



**Programme Leader /
Assistant Head of Maths
Temple Learning Academy**



Temple Learning Academy

Programme Leader / Assistant Head of Maths



Start date: asap or September 2021

Temple Learning Academy is an all-through free school Academy in East Leeds. We opened our doors to Reception students in 2015 and we welcomed our first Year 7 cohort in September 2017. From September 2020, we will be an Academy with approximately 800 students in total across Reception and Years 1,2,3,4,5,7,8,9 and 10. We are ambitious for change, and our vision is to build a world-class all-through school that serves its local community.

Our Vision

Our vision is for Temple Learning Academy to be an exceptional, innovative community offering memorable lifelong learning experiences to enable all to achieve their full potential. Everyone will develop the moral values, confidence, skills, resilience and ambition to change the future for the better within their local and global communities.

Our Core Values

These are:

- Creativity: We value everyone's ideas, contributions and interests. Embracing the new prepares us for the future.
- Resilience: We always learn from our mistakes and keep trying until we achieve our goals.
- Ambition: We aim high to be the best we can be; we are confident in the pursuit of this goal and proud of our successes.
- Inclusivity: We value the gifts each individual brings and we respect and celebrate our talents, similarities and differences.
- Care: We are responsible for ourselves and have a moral responsibility for those around us locally and globally.

Our Core Expectations for Students

These are that all students:

- Are polite, respectful and kind.
- Will arrive on time, ready to learn.
- Will meet the uniform standards, at all times.
- Will follow staff instructions, the first time of asking.
- Will move about the academy calmly and quietly.

Academy Profile

- The Academy was rated “Good” by Ofsted in May 2018.
- The Academy is virtually full in every year group, with waiting lists in some year groups.
- Prior attainment on entry into Reception and Year 7 is mixed, and below age-related expectations for the majority of students.
- The Academy serves a community in the lowest deprivation quintile.
- Approximately 66% of Academy students are in receipt of Pupil Premium Funding.
- Approximately 25% of Academy students are on the SEND Register.
- Overall, Academy attendance is currently low, with an above-average proportion of students in Persistent Absence. Attendance is strongest in Years 4 and 5, and weakest in Years 9 and 10.

Current School Leadership

- Temple Learning Academy joined the Red Kite Learning Trust in September 2018. Mr Richard Sheriff is the CEO of the Trust.
- Temple Learning Academy is formally linked with Temple Moor High School through the Executive Leadership of Mr Matthew West, the Principal of Temple Moor High School.
- The Principal of Temple Learning Academy is Mr Stuart Huddleston.
- The Academy Leadership Team includes our Principal, two Deputy Principals, two Assistant Principals, three Achievement Directors, an Inclusion Leader, an Early Years Foundation Stage Leader and an Operations Leader.

Our Curriculum

Our entire community, led by our Trustees and Governors, has an ambition for change. This demands an exciting, innovative and first-rate curriculum that delivers exceptional progress and transforms children’s lives. Our curriculum is fundamentally inclusive and provides equality of opportunity for everyone: overcoming disadvantage and other barriers to learning to ensure future success for all our students as they progress into adult life and into future education and employment.

Temple Learning Academy is a genuine all-through school and our curriculum must deliver continuous progression and successful learning experiences for all students as they move through each phase of our school. All Learning Phases are equally important, and this is reflected in our Leadership and Governance and throughout our school. Our mission and our passion are about combining the best “primary” practice and best “secondary” practice, and exploring the wealth of opportunities that come from understanding children’s learning and progress in our school as one continuous journey from ages 4 to 16.

All children follow a challenging curriculum, assessed against high age-related expectations that are standardised with high-performing, local partner schools and the Red Kite Learning Trust and Red Kite Alliance. During learning, children are challenged to demonstrate the “deepest” learning possible. Further stretch and challenge does not mean moving to a new area of learning; further stretch and challenge means demonstrating deeper learning in that area, moving towards “mastery” of a particular area of learning. Typically, this should involve more complex application of learning in new and challenging contexts.

