



ORCHARD
SCHOOL
BRISTOL

Head of Faculty: Mathematics

ORCHARD SCHOOL BRISTOL

Trust in Learning (Academies)

Application Pack – March 2021

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Dear Applicant

Thank you for your interest in the position of **Head of Mathematics Faculty** at Orchard School.

We are seeking an enthusiastic Head of Maths to join our ambitious, research-informed school in north Bristol. Orchard is a good school, on an exciting trajectory to become the exceptional provision our community deserves.

We are looking for a Head of Maths to lead an outstanding team of practitioners who are dedicated and passionate practitioners, committed to enthusing young people, developing confidence in maths and a love of the subject. We want to challenge and stretch you, providing opportunities to develop your career in a school which values staff wellbeing.

We look to research and evidence-informed practice for our approaches. We don't believe in fads – you won't find 'triple impact marking' here or lollipop sticks! Instead, you'll be part of a school and a Trust which takes the continuing professional development of staff very seriously, offering excellent CPLD and incremental coaching for all staff. Orchard School is the Bristol Chartered College of Teaching Hub for the area, we fund membership of the CCT for all teachers, and we engage in CPD across Bristol and nationally, encouraging all our leaders through their National Professional Qualifications. We want to support your development as a leader, so you can learn and grow with us.

We are building success on our core ORCHARD values of being: Open-minded, Respectful, Creative & Curious, Healthy, Ambitious, Responsible and Determined. Our students are wonderful – they value our staff, knowing that you make a real difference to their lives. The mission statement of the school, "inspire today, empower for life", lies at the heart of all that the school does. We place no limits on our aspirations for our students.

We are a friendly school, serving a richly diverse community. Applicants who speak one or more community languages are warmly encouraged to apply.

You are:

- an experienced Maths teacher, who has already worked as a Head of Maths or Second in Maths or other leadership role within a maths team in a secondary setting
- passionate about mathematics, able to unpick misconceptions from basic numeracy right through to GCSE grade 9 and beyond; you recognise the importance of developing mastery at Key Stage 3 in order to raise achievement at GCSE
- an outstanding, innovative and creative classroom practitioner, with a drive to lead an inspirational curriculum and teaching team
- able to inspire, motivate and enthuse students in lessons and staff in your team
- committed to the highest achievement for all students
- a coach, able to deliver CPLD across the school
- keen to learn and share best practice as part of a vibrant team of middle leaders

We offer:

- enthusiastic students, willing to learn and achieve
- excellent student behaviour and a calm learning environment
- a bright, happy place in which to learn and work
- a professionally stimulating environment which values the contributions of all staff
- a strong commitment to your professional development, including the NPQML/SL as appropriate
- the opportunity to build a curriculum area and establish a reputation across Bristol as an outstanding department
- a warm and friendly staff body with award-winning staff wellbeing
- the opportunity to make a difference day in, day out to the future life chances of children and young people in north Bristol

We welcome applicants for this role who have proven results behind them. Please read our Staff Prospectus to find out more about us, and visit our website on www.orchardschoolbristol.co.uk. If you have any questions relating to this role, please contact Emma Snell, PA to the Headteacher on esnell@orchard.tila.school

We warmly welcome your application.

Julia Hinchliffe, Headteacher

About the Faculty

The Maths team include a Head of Faculty, Second in Faculty, and 8 other teachers, including an intervention teacher. In addition, a number of Learning Support Assistants contribute to numeracy development in Key Stage 3. The team aims to inspire and engage our students so they develop as confident and competent mathematicians who make excellent academic progress.

We currently teach the AQA GCSE course. We are a highly ambitious team and strive for excellence at GCSE level and beyond. Many of our students go on to study Maths/ mathematics-related courses for their post-16 choices. Our aim is to build skills in all students to equip them fully for exam success and to have fulfilling and enriching opportunities in adulthood.

We have an excellent range of teaching and learning resources to support the creative delivery of quality-first teaching. Every classroom has a Big Pad interactive screen and a visualiser, in addition to relevant textbooks and mini whiteboards. Students have access to over 600 laptops and to programmes such as Hegarty Maths and White Rose Maths.

Classroom atmosphere and behaviour for learning across the school and in the Faculty is excellent, reflecting the strong relationships between staff and students. We have a Ready to Learn policy in place, so teachers can enjoy teaching without low level disruption.

We are an active team, generous in our support of colleagues and to the wider life of the school.

This role provides an opportunity to lead an ambitious and driven faculty in making a real difference to the lives of young people and we welcome applicants to come and visit us.

