

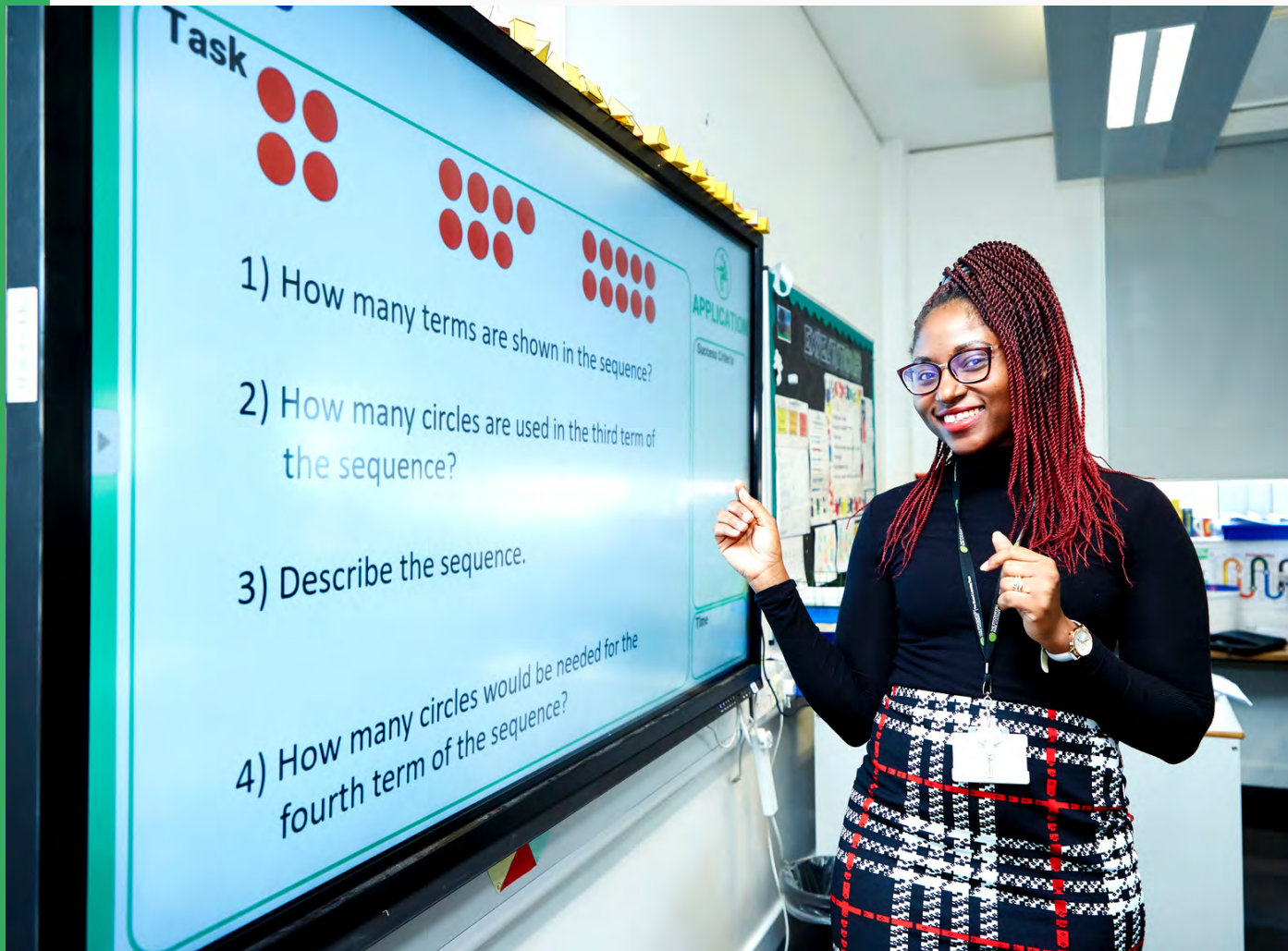


The Shared Learning Trust

THE STOCKWOOD  
PARK ACADEMY

RECRUITMENT BOOKLET

# LEAD PRACTITIONER OF MATHS



# LEAD PRACTITIONER OF MATHS

We have a wonderful opportunity for a Lead Practitioner of Maths to join our team

At The Stockwood Park Academy, we offer a school that will genuinely invest, support and develop you to become an outstanding practitioner and enable you to keep climbing the career ladder. If you are ambitious about excelling in your career and taking on additional responsibilities, we will give you the opportunities that you crave.

