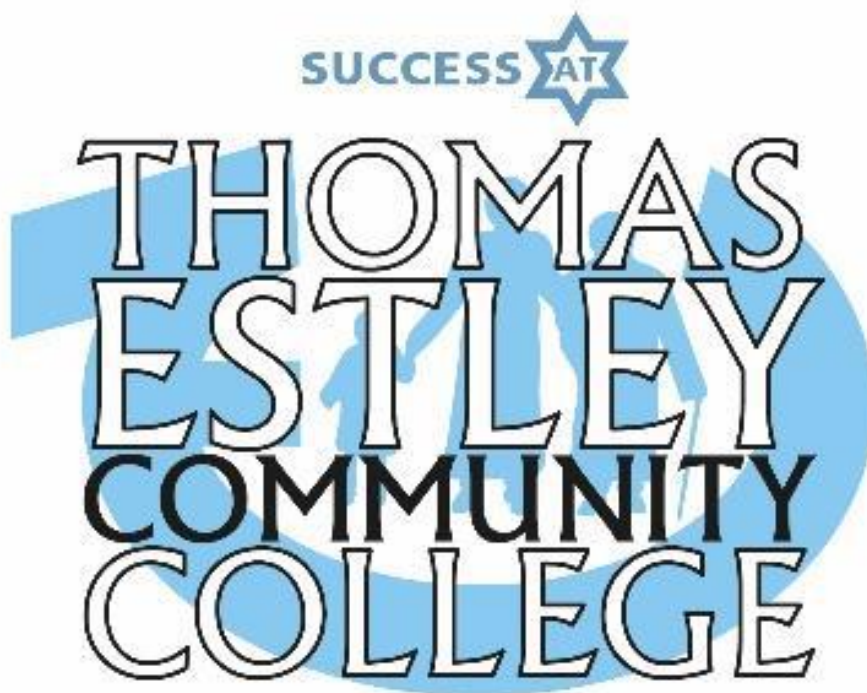
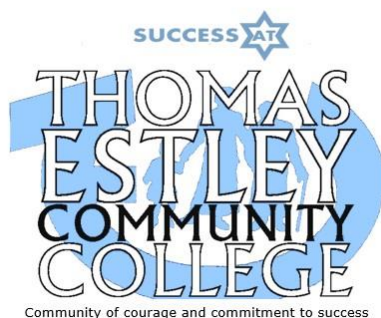




Application Pack



National Teaching School
designated by



**National College for
Teaching & Leadership**

**Station Road
Broughton Astley
Leicestershire LE9 6PT
Telephone: 01455 283263
Fax: 01455 285758**

admin@thomasestley.org.uk
www.thomasestley.org.uk

Principal: Mandi Collins

Dear Applicant

December 2021

LEAD TEACHER (SPECIALIST IN MATHS (TLR2A))

Full Time, Permanent – Easter start

Thank you for your interest in the post of Lead Teacher Specialist in Mathematics at this Community College and lead school in the TELA learning Alliance. Please find below some information regarding the college and this post. You will also find extra information on our college website at thomasestley.org.uk and on the OFSTED website. We hope that you will find the information of value in considering and, if appropriate, making your application.

A key requisite of this post is an individual who is not only a specialist in maths but is able to be a part of the Teaching and Learning Team, driving forward to continue the development of whole school pedagogy. Over the past few years we have implemented evidence-based learning and this is being used effectively across the school. We are now looking for someone who has a proven track record of supporting staff development in improving student progress and outcomes to join our team.

Mathematics at the College

Mathematics is a key subject within the Thomas Estley curriculum, and one of our core subjects at KS3 and KS4. Our results in Maths have been outstanding over a period of many years and among the very best KS3 results in the county.

Our Mathematics department comprises 6 teachers, as well as a dedicated Numeracy Support Assistant. The Mathematics curriculum incorporates mainly classroom-based lessons as well as access to interactive Maths IT based resources and a set of tightly focussed intervention lessons / extracurricular support where appropriate. Students study Maths for five lessons a week (four lessons a week in Year Nine) from Year Seven to Year Eleven, as well as through our Money Matters Module in Year Nine. Additional provision includes studying for the AQA Level 2 qualification in Further Maths for our more able KS4 pupils, a residential Maths / Science trip to Geneva and a range of enhanced opportunities from the UK Maths Challenge through a Bletchley Park coding visit to Maths leadership opportunities in feeder primary schools.

Throughout the college we aim for a high quality learning experience for all of our pupils, with close links with all partner schools, particularly within our Multi Academy Trust, Success AT. Projects and shared experiences take place across transition points, including opportunities for more able learners and targeted inclusion tasks.

Thomas Estley Community College is a very busy, thriving and innovative college serving the village of Broughton Astley and the surrounding area. We have a current number on roll of almost 900 Key Stage 3 & 4 pupils (11-16 year olds) with a number of students with special educational needs. The College also has extensive extended schools provision including Before and After Schools Clubs, Pre-School, Sea cadets and secondary extra curricular clubs, as well as adult and community clubs which all happen at the College, and a SEND Communications and interaction unit.

