



Maths Teacher ACE Schools





Headteachers Welcome

Dear Candidate,

Thank you for taking the time to look at our advert for a maths teacher based at our Bretonside site in Plymouth. We would welcome applications from Early Career Teachers as well as those with more experience. To support ECT we are working with the SWIFT group to provide a comprehensive Early Career Framework Programme.

The aim of our maths department team is for all our students to acquire a deep, long-term, secure and adaptable understanding of the subject. In order to do this they must be able to:

- Rapidly and accurately recall and apply facts and concepts
- Develop a growing confidence to reason mathematically
- Develop the ability to apply maths to solve problems and to test hypotheses

All our staff are committed to raising the standards of numeracy of all our pupils, developing their ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.

We promote the needs and interests of all pupils, irrespective of sex, gender identification, sexuality, culture, ability or aptitude. Our teaching pedagogy takes into account the ability, age, readiness and cultural backgrounds of our pupils to ensure that all can access the full PSHE education provision. We promote empathy and encourage our pupils to show a high regard for the needs of others.

Please see our curriculum maps on the school website for further details about how we achieve this in each area.

At Key stage 3 pupils have four 45 minute lessons a week. At Key Stage 4 pupils have five 45 minutes each week. All our year 11 pupils are entered for Edexcel Linear two-tier GCSE. Some pupils are entered for Edexcel Entry Level Numeracy.

We have two maths classrooms at Bretonside and you will be one of two maths specialists on site. Classes are small and mixed ability so you will be planning and delivering personalised teaching and learning for each pupil. Each class has a dedicated teaching assistant and we have pastoral support on site. We are keen to meet candidates from special and mainstream settings or early career teachers who want to take on the challenge of supporting young people whose needs can only be met by the exceptional staff at ACE.

We have a team of 15 experienced subject specialists at Bretonside and 4 at Dover Road. Pupils follow a mainstream style curriculum and timetable with additional vocational and other learning outside the classroom at least one day a week so the make up of each class varies daily. Pupils stay with us from between six weeks and several years with the aim of returning to mainstream or other



school or finishing in year 11 with GCSE exams and progressing to post 16 education, employment or training.

You will be at the forefront of making life changing differences to a group of young people who deserve the same high level of education as their peers.

If you believe that you can bring passion and energy to your work with the young people we teach at Bretonside we would love to hear from you.

Anyone wishing to find out more and would like to like to talk about the position further please call the number below and I would be happy to speak to each perspective candidate personally.

I look forward to hearing from you.

Matt Bindon
Head Teacher
ACE Schools
01752 396100 (Plymouth base)



ACE Schools - who we are

ACE schools is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and as a result of this don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.

The school is based on 11 sites across the three localities and these sites are divided into three primary areas of need. These include bases to support young people's health and welfare and this can include mental and physical illness that prevents them from attending school, reintegration, and intervention bases to support young people with challenging behaviour and social emotional needs back into school; WRAP bases where we provide one to one support for pupils with EHCP plans.

We currently employ over 200 members of staff across the school in a range of positions. At present in the school, we have 23 different roles and responsibilities across the team ranging from welfare, curriculum, and professional development leads.

In February 2019 Ofsted inspected the whole school rated us as a 'good school' and we are incredibly proud of the report. Below are some of the highlights.

This is a good school

- Leaders are passionate that every pupil, whatever their previous education history, deserves another chance to succeed. As a result of their commitment to providing high-quality provision, pupils do well.
- Leaders have developed strong systems of management across sites. There are common expectations and systems of accountability. Individual sites are, therefore, well organised.
- Leaders work very hard to safeguard pupils. They are very aware of the many risks to their pupils. They have established good relationships with outside agencies. There is a very strong safeguarding culture throughout ACE.
- Teaching is of high quality on most sites. It is tailored precisely to individual needs and underpinned by very strong relationships between adults and pupils. This quality is not as consistent on the Bretonside site.
- Leaders offer a bespoke curriculum tailored to individual needs and aspirations. This means that pupils are much more likely to engage and succeed.
- Pupils' attendance improves considerably. Pupils learn to manage their emotions and behaviour. Pupils develop pride in their work.
- Pupils make good progress. They frequently gain a range of qualifications and leave ACE for a variety of appropriate destinations. Pupils with special educational needs and/or disabilities (SEND), including those with mental health needs, do well.
- Trustees have overseen the successful establishment of the multi-academy trust and a period of expansion. They identified themselves that governance required strengthening. They have taken appropriate action but there is still work to do to ensure that leaders are rigorously held accountable for all sites.