It is incredibly important to us here at The Stockwood Park Academy that all our staff are valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of staff that have joined us and been given excellent CPD and training that has allowed them to climb the career ladder.

If you want to be grow and develop in a successful academy, come and join us at Stockwood Park!

**Visits to The Stockwood Park Academy are warmly welcomed.**

**Please email [stockwoodpark@thesharedlearningtrust.org.uk](mailto:stockwoodpark@thesharedlearningtrust.org.uk) to arrange your visit**

## What does our Maths Faculty Offer?

- A supportive team of 12 specialist teachers
- Unparalleled CPD opportunities with free courses catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding academy
- All teaching staff receive a laptop to use whilst in employment
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

## The successful candidate will:

- Be a passionate advocate of the study of Mathematics
- Be a team player, with effective coaching and mentoring skills to support colleagues
- Carry out the functions of a lead practitioner at TSPA and Shared Learning Trust in accordance with the stated aims.
- Support the development of Teaching & Learning in Science and across the academy where needed, as part of the Teaching & Learning team.
- Assist in improving the academic outcomes of all students. To ensure that all students achieve challenging targets.
- Assist in providing high quality leadership of learning for all staff and students in the Department.
- Be committed to safeguarding and promoting the welfare of our young people.

## Job specifics

**Start date** - April or September 2023

**Salary** - Lead Practitioner Scale LP1 - LP6 (dependent of experience)

**Job Role** - Full time, Permanent

**The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.**



# WHY WORK FOR THE STOCKWOOD PARK ACADEMY?

## ABOUT US

- £30 million state of the art building with well-equipped classrooms
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday, catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding academy
- Freshly brewed coffee for staff on arrival to the academy every morning in your own 12oz Bamboo reusable cup
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- 15% of annual membership for Active Luton Gym
- All teaching staff receive a laptop to use whilst in employment

## SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

## WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on:

<https://www.thesharedlearningtrust.org.uk/vacancies3/60982.html>

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or [j.powell@thesharedlearningtrust.org.uk](mailto:j.powell@thesharedlearningtrust.org.uk)

If you decide to apply, you should include a letter with your application form of no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.



## HERE'S WHAT OUR STUDENTS HAVE TO SAY

*"Stockwood can be very eventful in a good way. I have lots of fun times with both staff and students"*

*"I like The Stockwood Park Academy because I learn challenging topics and the teachers are supportive."*



# OUR LEADERSHIP

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Dear Applicant,

I am delighted to extend a warm welcome to you.

The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is at the heart of all we do.

Best wishes,  
Mumin Humayun, Head of School

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust as principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength, employing some 500 fantastic staff members who serve over 4000 children within our communities. It is my privilege to be CEO of our family of schools and work with each head of school to ensure the best possible education in their own academy.

Our ethos is simple; to build a collaborative partnership of academies and schools that will provide exceptional educational provisions, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged, ensuring that their learning experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider community. They are role models and young leaders, who contribute to collegiate ethos with maturity.



## **We aim to recruit staff who:**

- Are excited by their role and by the prospect of working with young people, even those who are less motivated
- Love the processes of learning and teaching and are keen to continually develop their own skills
- Recognise that teaching can be a demanding job and react positively to those demands
- Will subscribe to the ethos of the trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people
- See break duty as an opportunity to talk to children
- Are quick to praise and slow to criticise and are not afraid to admit to seeing themselves as potential leaders of the future

I am conscious that this may be first your contact with the trust and first impressions are very important. I hope what you have read, coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes, Cathy





## ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our academy a vibrant and exciting place with a positive ethos that runs throughout the academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions and think about their learning.



