



WE ARE ASTREA

HEAD OF MATHS

NETHERWOOD ACADEMY
PART OF ASTREA ACADEMY TRUST

APPLICANT BRIEF





OPEN LETTER FROM PRINCIPAL, JONNY MITCHELL

Dear Candidate

I am absolutely delighted that you have shown an interest in applying for this absolutely crucial post at Netherwood. Netherwood is on a journey to becoming an exceptional place to learn, and I am keen to ensure that the academy community espouses the values and vision around which I have cultivated my own professional journey – and I want exceptional colleagues to join the staff community to realise the potential which Netherwood clearly has in spades.

We need to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares the clear vision that the child is at the very heart of everything we do; a colleague who is able to enjoy positive, professional relationships with young people; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

The ideal candidate will be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We need someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. I want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Netherwood get the very best we can offer them; my ambition is that Netherwood provides a world-class education, and colleagues joining the academy will need to want to be part of this ambition.

Everyone connected with the academy will expect commitment and drive, but this needs to be coupled with sensibility and humility. A sense of humour and a willingness to work really hard are also huge attributes. I would never have entertained the idea of becoming Principal in a school I did not think had the level of potential that this place has – if you feel you have the skills, expertise, energy, enthusiasm and passion to join the staff team here, please ensure you submit an application.

I am currently able to arrange short visits to the academy after 3pm most days. I may have limited availability to conduct short visits during the school day, subject to availability. If you would like to visit, please contact me; equally, if you would like an informal conversation about the role prior to submitting an application, please feel free to get in contact with me to make arrangements.

My email address is jonny.mitchell@astreanetherwood.org

In the meantime, I very much look forward to hearing from you. I appreciate the amount of time that goes into preparing an application, so thank you in advance for considering joining us.

Jonny Mitchell
Principal at Netherwood Academy



JOB DESCRIPTION

SALARY	£50,645 - £55,886 (LS 8-12)
CONTRACT TYPE	Permanent
WORKING PATTERN	Full time
HOURS PER WEEK	32.5

Purpose

To lead and manage the Maths curriculum area to ensure standards are high, teaching and learning are effective, behaviour is conducive for learning and colleagues are supported and challenged to make a genuine difference to student outcomes.

Key Responsibilities

1. Planning, Development and Coordination

- To set challenging teaching and learning objectives which are relevant to all students
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.
- To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject improvement plan in conjunction with the Senior Leadership Team link.
- To develop and audit the curriculum across both Key Stages, including schemes of work and other documentation related to Literacy & Numeracy and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of Literacy & Numeracy to promote new teaching methods and improve learning and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.

2. Monitoring and assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
- To involve students in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.
- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for students learning English as an additional language and



identify learning activities to provide cognitive challenge as well as language support.

- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carers, other professionals and students' as appropriate.

3. Teaching and Class Management

- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe and secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.
- To be a role model in terms of excellent practice in the classroom
- To coach and mentor other colleagues as directed
- To work alongside the Quality of Education Team to develop the strategic vision for Teaching & Learning and to contribute significantly to T&L CPD academy-wide
- To pioneer the use of new pedagogies
- To work with other curriculum leaders to ensure that appropriate assessment procedures are in place



PERSON SPECIFICATION

QUALIFICATIONS & EXPERIENCE

- Qualified teacher status
- Good relevant degree
- Experience of delivering high-quality CPD to colleagues
- A proven track-record of excellence within the classroom
- Experience of supporting colleagues to improve their practice and outcomes
- Experience of working with students with SEMH needs
- Previous and successful employment in a middle or senior leadership role

SKILLS & KNOWLEDGE

- Excellent organisational and communication skills
- A no-excuses disposition towards effectiveness and student progress, irrespective of starting points
- An ability to form strong relationships with young people
- Secure knowledge of National Curriculum/GCSE syllabus
- Proven leadership skills
- Understanding of Special Educational Needs

OTHER

- High expectations of all pupils
- High professional standards, including personal appearance
- A solutions-focussed attitude towards challenge
- Ability to lead, manage and work as part of a dynamic team
- High levels of emotional intelligence

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing recruitment@astreaacademytrust.org