Our vision is for all children to make outstanding progress academically and through the unique richness of the life of the school. All of our students will be successful because they will develop enquiring minds and master independent learning skills; they will be responsible, confident,

brave, resilient and emotionally intelligent; they will be highly literate and numerate and fully equipped for work and the world around them; they will have a secure future and they will understand their role and responsibilities as local, national and global citizens. They are the leaders of the future and we understand that their unique potential has no limits.

Attitudes to Learning

At Temple Learning Academy we have the highest expectations for all students, staff and stakeholders. We are a special learning community where everyone feels safe, happy, healthy and well cared for. We are an inclusive, diverse, all-through school where every child and every adult feel inspired, challenged and fulfilled in our pursuit of lifelong learning. We have a shared understanding of our core rights and responsibilities, and we nurture a culture that protects and celebrates the wonderful uniqueness of each and every person.

Our Vacancy

We are seeking someone who is motivated, forward thinking, inspirational and experience of teaching maths.

You will have:

- ✓ A degree in Maths
- ✓ Experience as a Maths teacher who is either: already operating at middle-management level and wanting a new, exciting challenge, or who wants the next step opportunity with ideally experience of enabling improvements and leading others
- ✓ A commitment to supporting maths curriculum at all ages and levels
- ✓ An inclusive purpose; every student's future is important
- ✓ An excellent team player and ability to coach, motivate and guide others

In return we can offer:

- ✓ An overarching ethos of equality, celebration of diversity and a belief in the individuality and unique potential of each child
- ✓ Highly rewarding relationships with pupils and their parents/carers
- ✓ The opportunity to teach and lead both across the ability spectrum and to the full extents of the maths curriculum in an all through school
- ✓ An exciting place to work
- ✓ A supportive, team orientated culture offering a wide range of wellbeing initiatives
- ✓ Opportunities to support, guide and mentor our staff including trainee teachers
- ✓ Ongoing opportunities for personal growth and development across the school and wider Trust

Reward Package & Additional Benefits

We offer a comprehensive package of reward including: your membership of our outstanding pension provision via the Teachers' Pension Scheme or Local Government Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work Salary Sacrifice scheme, allowing all staff to:

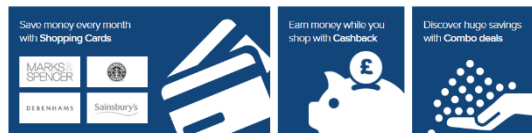
- Benefit from huge savings on the cost of a new bike and/or safety equipment, supported by the Trust up to a total value of £2000
- Spread the cost over a year and make a significant saving on Income Tax and National

Insurance contributions on the total salary sacrifice value

- Choose from over 500 brands from over 2000 partner stores across the UK

Many more staff benefits are available, via an online rewards portal, in areas including: shopping, family, automotive, financial, professional, home & garden, sport, health, beauty and travel.

The Trust provides a 24/7 'Employee Assistance Programme' to aid and support staff and their families. This service provides the additional and independent support which may be needed through times of, for example: bereavement, divorce, separation, significant illness of loved ones, financial issues/difficulties, or parenting issues.



The Trust is focussed on further enhancing the Reward offer for all our staff and we hope to deliver additional benefits during 2021/2022 aligned to the suggestions from our whole staff team.

Red Kite Learning Trust

Temple Learning Academy is a very open, forward thinking and outward facing school and, as such, joined the Red Kite Learning Trust in 2018. Red Kite Learning Trust have a philosophy deeply rooted in professional generosity and in helping young people excel within their own schools, and beyond. Consequently, we feel confident that we have found the right partner to help us improve standards still further for all our students, and secure our long-term vision of becoming a Centre of Excellence at the heart of our community.

The Red Kite Learning Trust was formed in 2015 with three founding schools: Harrogate Grammar School, Oatlands Junior School and Western Primary School in Harrogate whose aim was, and still is, to work together to ensure 'Excellence for All'. Since then, our Trust has welcomed more schools joining:

- In Harrogate, Rossett Acre Primary and Coppice Valley Primary
- In Pudsey, Leeds: Crawshaw Academy
- In Leeds East: Temple Learning Academy joined with 6 other schools as a collective group in Summer/Autumn 2018. Other schools included: Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Templenewsam Halton Primary and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge of all schools. We look forward to our Trust steadily developing further over the years and delivering excellence for all.