## TEACHER TESTIMONIAL

### JOEL TOOMER, ASSISTANT PRINCIPAL

I've been fortunate to develop throughout my career at the Stockwood Park Academy. Since joining as an NQT History teacher, I have led teams as Head of History, Head of Humanities and been a member of our internal Teaching & Learning Team. Most recently, I have had the honour of being responsible for the development of teaching across the academy as Assistant Principal.

We strive for every lesson to make a difference and recognise the importance of keeping abreast with the latest educational research and evidence to inform our teaching. We have worked hard to develop a common language across the school when discussing teaching and learning and believe that the teacher is the expert in the classroom so we put our faith in our colleagues to deliver in ways that will benefit our students the most.

We support colleagues with a range of high quality internal and external professional development opportunities whilst seeking the best ways to further improve what we do best; teaching students so they can master the subject knowledge and skills that we care so passionately about.



# VISION & VALUES



## 'STRIVE, ACHIEVE, BELIEVE'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

### STRIVE

We will:

- Provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be
- Continue to work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff
- Have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets
- Focus on the development of all our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression

### ACHIEVE

We will:

- Aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative
- Share strong trust approaches to our key issues, e.g. teaching, assessment, attendance and curriculum development
- Offer an interesting yet challenging curriculum in each of our academies
- By our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all
- Continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence
- Place emphasis on collaboration with partners outside of our trust to maximise opportunities for all in our trust

### BELIEVE

We will:

- Enable all of our learners to develop and flourish, through close working and regular communication with our families and local community
- Care for our families beyond the school day, supporting the development of high self-esteem and belief
- Ensure that every child in our trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom
- Promote can-do attitudes and resilience across the trust that develop belief and high expectation

# TEACHING AND LEARNING AT STOCKWOOD PARK

At the Stockwood Park Academy, we believe that daily high-quality adaptive teaching, grounded in high expectations and disruption free classroom environments are the key to success for our students. We believe in an evidence-based approach to teaching and use the latest research to support our development.

## EFFECTIVE TEACHING AND RESEARCH

AtIn all lessons, teachers design lessons which centre around our 4 Principles of Effective Teaching (Recap, Input, Application, Feedback). We recognise the importance of a high quality, challenging curriculum which must underpin what happens in the classroom and the value of feedback at all stages of teaching and learning. We are proud to make use of key strategies found in Teach Like a Champion and Walkthrus as they provide practical methods to implement Rosenshine’s Principles of Instruction. We do not encourage unnecessarily elaborate approaches to lesson planning and delivery. We trust that our teachers are experts in their subject areas and allow them to design and deliver lessons to a high standard.



## CLASSROOM ROUTINES

All of our classrooms have visualisers and classroom countdown timers. We expect lessons to be purposeful with opportunities for guided and independent practice. Our teachers regularly show what excellence looks like with the expectation that students are given the opportunity to produce work of a similar high standard.

## FEEDBACK

Our feedback policy utilises Whole Class Feedback to support teachers in recognising common strengths and areas of the curriculum where students require extra support or reteaching. We assess our students regularly but are considerate of the impact this has on our teacher’s workload. We recognise the value of feedback for our teachers too. Teachers work closely with our internal teaching coaches where feedback and professional dialogue is central to the ongoing development of each of our colleagues. Faculty areas also have regular opportunities to work collaboratively as part of our generous directed time policy.





# STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, to an onsite car wash, you can be reassured that we have your best interests at heart.



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers



Free, onsite car parking at all academies



Reduced gym membership & free onsite gym\*



Reduced rates for onsite professional car wash



Cycle to work scheme



Staff recognition with reward shopping vouchers



Support for all staff with an experienced licensed counsellor



Enhanced pension employer's contribution & death in service payment



Onsite Indian head or shoulder massage



Free tea & coffee plus a reusable Bamboo coffee cup for new starters



Dry cleaning & ironing service



Online delivery drop off service, including Amazon deliveries



Support with relocation, including a range of information and contacts



Refer a friend £500 bonus scheme

## CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at The Shared Learning Trust.

Therefore we have partnered with the Teacher Development Trust, offering our colleagues to further their professional development by studying for specialist NPQs which are all completely funded.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.