Safeguarding Policy

Orchard School Bristol is a member of Trust in Learning Academies (TiLA) multi academy trust.

The Trust is committed to Safeguarding and Promoting the welfare of all of its students. Each student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our website: www.tilacademies.co.uk

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2016.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Job Description

Job Title: Head of Faculty

Responsible to: Deputy Headteacher

This job description is to be performed in accordance with the provisions of the School Teacher's Pay and Conditions Document and within the range of teacher's duties set out in that document. Performance of these duties is under the reasonable directions of the Headteacher made known through the staff handbook and other appropriate communications made known from time to time.

It is expected that staff at Orchard School Bristol agree with, abide by and promote the aims and objectives of the school. The school is an institution where each member is valued as part of our school community which is committed to equality of educational opportunity.

PURPOSE OF THE POST:

- ❑ To establish positive and confident leadership of the Faculty, ensuring that all students meet the highest expectations of progress and achieve their potential
- ❑ To lead teaching, learning and assessment across the Faculty, ensuring the curriculum is impactful for all, staff professional development is maximised, and there is a culture of continuous improvement
- ❑ To line manage the Second in Faculty, where appropriate, and other Faculty staff to achieve excellent outcomes and sustainable practices
- ❑ To deliver a broad, balanced, relevant and differentiated curriculum to students of varying ages and abilities
- ❑ To establish a positive learning experience which supports students to achieve their full academic potential
- ❑ To monitor and support the progress and development of students
- ❑ To raise standards of attainment and contribute to closing of gaps between groups of students
- ❑ To share and support the delivery of students' personal development and academic growth as teacher and tutor

MAJOR FOCUS OF ACCOUNTABILITIES:

Strategic Direction

- ❑ Lead the development of practices which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies. This involves liaison with various people and agencies as well as representing the department as appropriate.
- ❑ Ensure that practices are research-driven and evidence-led, but equally aspirational.
- ❑ Monitor the progress made in achieving subject plans and targets, and evaluate the impact on teaching and learning.

Leading and Managing Staff

- ❑ Quality assure departmental teaching and learning provision
- ❑ Set performance development priorities and objectives for those line managed that reflect school and subject area development plan requirements.
- ❑ Provide support to staff which helps them with all pupils (including most skilled, SEND and EAL) and conforms to behaviour management policies and strategies in school
- ❑ Coach and mentor members of the team and across the wider school, as required
- ❑ Create, maintain and enhance effective relationships between all members of the team and the wider school

The Major Focus of Knowledge and Skills

Heads of Faculty within subject/study areas should demonstrate strong knowledge and understanding of:

- ❑ Their teaching subject(s) and subject pedagogy to the highest level
- ❑ Principles and practices of effective teaching and learning
- ❑ Processes and systems for quality assurance within subject area(s)
- ❑ Researching and leading professional development on a range of appropriate teaching and learning strategies
- ❑ Developing principles and practices of effective leadership and management including Faculty Development Plans and Self Evaluation
- ❑ The application of information and communications technology (ICT) to learning, teaching, assessment and management of the subject area
- ❑ Preparation and Quality Assurance of schemes of work and resources.
- ❑ Principles and practices of monitoring/assessment/evaluation, acting on data to make rapid improvements across year groups

Teaching and Learning

- ❑ Prepare and teach lessons of a high standard to the students according to their educational needs:
 - Follow designated programmes of study, and contribute to new ones
 - Secure engagement and enjoyment of learning by students in your charge
 - Assess, record and report on attendance, progress, development & attainment
 - Ensure effective and efficient deployment of classroom support
- ❑ Maintain discipline in accordance with school policies and procedures and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework and maintenance of a positive subject-focused learning environment.
- ❑ Contribute to and adhere to school quality procedures, including monitoring, evaluation and review
- ❑ Contribute positively and effectively to your teams and to working relationships across the school through positive contribution in academic, pastoral and other school meetings
- ❑ Contribute to the process of curriculum development, working closely with and consulting those teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students in line with the school's strategic priorities
- ❑ Organise and participate in exciting and motivating trips and events
- ❑ Communicate effectively with parents/carers and take part in liaison events with parents and agencies outside school, as appropriate
- ❑ Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required
- ❑ Participate in the applications of the departmental homework policy which includes setting and marking of homework and monitoring homework diaries.
- ❑ Engage positively as a tutor, delivering the tutor programme including PSHE, monitoring progress and wellbeing of students in your care
- ❑ Engage positively in continuous professional development and Performance Development procedures
- ❑ Play a full part in the life of the school community, actively promoting the school's policies and procedures
- ❑ Keep an electronic register of attendance for all groups taught and tutored.

