodies and dates



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7. FURTHER AND HIGHER EDUCATION

Name of College/ University	From	To	Qualifications – Grades, awarding bodies & dates

8. ANY OTHER RELEVANT QUALIFICATIONS

Please give details of any other relevant qualifications you have for this post.



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9. ADDITIONAL INFORMATION

Are you related to, or a close friend of, any member of the Trust or of the Governing Body of the school? <i>(If yes, please state relationship)</i>	Yes / No
Have you left any previous job for the reason of redundancy or are you in receipt of an occupational pension? <i>(If yes, please give details)</i>	Yes / No
Have you ever been dismissed from any previous employment on the grounds of misconduct or incapability? <i>(If yes, please give details)</i>	Yes / No
Do you hold a current and valid driving licence? <i>(if yes, please state the category)</i>	Yes / No
The Rowan Learning Trust is committed to providing equal opportunities and supporting all applicants. If you require any reasonable adjustments to allow you to participate in the application process, please let us know. Do you require any reasonable adjustments?	Yes / No

10. Criminal convictions or cautions

<p>You should note that the disclosure of any offence will not necessarily prevent the Rowan Learning Trust from employing you, but we reserve the right to consider its significance in relation to working with children.</p> <p>Work at the school is exempt under the Rehabilitation of Offender Act 1974. Any offer of appointment will be dependent upon the successful completion of the Disclosure and Barring Service (DBS) check at the Enhanced level.</p> <p>Where serious concerns as to an individual's suitability to work with children are expressed, the facts will be reported to the relevant authorities.</p>	
Do you have any unspent criminal convictions, cautions or bind-overs?	Yes / No
<p>If yes, please forward details (date, offence and sentence) with a covering letter, in a sealed envelope marked "Addressee Only – CEO".</p>	
Do you have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020?	Yes / No
<p>In line with Keeping Children Safe in Education, The Rowan Learning Trust will undertake general online searches for all shortlisted candidates which may include social media and video platforms. Online searches will only examine data which is publicly available, and the aim is to identify any incidents or issues. Any areas of concern will be discussed during the interview process.</p> <p>The information provided by you will be used for pre-employment recruitment monitoring and checks only and will supplement or form part of your application.</p> <p>To enable the check to be undertaken, it would assist if you could detail your username for the relevant social media platforms below:</p> <ul style="list-style-type: none"> - Facebook - Instagram 	



- Twitter
- LinkedIn
- TikTok
- Youtube

11. REFERENCES

Please state the names and addresses and telephone numbers of two persons from whom references may be obtained. **One must be your current or most recent employer.** In the absence of previous employment experience, a reference from your last place of full-time education will be a suitable alternative.

REFEREE 1				REFEREE 2			
TELEPHONE NO:				TELEPHONE NO:			
EMAIL:				EMAIL:			
Reference Type:	Employer <input type="checkbox"/>	Education <input type="checkbox"/>	Character <input type="checkbox"/>	Reference Type:	Employer <input type="checkbox"/>	Education <input type="checkbox"/>	Character <input type="checkbox"/>
Can this reference be taken up immediately? Yes <input type="checkbox"/> / No <input type="checkbox"/>				Can this reference be taken up immediately? Yes <input type="checkbox"/> / No <input type="checkbox"/>			

12. FURTHER INFORMATION FOR CANDIDATES

- You will receive no further communication unless selected for interview. If you have therefore not been contacted within three weeks of the closing date for applications, you should conclude that, unfortunately, you have been unsuccessful on this occasion.



- Under the Data Protection Act, the Trust and the Governing Body will use the information given for the purpose of recruitment and selection. Strict confidentiality will be observed and if you become an employee, the information will be used for personnel, pay and pensions administrative purposes only.
- To comply with the Asylum and Immigration Act 1996 (as amended by S.147 of the Nationality, Immigration and Asylum Act 2002), all prospective employees will be required to supply evidence of eligibility to work in the UK. If you are appointed to the post you will be provided with further information detailing what documents will be required.

THANK YOU FOR YOUR INTEREST SHOWN IN THIS APPOINTMENT

13. DECLARATION

To the best of my knowledge and belief all the particulars I have given are true. I understand that any false statements may disqualify me from employment or render me liable for dismissal. I also understand that no offer of employment made to me will be binding unless confirmed in writing.

I also understand that this post is subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check and to satisfactory medical clearance and the provision of documentary evidence (e.g. NI Number) that shows I am entitled to work in the U.K.

Signature:.....

Date:.....