The Role itself

We are looking for an individual with a strong track record of having high expectations for all learners, provoking interest and curiosity in lessons through compelling learning. They will have strong evidence of delivering pedagogy that supports student's knowledge and understanding and allows for ALL students to make progress, across the whole school. Student outcomes will show evidence of successful progress and attainment within maths. In addition, the successful candidate will also have experience of delivering whole school CPD and supporting staff to improve their own practice, and be expected to work both within the maths department and whole school.

Applications to the College

If you are interested in an opportunity to work with us through this exciting period of growth and innovation along the lines outlined in the enclosed details, then we look forward to receiving your application. This post is subject to enhanced disclosure from the Criminal Records Bureau. Your application should include a completed form and a letter of application (no more than two sides of A4 please) with the names and addresses of two current professional referees. Please ensure that your letter matches your philosophy, practice and experience to the items in the job and person specification.

We look forward to receiving your application. Please note the closing date for applications is **MONDAY 17 JANUARY 2022** Applications via email to hr@thomasestley.org.uk. With interviews taking place during w/c 24 January 2022

Yours sincerely



Mandi Collins
PRINCIPAL

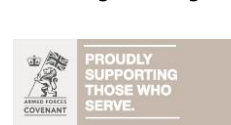
Success Academy Trust

Registered in England
Vice-Principals: C. Cornelius, R. Fegan

Company No: 8135389

Registered Office: As above
Assistant Principals: M. Young, J. Hartley

VAT Registration No: 153 2274 31
College Manager: A.M. Willett



Thomas Estley Community College

"A Community of Courage and Commitment to Success"

Thomas Estley is a successful 11-16 Community College serving the villages of Broughton Astley, Cosby as well as Whetstone and surrounding villages. We are the secondary school in Success Academy Trust, working with three local primaries and a preschool within the Trust, 'Building Leadership and Character Together.' We host part of Birkett House Special School within the college and are passionate about inclusion and meeting the needs of every one of our students.

The college has a strong tradition of innovative curriculum planning and its curriculum has been a national case study with aspects adopted by a number of schools locally and nationally. Thomas Estley is lead school in the Thomas Estley Learning Alliance (TELA) including almost 40 secondary and primary schools, and a National Support School. As a result, the college engages in significant School to School Support and CPD provision. We are also a Centre for School Direct placements for those looking to train as a teacher. The college is a vibrant, innovative and forward-looking institution, a place which never stands still but constantly seeks improvement.

All of our Trust staff have a Staff Wellbeing entitlement and a Leadership Development entitlement, as well as our Three Keys to Success.

Featuring additional entitlement to our 'Three Steps to Success' for all our Success Academy Trust Staff

 **ENTITLEMENT TO OUR TRUST TRAINING PACKAGE AS APPROPRIATE TO CAREER STAGE DEVELOPMENT, ROLE AND EXPERIENCE**

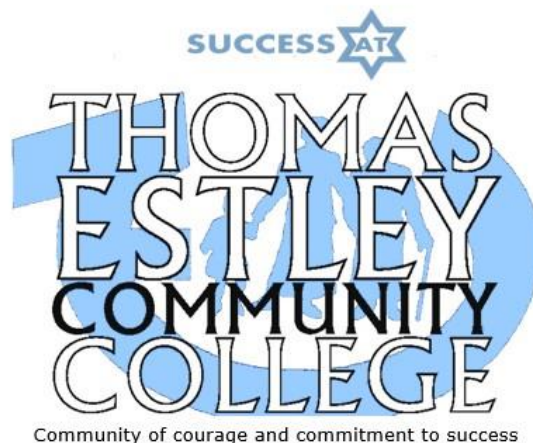
 **TALENT MANAGEMENT DEVELOPMENT ROUTES WITHIN THE TRUST WITH A PERSONALISED CAREER PLAN**

 **WELLBEING FOR SUCCESS – OUR OWN PERSONAL WELLBEING AND SUPPORT PACKAGE TO HELP YOU FLOURISH**



All of our work is firmly based within our values, collaboratively agreed and committed to by all of our stakeholders.

1. Aiming to achieve our best.
2. Taking full advantage of every learning opportunity.
3. Showing resilience through our experiences and challenges.
4. Seeking out our talents and following our dreams.
5. Reaching out for opportunities to lead and encourage others.
6. Making a positive difference and celebrating success.
7. Including the whole community, sharing, caring and giving time as needed.
8. Treating each other with kindness, fairness and respect.
9. Finding space in our lives for fun, joy, praise and laughter.



