



Thornhill
Academy

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Lead Practitioner of Maths



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Lead Practitioner of Maths at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

Thank you for the interest in working at Thornhill Academy. I am immensely proud to be the Headteacher of this academy where all staff are committed to giving our pupils the education that will help them become the very best, they can be. Our vision of Learn to Live, Live to Learn, aims to prepare pupils not just for today but tomorrow and life beyond school as we see learning to last a lifetime.

Thornhill provides excellent opportunities for children to develop as learners and grow as individuals. We offer a vibrant, exciting and inclusive all-round education and preparation for life and we are justly proud of the great progress and high achievements our pupils make. We expect exemplary standards of behaviour and respect for all within our inclusive school community and strive to encourage a thirst for learning.

Thank you again for your interest, this is an exciting opportunity to work in a popular, successful and forward-looking academy within a well-established department with excellent facilities.

I look forward to receiving your application.

Kind regards,

Mrs S Hamilton
Headteacher



About the Academy

Thornhill Academy is an 11 to 16 secondary academy, with 574 students and occupies a large site in close proximity to Sunderland City Centre. Thornhill offers students and staff rewarding and deeply engaging experiences and supports them on their journey to become inspirational and reflective practitioners, improving life for all in our community.

At Thornhill we take pride in developing each individual pupil to achieve their potential and make a positive contribution to society. We provide a safe, happy and nurturing environment in which we challenge all to strive for personal accomplishment.

Our Aims are to create an environment in which all take responsibility for their actions, behaviour, and learning, relishing challenges and learning from failures. We want to create a safe, supportive, and happy working environment in which diversity is celebrated and pupils and staff thrive.

Thornhill Academy is a fantastic school and I believe it is our job to develop a lifelong passion for learning through high quality teaching which fosters curiosity and promotes independence. We are committed to recognising and developing the whole child: physically, emotionally, socially and intellectually, creating active and responsible citizens who lead a successful and fulfilling life.

Our young people tell us they are very happy here and we work closely with parents and carers to ensure a successful experience for all.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by:

- helping children and young people to succeed to their potential academically, socially, and emotionally.
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions.
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed.
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model, and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams and may take the form of 1-to-1 instructional coaching or teacher learning communities and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education and help them to provide the best experience possible for our students.

About the Role

Job Title: Lead Practitioner of Maths

Start date: September 2022 (or earlier if available)

Contract: Permanent

Salary: MPS/UPS + TLR 2b

Thornhill Academy is fully committed to each individual in our academy, recognising their uniqueness and individual potential. We have high expectations of all students.

Are you passionate about maths and determined to make a real difference? We are looking to appoint an inspirational, dynamic, and enthusiastic Lead Practitioner of Maths to join us.

You will need to:

- Be ambitious in your determination to ensure all our learners achieve and develop their full potential
- Be inspirational in the classroom
- Be able to provide engaging and creative learning experiences for all pupils
- Be able to develop independent enquiry in pupils
- Be committed to assisting pupils in overcoming barriers to learning
- Have high expectations and a commitment to the wider school

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic, dedicated and well-resourced team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to david.gilboydodds@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Friday 21st January 2022 at noon

Interviews will take place Friday 28th January 2022

Visits to the Academy are available upon request. Please contact david.gilboydodds@consilium-at.com

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.



Job Description

Job Title:	Lead Practitioner of Maths
Reports to:	Head of Department
Based at:	Thornhill Academy
Grade:	MPS/UPS + TLR 2b

Main purpose of the Role

Play a key part in raising standards by modelling excellent teaching and supporting the professional development of colleagues in maths. The ultimate aim will be to improve the learning experience and achievement of students, whatever their ability and background.

Core Responsibilities & Tasks

- To maintain and contribute to the development of policies
- A commitment to securing high expectations for learning and the raising of achievement
- To:
 - Effectively teach the Academy curriculum
 - Set appropriate homework
 - Mark work, assess, record and report student progress
 - Provide a stimulating learning environment
 - Have due regard for maintaining security, health and safety in the area s/he uses
 - Contribute to department and school enrichment programmes.
- To support the effective development of Teaching and Learning within the Academy by:
 - Developing schemes of work, teaching and learning resources and strategies
 - Contributing to team review (including lesson observations), monitoring and evaluation, and the development of working practices
 - Participating in working groups and projects
 - Taking part in other professional development activities.
- Working with the Mathematics Department to improve attainment, classroom practice, and professional development:
 - Leading the team as a model of outstanding teaching
 - Raising student aspirations at all levels
 - Lead on raising attainment across the department through developments in teaching and learning pedagogy
 - To be involved in in-class support across the curriculum.
- Working with other teachers on classroom organisation and teaching methods/providing model lessons:
 - Leading continuing professional development activities
 - Holding workshops on classroom management, differentiation, pace and challenge, co-coaching
 - Matching teaching approaches to student learning styles
 - Demonstrating model lessons
 - Team teaching
 - Developing strategies with colleagues to use with students experiencing difficulties
 - Keeping abreast of the new teaching and learning strategies.
- Disseminating best practice based on educational research:
 - Identifying educational research to enhance existing practices
 - Developing action planning based on the needs of the Department.
- Producing high quality teaching materials:

- Updating existing and create new schemes of work and supporting their introduction
- Leading the introduction of new technologies, such as video conferencing, white board technology, the internet and Learning Platforms
- Sharing good practice with members of staff.
- Advising on Professional Development:
 - Designing and delivering professional development activities
 - Participating in the planning and delivery of focused in-service training days
 - Participating in the performance management of other teachers
 - Assisting with the performance review of teachers experiencing difficulty
 - Undertaking observation and feedback
 - Developing a code of good practice in the observation of teaching.
- Helping teachers experiencing difficulties:
 - Observing and feeding back on the teaching of colleagues experiencing difficulties
 - Providing a structured programme of advice and support
 - Give constructive criticism.
- If required, mentoring Newly Qualified Teachers:
 - Providing a weekly discussion and overseeing personal action planning
 - Formulating a handbook to provide support across the school.
- Initial Teacher Training:
 - Providing exemplar lessons for trainee teachers
 - Contributing to the assessment of students' teaching practice
 - Participating in the training of teachers within teacher training institutions
 - Acting as mentor to trainee teachers.
- Further duties:
 - Provide workshops for students on key borderline
 - Provide targeted support for disaffected or more able students
 - Support strategies for helping particular groups such as underachieving boys.

Other specific duties

- To undertake any other duty as specified by the School Teachers Pay and Conditions Document not mentioned in the above
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.



Person Specification		
Qualifications and CPD	Essential	Desirable
Qualified Teacher Status; degree level or higher.	X	
A degree or equivalent professional qualification in Mathematics.	X	
Experience, Knowledge and Skills	Essential	Desirable
Ability to teach Mathematics to GCSE at both Higher and Foundation tier.	X	
An excellent classroom practitioner.	X	
A knowledge of, and enthusiasm for, their subject; the desire and ability to convey this to the students.	X	
A good working knowledge of teaching and learning reflected in her/his own practice.	X	
ICT literacy.		X
Personal Attributes	Essential	Desirable
A firm commitment to comprehensive education.	X	
A willingness to participate fully as part of a faculty team.	X	
A commitment to student support and guidance.	X	
A willingness to participate in extra-curricular activities.		X
A willingness to teach more than one subject such as PSHE if required.		X
An interest in study skills.		X
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X