What we can offer you

As a large alternative provision that is part of a trust we can offer you as future employees many exciting benefits:

Employee Assistance Programme: We provide our employees with a range of benefits including paid for counselling sessions and health checks.

CPD: All members of staff have CPD sessions that take place on a Friday afternoon that are finished by 3:30 meaning that none of our training take place after the school day. Each week we a wide variety run drop-in sessions to allow staff to tailor their professional development.

School day: A day running from 8:30am-3:30pm with pupils finishing at 1:00 on Fridays to allow staff to take part in a range of CPD each week.

Career progression: As a school that covers three counties staff can move between bases and progress their careers into 23 different roles in the school.

Multi agency working: Due to the high level of need for a proportion of our pupils there will often be occasions where you get to work with professional from other organisations

IT equipment: Whatever role you join ACE in you will be provided with the IT equipment required to carry out your work

Induction and qualifications: When you join ACE, you will be given a comprehensive induction into our school and provided with MAPA (physical intervention training) as part of the programme. This induction will continue with a comprehensive package which may include first aid certificates, activity leadership as well as a thorough explanation in our systems, trauma informed practice and an in-depth safeguarding training. We have chosen to work with SWIFT to provide an Early Career Teacher Programme.

Well-being activities: Once each term staff are given opportunities to take part in well-being activities ranging from group sporting, cultural or social activities, through themed activities such as creative afternoons to individual activities such as beauty therapy and massage.

Staff supervision: As a school we purchase the support of psychologist so that all members of staff can receive support from trained professional when staff need support for issues inside and outside of school.





During the academic year 20/21 we asked staff what it was like to work at ACE and here is what they said;

I am proud to work for ACE?

[More Details](#)

[Insights](#)

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Responses



4.62 Average Rating

"The relationships we have with the students are really strong" Teaching Assistant

"It's been so nice having him at ACE, with all the support he has been given." Parent

"The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised" Teacher

"ACE is just brilliant. I couldn't ask for a better school. You work miracles" Parent

"I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures" Teacher

"Having worked for ACE for only a short time and I have been impressed at how the students are supported" Teaching Assistant

"The work we do at ACE is brilliant and I am delighted to have joined the team this September" Teacher

"My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner" Parent

"I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important"
Pastoral Lead



About the role

Job Title: Maths Teacher (This role is suitable for an Early Career Teacher)

Salary Range: MPR/UPR (£25,714 - £42,010) + SEND allowance

Contract Type: Permanent

Closing Date: 22nd May

Interview Date: 25th May

Start Date: September 2022

Job Description

Job Purpose

As a Teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment across all key stages and acutely aware of the strategies required to achieve the highest standards within their subject area. You will be focused on achieving the best possible outcomes for your pupils in terms of externally accredited qualifications and in personal development.

Responsibilities

- To be an outstanding teaching and learning practitioner
- To ensure curriculum coverage, continuity and progression in the subjects for all pupils, including those of high ability and those with additional educational or linguistic needs through planning lessons and sequences of lessons, showing how they will assess pupil's learning
- To establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement
- To ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject/s
- In collaboration with your Head of Department establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with additional and linguistic needs
- Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
- Maintain/establish good order and discipline among the students and safeguard their health and safety.
- To ensure the effective development of pupils' individual and collaborative study skills necessary for them to become increasingly dependent in their work and to complete tasks independently when out of school