When it's your birthday, you can also choose from a wide range of birthday boxes, complimentary of us!



Perkbox also provides access to 24/7 access to GP appointments, confidential support and guidance through our Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a **wellbeing portal**, full of resources and videos.



# JOB DESCRIPTION

<b>JOB TITLE</b>	Lead Practitioner of Maths
<b>RESPONSIBLE TO</b>	Director of Maths
<b>SALARY</b>	Lead Practitioner Scale LP1 - LP6

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## TEACHING AND LEARNING

- To lead and involve all Maths staff in the development of a successful curriculum
- To support the curriculum leader to ensure the curriculum has a clear purpose, delivery and impact across all key stages
- To manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
- To ensure continuity, progression and cohesiveness in all teaching.
- To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs and ensure equal opportunity for all pupils.
- To set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning.
- To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- To work effectively as a member of the Department team to improve the quality of teaching and learning.
- To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

## MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY

- To support the curriculum leader to ensure assessment is effective and informs student progress
- Support the curriculum leader to promote all aspects of 'Strive, Achieve, Believe' within the context of the maths department
- To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
- To contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
- To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the school policy.

## SUBJECT KNOWLEDGE & UNDERSTANDING

- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
- To keep up to date with research and developments in pedagogy and the subject area.

## PROFESSIONAL STANDARDS & DEVELOPMENT

- To be a role model to pupils through personal presentation and professional conduct.
- To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- To cover for absent colleagues as is reasonable, fair and equitable.
- To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
- To establish effective working relationships with professional colleagues and associate staff.
- To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.

# JOB DESCRIPTION

## PROFESSIONAL STANDARDS & DEVELOPMENT CONT.

- To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
- To undertake any reasonable task as directed by the Head of Department.
- To be aware of the role of the Governing Body of the School and to support it in performing its duties.
- To train in basic first aid.
- To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
  - have SEN;
  - are gifted and talented;
  - are not yet fluent in English.

**N.B:** Every subject teacher will be expected to have pastoral responsibilities

## OTHER MANAGEMENT ROLES

- To represent their area through the school's consultative structure and to consult with the Head of School / Curriculum Leader / Leadership Team line manager on matters concerning their curriculum areas
- To manage effectively and efficiently all resources within the curriculum area
- To represent their curriculum area as necessary within the school and at meetings with governors, parents, inspectors, feeder schools, other secondary schools, etc.
- To co-ordinate, promote and be involved in wider curricular activities.



# PERSON SPECIFICATION

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

ATTRIBUTES	ESSENTIAL	DESIRABLE
EXPERIENCE	<ul style="list-style-type: none"> <li>• 5 years teaching experience in the relevant subject area</li> <li>• Using data to inform target setting and planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with children with English as an Additional Language.</li> </ul>
SKILLS / ABILITIES	<ul style="list-style-type: none"> <li>• Able to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies).</li> <li>• Able to use IT to support both the curriculum and work organisation.</li> <li>• Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.</li> <li>• Able to monitor and evaluate teaching and learning.</li> <li>• Able to identify the necessary resources which ensure high quality teaching and learning.</li> <li>• Able to assess the needs of individuals to inform lesson planning.</li> <li>• Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of coaching and mentoring others</li> </ul>
EQUALITY ISSUES	<ul style="list-style-type: none"> <li>• Demonstrable commitment to inclusive teaching and learning.</li> <li>• Awareness of the effects of discrimination on pupils, parents, colleagues and policy.</li> </ul>	
COMPETENCIES	<ul style="list-style-type: none"> <li>• Able to demonstrate the appropriate motivation to work with young people</li> <li>• Able to form appropriate relationships with young people</li> <li>• Emotional resilience in working with challenging behaviours</li> <li>• Appropriate attitudes to the use of authority and maintaining discipline</li> </ul>	
SPECIALIST KNOWLEDGE	<ul style="list-style-type: none"> <li>• Subject/KS, curriculum knowledge</li> </ul>	
EDUCATION AND TRAINING	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of ongoing CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of meeting the threshold standards.</li> <li>• Sustained and substantial performance in the threshold standards.</li> </ul>

