



APPLICATION PACK ROLE

Salary – L2-L7

£48,364-£54,815

Closing date – 15th February 2024

Interviews – 27th February 2024

Preferred April 2024 start

The Ferman Academy,
Beswick Street,
Macclesfield,
SK11 8JF
01625 611001



WHY THE FERMAIN ACADEMY IS A GREAT PLACE TO WORK

The Fermain Academy is a safe and stimulating place of learning for students who, for whatever reason, have become disengaged from mainstream education. With facilities to cater for up to 90 students aged 13-16, we offer a structured and positive learning experience, and an outstanding dedicated team able to provide emotional support in a safe and supportive environment.

You will be supported to work with our student in teaching and learning groups of between 4 and 8.

We seek to appoint a well-qualified, enthusiastic and dynamic Lead Practitioner of Maths who can deliver outstanding, creative, engaging lessons and ensure positive outcomes for our students. In addition to your teaching timetable, will also participate in general leadership duties across our school and sit as part of the SLT.

The successful applicant will share our values (*child centred, adaptive to need and authentic in all our relationships*) and develop the Maths curriculum at all levels. You will be able to enthuse and motivate our students with your passion for the subject and creative teaching, presence and personality. You will be a collaborative leader and work with other core subject leaders both within our academy and on occasion, across the trust.

This is an opportunity to make a real difference to the outcomes for young people. Please feel free to contact me to discuss this opportunity or visit our school. If you would like a private, preliminary conversation, please do not hesitate to call or email (details on the "How to Apply" page)

Emma Sandbach
Headteacher

We are an employer of choice for teaching and support staff



Anna (teacher)

I love working at The Axis Academy. Staff and pupils are a family, supporting each other, and celebrating successes. Lives are without doubt, transformed because of the Yes Trust.

Rhiannon (teacher)

Coming from a mainstream background I was nervous but excited for the opportunity to truly support students and families. I can truly say that applying was one of the best things I have done. Not only are the children at the forefront of the school, but I feel staff are really listened to and supported.

- A teaching day that ends at 14.30
- Small class sizes
- Fantastic classroom support
- Access to training and CPD including further professional qualifications.
- Specialist training where required
- Cycle to work scheme
- Flexible and supportive approach to work
- Free lunch at school
- Free parking (including charging stations on most sites)
- Nursery benefits
- Tusker car salary sacrifice scheme
- Education Mutual – **private health support** - access to a 24/7 GP, free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox - vouchers, discounts and wellbeing

Our Trust

Together, we have developed a growing family of schools which makes a difference for children and young people. As we continue to set and raise the bar in all the work we undertake, we are keen to maintain our national recognition as one of the highest achieving alternative provision and SEN multi-academy trusts in the country.

Our ability to make that difference rests on our vision and our core values which include an absolute belief in the importance of collaboration and mutual support, and on our recognition of the trust as a family of schools in which colleagues are equally valued. We unashamedly use words like "kindness" and "compassion" in our values.

We want to continue this further, and to become the employer of choice for teaching and support staff across the region.



Nic Brindle, CEO

Mission statement: Transforming lives

We are:

(our core values)

- Child centred
- Adaptive and sensitive to need
- Authentic in our relationships

(our core values)

We strive for:

- Solution-focused mindsets
- A climate of reflection and feedback
- Intrinsic motivation
- Continual improvement
- A culture of collaboration

Our minimum expectations of our staff are:

- Belief in our core values
- Professional conduct at all times
- Appropriate communication
- Ability to follow direction
- Kindness and compassion
- Flexibility and adaptability

HOW TO APPLY

We are proud of our school. We encourage all applicants to view our website, contact us informally or visit us. To arrange this please contact: admin@thefermainacademy.org

Please complete the Youth Engagement Schools Trust application form (available on the School and Trust websites) [Vacancies and Volunteers – The Fermain Academy](#)

You are also asked to complete a letter of application that addresses the items listed on the attached Person Specification & Assessment Criteria. Please keep this letter brief and to the point (maximum 2 pages).

CVs can not be accepted, so please do not send in, or refer to one.

Please return your application for and letter to: admin@thefermainacademy.org

The deadline for applications is:

Timeline for Assessment and Selection Process	
Closing date for applications	15 th February 2024
Opportunity for informal discussions with Headteacher	Anytime before the closing date
Interviews	27 th February 2024



JOB DESCRIPTION

LEAD PRACTITIONER OF MATHS

Key Priorities

- Support the strategic vision and direction of the academy.
- Deliver, secure and sustain the effective teaching of Maths throughout the academy
- Deploy staff and resources efficiently and effectively to meet specific objectives in line with school's strategic plans.
- Support whole school effective pastoral care and behaviour support throughout the school
- To be responsible for the day to day leadership and management when the Headteacher, or Deputy Headteacher are not in the academy
- Engage in leadership activities as directed/

Teaching and Learning

The Lead Practitioner of Maths will deliver, secure and sustain effective teaching and learning (both of Maths and generally) throughout the academy, monitor and evaluate the quality of teaching and standards of students' achievement, and use benchmarks to track set targets for improvements. He/she will:

- Contribute to the teaching of Maths throughout the school as required
- Support and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
- Develop the Maths curriculum and its assessment; work with the Headteacher and other Senior Leaders to monitor and evaluate it in order to identify areas for improvement.
- Ensure that the Maths curriculum and assessments meet the academy's curriculum requirements
- Ensure that improvements in numeracy and information technology are priority targets for all students

- Work collaboratively with colleagues ensure the academy's approach to all core subjects is consistent.