Red Kite Alliance

We are also members of the Red Kite Teaching School Alliance, a partnership of Yorkshire schools (secondary, special and primary schools) collaborating to help each other improve the outcomes

for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

Through the Red Kite Teaching School and SCITT (School Centred Initial Teacher Training), we work with other schools and partners to train and develop new teachers. The Teaching School helps us to keep pace with national development and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance, at every stage of their career, including a full range of school leadership development opportunities.

How To Apply For This Role

If you would like to have a discussion ahead of applying, please contact Emily Seekings:
PenaM@tla.rklt.co.uk

Closing date for applications: Tuesday 18 May 2021 at 8am

To access our on-line application form via the Red Kite Learning Trust and a link to our recruitment process guidelines, please click [here](#)

We will advise shortlisted candidates as soon as possible after the closing date.

If shortlisted, the assessments are currently planned to take place on Tuesday 25 May 2021.

Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

The job description and person specification on the following pages describe the expectations and requirements for the role.

Job Description

Post Title: Programme Leader / Assistant Head of Maths

Salary Grade: In line with National Pay Scales + TLR 2b

Contract Type: Permanent / Established

Working Hours: Full Time

Responsible to: Head of Maths and Computing

General Description: Working with the Head of Maths, the Programme Leaders / Assistant Heads of Maths will lead and manage the learning programmes, staff, accommodation and resources for Maths, within the Maths team, to maximise the educational outcomes for young people. To also teach Maths as required.

1	Duties as a Main Scale Teacher
1.1	It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
2	Additional Duties as Assistant Head / Programme Leader
2.1	To be a role model to colleagues in terms of professionalism, hard work and highly effective teaching.
2.2	To develop and maintain excellent relationships with students and colleagues, based on respect and in support of the school's relationship policy, where 'Connection before Correction' is at the heart of the school's culture.
2.3	To set out, work towards and communicate effectively a vision of excellence for the curriculum team, which involves continuously improving the quality of teaching and learning in the curriculum team.
2.4	To ensure the effective management of the physical and human resources at the department's disposal, including teaching, non-teaching and support staff. Also, to involve all staff in developing excellent practice and procedures in support of excellent learning.
2.5	To maintain sufficient written documentation to support the area effectively in terms of teaching strategies and procedures.
2.6	To monitor and evaluate all aspects of the programme's work, in accordance with the school's monitoring and evaluation systems and enable the Head of Maths to incorporate the outcomes into development plans.
2.7	To support all members of the team in terms of student discipline, their personal classroom performance and individual professional development.
2.8	To ensure that Class Charts is used to adequately recognise the achievement of students and their hard work in lessons.
2.9	To play a wider role within the school as a middle leader in ensuring the school's policies and vision are implemented.
2.10	To communicate effectively with members of the area & all other relevant members of school.
2.11	To use the Performance Management cycle to enhance the professional development aspirations of colleagues and achieve targets for the programmes.
2.12	To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching.

3	Specific Duties as Programme Leader – Maths
3.1	Lead the ongoing development of the Maths curriculum, ensuring that the purpose is clear to both staff and students, that learning is well sequenced across all key stages and that opportunities to link to other subject areas and the school's local context are maximised.
3.2	Ensure that all necessary documentation within the Maths curriculum is kept up-to-date in line with school policies, through co-production across the faculty members and taking parent, student and teacher voice into account.
3.3	Ensure that there are a range of extra-curricular activities that support students understanding and achievement in Maths.
3.4	Contribute to community cohesion and the school's policy on SMSC.
3.5	Contribute and lead whole school events that have a Maths focus.
3.6	Work collaboratively with other colleagues in the Maths Faculty to deliver the all through curriculum from EFYS to GCSE.
4	Curricular/Faculty Development
4.1	To contribute towards continuity and progression within the whole school curriculum.
4.2	To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on student progress.
4.3	To develop strategies within the programmes managed for the students' spiritual, moral, social and cultural development, including citizenship.
4.4	To use the programmes where appropriate to develop students' literacy, numeracy and competence in ICT.
4.5	To assist in the monitoring and evaluation of teaching in the area; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
4.6	To develop strategies and procedures (using national and school and faculty guidelines) for teaching and learning for students with special educational needs including the most able.
4.7	To work with the SENCO to ensure IEPs are used effectively within the area by setting subject-specific targets and matching the provision to individual student needs.
4.8	To be responsible for the management of all programmes of learning (for example multiple pathways to Yr11 accreditation) allocated to the area.
4.9	To encourage staff to develop extra-curricular activities which may, or may not, be linked to the area.
5	Professional Standards & Development
5.1	To provide or organise in-service training for the area staff (teaching and non-teaching) as appropriate.
5.2	To have responsibility for the monitoring, support and assessment of any trainee (SKITT) and newly qualified teachers (NQTs) allocated to the area.
5.3	To identify development opportunities for staff within the area.
5.4	To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
5.5	To personally keep up to date with developments and new ideas related to the programmes of learning within the area.
6	Liaison/Communication
6.1	To meet regularly and work with the Head of Maths for mutual professional support and to develop effective area management.