- Be aware of the subject's contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment and targets
- Develop effective links with the local community, including business and industry, in order to expand the subject curriculum, enhance teaching and to develop pupils' wider understanding.
- Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and use this information to improve your own planning and teaching
- Give prompt and constructive feedback to support pupils as they learn and involve them in reflecting on, evaluating and improving their own performance.
- Report pupil's progress accurately, concisely and informatively using ACE Assessment system and use this to help pupils review their own progress and to inform parents
- Identify and support more able pupils, those working below age related expectations, those under-achieving and those who experience behavioural, social and emotional difficulties. Where necessary you may seek advice and guidance from experienced colleagues
- Assist pupils to set targets for themselves and to contribute to the identification of team and whole school targets.
- Differentiate your teaching to meet the needs of pupils and draw up subject specific IEP's for those pupils who have special needs
- Organise and manage the physical teaching space, materials, tests and other resources safely and effectively with the help of support staff where appropriate
- Use ICT effectively in your teaching
- Teach across the age and ability range for which you are trained
- Where appropriate set and mark homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently
- Recognise and respond effectively to equal opportunities issues as they arise in the classroom, including challenging stereotyped views and by challenging bullying or harassment, following relevant policies and procedures.
- Contribute to the work of the department teaching team.
- Arrive in class, on or before the start of the lesson, and begin and end lessons on time
- Be a role model to pupils through personal presentation and professional conduct.
- Establish effective working relationships with professional colleagues and associate staff
- Keep up-to-date with research and developments in pedagogy and the subject areas



Academic Lead Responsibilities (May be shared)

- Registering pupils and maintain the class register according to set procedures
- Supporting the academic, pastoral and personal development of all pupils within the tutor group
- Delivering the pastoral curriculum, engaging all pupils in purposeful activity and guiding reflection
- Monitoring individual progress in relation to SIMS performance data and helping pupils to identify targets for improvement
- Completing reports on pupils as required including Team Around Me paperwork and holding termly review meetings
- Ensuring effective communication between schools and home
- Attending and contributing to other meetings as appropriate.
- Have knowledge and understanding of the components of outstanding pastoral care for pupils and work with the Pastoral Lead to ensure pupils receive it.

Other Duties & Responsibilities

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.

Experience & Job Knowledge

Essential

- Experience of working effectively as a practitioner with young people who would be considered disadvantaged and hard to engage
- Evidence of continually improving the teaching and learning of their pupils individual needs
- High expectations for accountability and consistency.
- Commitment to the safeguarding and welfare of all pupils.
- Outstanding classroom practitioner.
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.
- Good communication, planning and organisational skills.
- Demonstrates resilience, motivation and commitment to driving up standards of achievement.
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice
- Experienced in teaching SEMH and SEND



- Ability to work under pressure, handle a variety of situations and people and self-manage time
- Experience in using IT and Microsoft Office
- Demonstrative ability to communicate in written and oral context with wide cross section of social and cultural backgrounds.

Desirable

- Experience of successfully managing staff effectively
- Knowledge of and experience in using emotional and behavioural concepts, anger management, emotional literacy
- Knowledge of attachment specific teaching strategies and Trauma Informed Practice
- Willingness and experience of teaching other subjects for example PSHE
- A clear understanding of the needs of children and young people with Autism Spectrum / Social Communication Needs
- A willingness to participate in Continuing Professional Development.
- Ability to carry out the full range of teaching responsibilities, planning, delivery, assessment, monitoring, evaluation and reporting

Qualifications

Essential

- QTS
- Undergraduate degree within your subject area or equivalent

Desirable

- Further professional qualifications
- Honours degree
- SEN related qualifications
- Minibus driving licence

Personal Qualities

- The ability to remain calm in stressful situations
- Uncompromising, personal and professional integrity, including modelling values and vision
- Think analytically and creatively and demonstrate initiative in solving problems
- Excellent interpersonal skills
- A sense of humour
- Must be a good role model for students and staff
- Must be adaptable and willing to accept guidance and support



- Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others
- Demonstrate resilience and optimism
- Enthusiasm for learning
- Empathy with young people
- Able to build positive and appropriate relationships with young people



Transforming Futures Trust

Transforming Futures, Changing Lives.

ACE Schools is part of Transforming Futures Trust; the Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Headteachers, School staff, parents/carers and stakeholders and the wider communities they are a part of. We have proven educational practice and strong leadership which has enabled us to develop new provisions across the southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.

In addition to **ACE Schools**, there are two other schools in the Trust:

ACE Tiverton



A new 11-16 special school, which opened in September 2019 with 35 students across Years 7-11. A Free School with a designation for supporting students with high functioning Autistic Spectrum Condition and related Social, Emotional and Mental Health needs.

Courtlands Special School



Based in Plymouth, Courtlands supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.