Leading

The Lead Practitioner will help motivate, support, challenge and develop staff to help secure improvement (particularly within the Maths subject area) He/she will:

- Maximise the contribution of staff to improving the quality of education provided and the standards achieved and ensure that constructive working relationships are formed between staff and students in the academy
- Lead, support and co-ordinate the provision of high quality professional development
- Ensure that equal opportunities and inclusion policies are reflected in practice
- Specifically motivate and enable all staff in the academy to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs
- Sustain their own motivation and that of other staff
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers

Partnership Working

- Support in establishing a culture and curriculum across all subjects which fulfils the aims and requirements of the wider community as set out in the vision
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the academy to enrich student experience and to promote the academy's value to the wider community
- Collaborate with local schools, the local authority and other agencies to promote the academic spiritual, moral, social, emotional and cultural well-being of students and their families
- Represent the academy at relevant meetings, as and when required

Health and Safety / Child Protection

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school,

particularly ensuring that members of the staff take reasonable care for the health and safety of themselves and others

- To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff
- To ensure good order and discipline of students and staff

Trust collaboration and CPD

- Develop and plan their own CPD to support the academy's strategic development plan
- Actively work with colleagues across the Trust to seek improvements to the curriculum, PSD, and general processes and procedures across the school.

PERSON SPECIFICATION - Lead Practitioner of Maths

Criteria	Essential	Desirable	Evidence
Qualifications/ Education	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree or equivalent • Evidence of further professional development 	<ul style="list-style-type: none"> • Recognised leadership / behaviour / curriculum / SEMH qualification 	<ul style="list-style-type: none"> • Application/Interview/ • Certificate
Skills and Experience	<ul style="list-style-type: none"> • Working alongside other school and external professionals to ensure robust procedures and sharing of good practice • Helping raise standards of numeracy in tandem with other staff by implementing appropriate interventions • Using class support strategies and monitoring the impact • Analysis of data for impact and to target support areas • Rigorous tracking providing detailed and accurate information to underpin and ensure a planned programme of professional development for all staff to ensure they meet the needs of individual students • Inspiring staff to promote a love of learning to all students including those who struggle with formal education • Resolve conflict through active listening and negotiation • Demonstrate a flexible approach and a willingness to listen to others 	<ul style="list-style-type: none"> • Involved in the implementation of the new national Curriculum • Experience of leading Personal, Social Development (PSD) projects 	<ul style="list-style-type: none"> • Application/Interview/ • Certificate

	<ul style="list-style-type: none"> • Provide advice and guidance to parents and carers in a positive and clear manner • Remain calm when working under pressure. • Evidence of: • Training and understanding of child protection 		
Teaching Experience	<p>Proven ability to:</p> <ul style="list-style-type: none"> • Set high expectation which inspire, motivate and challenge students • Promote good progress and outcomes by students • Success with students who are below expected levels • Demonstrate good subject and curriculum knowledge • Plan and teach well-structured lessons • Adapt teaching to respond to the strengths and needs of all students • Manage behaviour effectively to ensure a good and safe learning environment • Fulfil wider professional responsibilities • Communicate and work effectively in a multi-disciplinary school team including parents/guardians and other external agencies • Commitment to school-wide focus on student attainment 	<ul style="list-style-type: none"> • Evidence of having led whole school learning and teaching strategy. 	<ul style="list-style-type: none"> • Application/Interview • References
Leadership and Management	<ul style="list-style-type: none"> • Evidence of effective delegation to staff and effective follow-up to ensure tasks are complete to a high standard • Ability to analyse situations, prioritise and help to implement realistic solutions • Ability to establish and develop good relationships with all involved in the school • Commitment to the school's wider community 	<ul style="list-style-type: none"> • Evidence of leading CPD for staff, Governors and Parents. 	<ul style="list-style-type: none"> • Application/Interview/References

Knowledge and understanding	<ul style="list-style-type: none"> • Demonstrate a good level and understanding of ICT • Knowledge of how to deal with safeguarding issues in school. • Knowledge of OFSTED Framework • Thorough knowledge of current educational issues, including SEN legislation, guidance, code of practice and developments • Awareness of current developments in education and the implications of these. • Understanding the planning of the National Curriculum and its application in a school, including assessment, recording and reporting, and be able to adapt as per the school's curriculum plan • Understand how to plan appropriate interventions. • Know how to develop effective rapport with students, this being based on high expectations and establish a purposeful learning environment. 	<ul style="list-style-type: none"> • Knowledge and experience of current good practice and development in special education provision. • Knowledge of successful practice in teaching hard to reach students. • Knowledge of how to promote independence for young people with complex needs. • Behaviour Management training 	<ul style="list-style-type: none"> • Application/Interview
Strengthening Community	<ul style="list-style-type: none"> • An ability to establish and maintain positive partnerships with parents, students and communities • Awareness of the need to develop a school culture responsive to the nature of the school's communities 	<ul style="list-style-type: none"> • Work in the wider community. 	<ul style="list-style-type: none"> • Application/Interview
Other Requirements	<ul style="list-style-type: none"> • Positive recommendation from present employer • Satisfactory attendance record • Safer Recruitment criteria met. • For internal candidates, proven track record in own setting. 		<ul style="list-style-type: none"> • Letter • Reference

The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.

The Youth Engagement Schools Trust (YES TRUST)

Safer Recruitment Policy Statement

The safe recruitment of staff in the YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and other workers in the YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)

- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature, and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling, and security of Disclosure information.

A copy of the YES Trust's draft Safer Recruitment Policy & Procedures is available on request.