6.2	To liaise with other postholders and governors as appropriate to ensure efficient running of the school and prompt response to parents.
6.3	To forge appropriate and mutually beneficial links with local and national organisations associated with the area and with local and national businesses.
7	Stock/Resources/Budget
7.1	To manage the physical resources of the area and ensure best value is achieved. This to include making all resources as accessible as possible for staff and students, including transferring educational resources to electronic form where appropriate.
7.2	To maintain records of physical resources where appropriate, particularly the inventory.
7.3	To manage the allocated budget without overspend and to review with the Head of Maths the budget annually in accordance with the LEA's and School procedures and regulations.
8	Health & Safety
8.1	To maintain an up-to-date knowledge of all Health and Safety matters affecting the area, and to ensure all staff in the area have up-to-date knowledge of Health and Safety matters.
8.2	To make sure that all staff in the area follow procedures in line with Faculty, School and LEA policies.

Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' (E) indicate the minimum requirements and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' (D) are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between candidates.

9	Experience	
9.1	Experience at, at least one, secondary school.	D
9.2	Experience of teaching maths.	E
9.3	Ability to teach varied ages and ability levels.	D
9.4	Successful experience of raising standards at middle management level.	D
9.5	Successful experience of managing whole school improvement in a secondary school or through school.	D
9.6	Successful experience of monitoring teaching and learning.	D
9.7	Successful experience of leading, motivating and monitoring other members of staff.	D
9.8	Successful experience of curriculum development.	D
9.9	Experience of managing students with challenging behaviour.	E
10	Qualifications/Training	
10.1	Degree level qualification in maths.	E
10.2	Qualified teacher status in Maths or similar equivalent.	E
10.3	Recent leadership training.	D

11	Knowledge	
11.1	Up-to-date knowledge of curriculum related issues 11-19.	E
11.2	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	E
11.3	Thorough understanding of best practice in raising student attainment.	E
11.4	Thorough understanding of best practice in relation to assessment.	E
12	Aptitudes	
12.1	Skilled classroom practitioner.	E
12.2	Highly effective communication skills.	E
12.3	Ability to form good working relationships & influence others.	E
12.4	Ability to work within and contribute to an effective team.	E
12.5	Capacity to evaluate and improve.	E
12.6	Competent in ICT including knowledge & application of Management Information Systems.	E
12.7	High level of skill in dealing with issues relating to student behaviour.	E
12.8	Ability to be able to forge and maintain educational partnerships.	E
12.9	Ability to analyse performance data.	E
12.10	Ability to contribute to wider school life.	D
13	Characteristics	
13.1	Passionate belief in the ability of every student to achieve.	E
13.2	The ability to build and maintain positive, respectful relationships with both colleagues and students	E
13.3	A clear educational vision and sense of direction.	E
13.4	Good organisational skills and high levels of self-motivation.	E
13.5	Energy, self-confidence and the ability to 'give more' when needed.	E
13.6	Ability to work under pressure and to meet deadlines.	E
13.7	Pragmatic, resilient and able to maintain a sense of perspective in all working situations.	E
13.8	Record of good attendance and punctuality.	E
13.9	A desire for further self-development and/or promotion.	D
12	Safeguarding and Promoting the Welfare of Students	
12.1	Appropriate motivation to work with Students.	E
12.2	Ability to maintain appropriate relationships and personal boundaries with Students.	E
12.3	Emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E