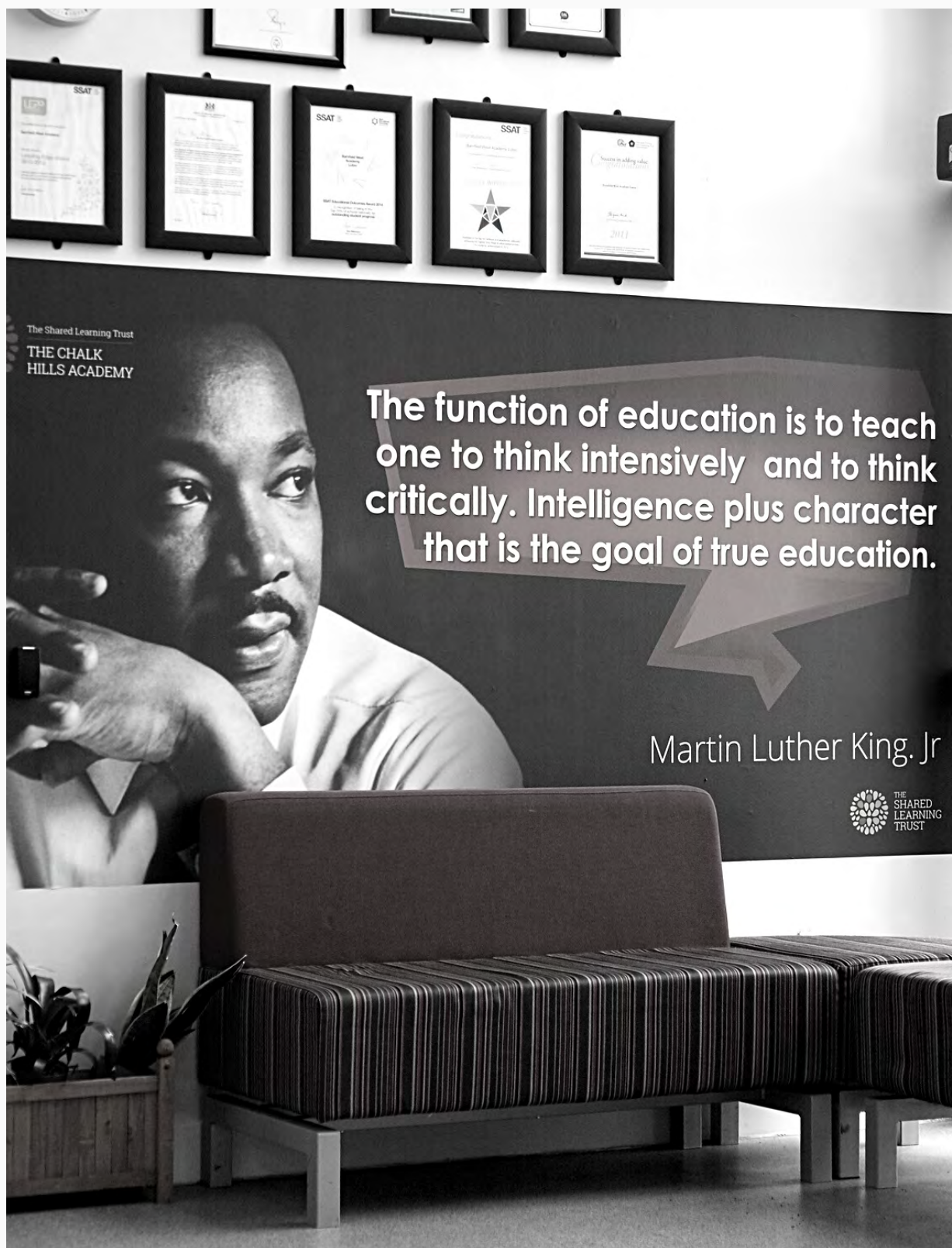
We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

# RECRUITMENT BOOKLET



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SEE MORE AT

[WWW.THESHAREDLEARNINGTRUST.ORG.UK](http://WWW.THESHAREDLEARNINGTRUST.ORG.UK)