- ❑ Observe relevant Health and Safety regulations and undertake risk assessments where appropriate
- ❑ Observe Child Protection procedures

Working with Others and Self-Development

- ❑ Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- ❑ Build a professional and collaborative learning culture within the school and actively engage with others to build effective learning communities
- ❑ Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- ❑ Develop and maintain a culture of high expectations for self and others, and take appropriate action when performance is unsatisfactory
- ❑ Regularly review own practice and take responsibility for own personal development by participating positively in appraisal
- ❑ Manage own workload and support others to manage an appropriate work life balance

GENERAL AND REVIEW:

Staff will carry out the above responsibilities under the general supervision of the Headteacher or her designate. This job description is not necessarily a comprehensive definition but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The job description will be reviewed periodically and when appropriate. The post holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required throughout the school, operating within the provision of the School Teacher's Pay and Conditions of Employment.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct, whilst working at the school. Members of staff are expected to maintain high standards of ethics and behaviour within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing boundaries appropriate to a staff member having regard to the need to safeguard students, in accordance with statutory provisions
- Showing tolerance and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which could exploit students' vulnerability or might lead them to break the law

- Members of staff must have proper and professional regard for the ethos, policies and practice of the school in which they work, and maintain high standards in their own attendance and punctuality
- Code of conduct: The school expects all staff to ensure that their standards of conduct are, at all times, compliant with Orchard School code of conduct.

Date of Job Description: June 2020

Signed (employee)	
Date	

Person Specification: Head of Faculty

This specification describes the qualifications, skills and personal qualities needed by the successful applicant for the post

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Good Honours Degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • Higher degree/qualification • Leadership Qualification
KNOWLEDGE AND EXPERIENCE	<ul style="list-style-type: none"> • Knowledge of what excellence in leading learning looks like • Experience of setting and reaching challenging and ambitious outcomes and of supporting a team to reach them • Experience of developing strategies to improve the curriculum and quality of teaching and learning in your Faculty's areas of teaching • Experience of leading a team • Successful teaching experience and excellent knowledge of your Faculty's curriculum at KS3 and KS4 • Awareness of national developments and research in teaching/your subject • Evidence of engagement with recent and relevant continuing professional development and research • Knowledge and understanding of how children learn and how to obtain best outcomes for all students, including disadvantaged students 	<ul style="list-style-type: none"> • Teaching experience to Key Stage 5 • Curriculum knowledge of a second subject • GCSE/A Level examiner or moderator • Presenting at local training events • Experience of managing staff performance
ABILITIES AND APTITUDES	<ul style="list-style-type: none"> • The ability to maintain excellent standards of work and conduct in the classroom • The ability to demonstrate strong practice of effective teaching and learning • Creativity, originality and the ability to think and act innovatively • Excellent communication skills using a range of media • High level administrative and organisational skills • Ability to work as a proactive team worker and independently • Ability to listen, adapt and reflect • A willingness to use ICT to enhance learning opportunities 	<ul style="list-style-type: none"> • Ability to contribute to cross-curricular and enrichment work • Ability to speak one or more community languages

EDUCATIONAL VISION AND VALUES	<ul style="list-style-type: none"> • Setting high expectations, maintaining high standards of participation, achievement and behaviour • Understanding of how subject area contributes to the curriculum and the development of the individual. • Commitment to inclusive education and belief that all students can succeed • Commitment to continuing professional development and awareness of your own training needs • Commitment to embedding equality in all aspects of your work • A willingness to work in the whole school community and to support the school's ethos, vision and values 	
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Personal integrity and sensitivity • An enthusiasm to inspire students and their parents • Meet Fitness to Teach expectations 	

Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. You will also be asked for a letter of application.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the Job Description and Person Specification carefully before you complete your form.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

How to Apply

To apply please complete the Trust in Learning (Academies) application form. Please read the Job Description and Person Specification carefully before applying.

Your **letter of application** should address how and why you feel that you are equipped to fulfil this role noting your personal values, attributes, your ability to lead others and your knowledge and experience to date. You should add this letter to the end of the Application Form.

Closing Date: Monday 19 April 2021

Interview Day: Wednesday 21 April 2021(likely to be a virtual interview day)

Applying: Completed Application Forms should be returned to: recruitment@tila.school