THOMAS ESTLEY COMMUNITY COLLEGE

JOB DESCRIPTION

Title and Grade of Post	Lead Teacher (Maths specialist)
Job Purpose	• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support Mathematics as appropriate. • To monitor and support the overall progress and development of pupils as a teacher / form tutor • To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential • To contribute to raising standards of pupil attainment • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth • Deliver lessons that provoke interest and curiosity by making learning compelling and important • Deliver whole school CPD to support improved student progress • To support teaching staff improvement by using the instructional coaching method
To whom the postholder reports to	Curriculum Leaders of Mathematics Vice Principal for Staffing
The persons line managed by the postholder	n/a

Operational / Strategic Planning	• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Maths Departments • To contribute to the Maths department's development plan and its implementation • To plan and prepare courses and lessons • To contribute to the whole school's planning activities • To deliver whole school professional Development • To support staff to improve their own practice whole school
Curriculum Provision	• To assist the Curriculum Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
Curriculum Development	• To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's mission and strategic objectives.
<u>Staffing</u> Staff Development: Recruitment / Deployment of Staff	• To take part in the school's staff development programme by participating in arrangements for further training and professional development • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management Review process • To ensure the effective / efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school
Quality Assurance	• To help to implement school quality procedures and to adhere to those • To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria To seek/implement modification and improvement where required • To review work from time to time, methods of teaching and programmes of work • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school • To be a part of the teaching and Learning team and participate in whole school learning walks and QA directed by VP for staffing
Management information:	• To maintain appropriate records and to provide relevant, accurate and up-to-date information for MIS, registers, etc. • To complete the relevant documentation to assist in the tracking of pupils • To track pupil progress and use information to inform teaching and learning

Communications:	• To communicate effectively with the parents of pupils as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the school • To follow agreed policies for communications in the school
Marketing and Liaison:	• To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools • To contribute to the development of effective subject links with external agencies
Management of Resources:	• To contribute to the process of the ordering and allocation of equipment and materials • To assist the Curriculum Leader to identify resource needs and to contribute to the efficient / effective use of physical resources • To Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and pupils
Pastoral System:	• To promote the general progress and well-being of individual pupils • To liaise with a Team Leader to ensure the implementation of the school's Pastoral system • To evaluate and monitor the progress of students and keep-up-to date • To contribute to the preparation of Action Plans and progress files and other reports • To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved • To communicate as appropriate, with the parents of pupils, with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff • To contribute to curriculum enrichment according to school policy • To apply the Behaviour management systems so that effective learning can take place

Teaching	• Provoke interest and curiosity by making learning compelling and important • Using pedagogical skills such as direct instruction, explanation, modelling and the progression of key organising concepts and ideas to build strong schemas of knowledge • Deliberate practice building success on meaningful and challenging tasks • To teach pupils according to their educational needs, including the setting and marking of work to be carried out in school and elsewhere • To assess, record on attendance, progress, development and attainment of pupils and to keep such records as are required • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students • To undertake a designated programme of teaching • To ensure a high quality learning experience for pupils which meets internal and external quality standards • To prepare and update subject materials • To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework • To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures • To mark, grade and give written/verbal and diagnostic feedback as required
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Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements for worship
- To promote actively the school's corporate policies
- To continue personal development as agreed
- To comply with the schools Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duty as specified by STPCB not mentioned in the above

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current, but, following consultation with you, may be changed by the Senior Leadership Team to reflect or anticipate changes in the job which are commensurate with the salary and job title.

THOMAS ESTLEY COMMUNITY COLLEGE

Person Specification

	Essential	Desirable
1 QUALIFICATIONS	Graduate Qualified Teacher	
2 EXPERIENCE	Recent and relevant experience teaching Maths Coaching experience to support improvement in teaching	Successful teaching in secondary comprehensive education Maths at KS3/4 Experience of delivering whole school professional Development Experience of instructional coaching
3 CURRICULUM	Knowledge and understanding of the current KS3/4 Maths curriculum.	Knowledge and understanding of recent developments in the national curriculum regarding Maths
		Involvement in developing relevant curricula and/or schemes of work.
		Awareness of related courses and qualifications at KS4 and above.
4 PEDAGOGY	Provoke interest and curiosity by making learning compelling and important Using pedagogical skills such as direct instruction, explanation, modelling and the progression of key organising concepts and ideas to build strong schemas of knowledge Deliberate practice building success on meaningful and challenging tasks	Supporting/Coaching staff to improve their own practice
5 TUTORING	Knowledge and experience of the practice of pastoral care and tutoring in secondary education	
6 TEAM WORK	Willingness and evident skills to contribute to collaborative work within the College	Participation in professional collaborative review / action research around learning.
7 PROFESSIONAL DEVELOPMENT	Willingness and ability to review and identify, with others, personal professional development needs	Evidence of personal practice already in this area Experience of delivering whole school professional Development
	Participation in training and development activities	
	Willingness, skills and ability to contribute to the professional development of the team, its purpose and effectiveness	
	Aspiration to further career development and promotion	
8 COMMUNITY	Awareness and knowledge of the contribution of related skills to the practice of comprehensive, community education	
	Knowledge and recognition of the role of parents in support of pupil learning	
9 COMMUNICATION	An application which is original to this post	
	Personal presentation skills, on paper and orally, to secure and sustain communication within the team, across the College and with the wider community, including parents and governors	

	As this job is designated as a 'regulated activity' an enhanced DBS with barred list check is essential.	
10. Other	Must be eligible to work in the UK	