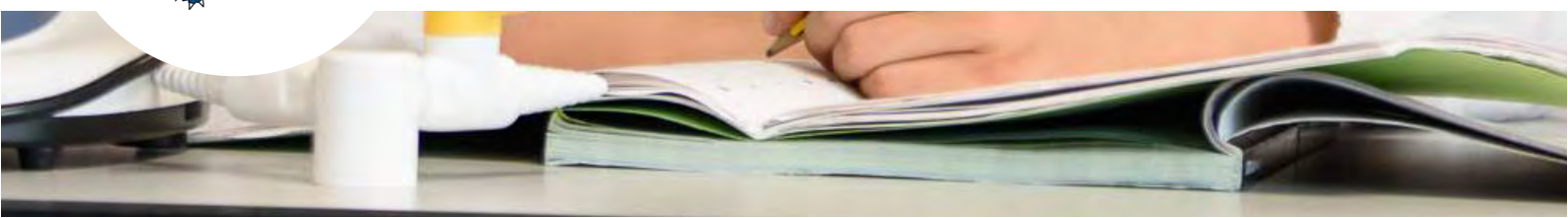




The
Sittingbourne School

Teacher of Mathematics -2nd In Charge - KS4 Coordinator
INFORMATION





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The Sittingbourne School is a large, non-selective school situated in a semi-rural area of Sittingbourne. We are fortunate to own an extensive site that boasts wonderful sporting facilities, open green spaces and significant investment in new buildings.

We offer our pupils a broad and stimulating curriculum with a sharp focus on literacy and high expectations for all. We are proud of the positive learning culture that exists within the school and we set the bar high on expectations for behaviour and student engagement. We have extensive pastoral systems to support student engagement and wellbeing, and relationships between staff and students are open, friendly and cooperative.

Our school has been on a fabulous journey of continuous development since joining Swale Academies Trust over eight years ago. Ofsted has judged our school Good in the last two inspections, and we continue to move from strength to strength. Over the years, the school's popularity has grown considerably, with 2020 seeing us oversubscribed in all years and our large and thriving Sixth Form more popular than ever. Outcomes for the school show a continuing trend of improvement, highlighting the effectiveness of strategies implemented over time.

In 2019, the school underwent a holistic branding exercise to reaffirm our culture and core values. Consequently, the school has a clear, and embedded, vision that staff follow and fully believe in. Our ethos is community-centred, empowering and fully inclusive. Everything we do here at The Sittingbourne School is focused on ensuring that children of all abilities, backgrounds and beliefs feel valued and are given the guidance and support they need to flourish.

Leadership across the school is a key strength. The school benefits from a large and highly experienced leadership team - and the support of an Executive Headteacher who knows the school and staff well. The leadership team is led by a Head of School with the support of four exceptional deputy headteachers, as well as a vibrant and effective team of assistant headteachers and middle leaders. The school also profits from the collaborative support of Swale Academies Trust, whereby close working networks continue to drive improvements to teaching and learning as well as school management. The work culture is friendly, professional and supportive, with recruitment and retention another real strength of the school.

Students and staff feel proud to belong to The Sittingbourne School.



Teacher of Mathematics - 2nd In Charge - KS4 Coordinator

Salary Range MPS or UPS plus TLR2b

Required for September 2021



Permanent, Full time.

We are seeking to appoint an enthusiastic and inspirational Teacher of Maths who will also be second in charge of the Maths department.

The successful candidate will have the vision, creativity, energy and experience to drive the continued development of the Maths department whilst also having good interpersonal and organisational skills to lead, support and develop their colleagues.

The successful candidate would be expected to be able to teach at all Key Stages.

Full details of the requirements of the post can be found in the accompanying recruitment pack.

Applications should be made via [Kent Teach](#). Please note, we cannot accept CVs.

If you experience any difficulty in completing the application form, please contact recruitment@swale.at or 01795 426091 (option 2)

In accordance with current GDPR compliance we will not keep any details/application forms on file once the position is filled.

Interested applicants are welcome to contact Kaye Sapp, Deputy Headteacher or Teresa Povey, Head of Mathematics/Assistant Headteacher at the school for an informal discussion regarding the post [kaye.sapp@swale.at](#) teresa.povey@swale.at or 01795 472449.

Due to the current situation we plan to interview remotely using a video call. We would ensure that candidates who were successful in gaining an interview were supported with the technology so that this process is seamless. We will provide you with details of the process with your interview invite.

Interview Date: 21st May 2021

Swale Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from ROA and will require an enhanced DBS disclosure.

Headteacher: Nick Smith



Our advice would be that those who were successful in gaining an interview should prepare as they would for a face to face and dress smart casual. We will allow plenty of time to ensure that you are able to answer our questions in full and you will not be judged if you are having problems with your technology.

We will leave plenty of opportunity for questions at the end of the interview, and we will spend lots of time talking and unpicking your answers. Please come prepared to share anything you'd like that we didn't cover, or any questions you have about it. We really appreciate your adaptability in these unprecedented times.

Swale Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from ROA and will require an enhanced DBS disclosure.

WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of seventeen primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

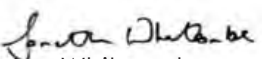
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe
Chief Executive Officer

JOB DESCRIPTION



Job Title: Teacher of Mathematics - 2nd in Charge -KS4 Coordinator

Responsible to: Head of Mathematics

Accountable for:

Student attainment and progress and the quality of teaching and learning in Maths at KS4.

Purpose of the Job:

- To assist in the leadership of the Maths Faculty in meeting the vision, aims and priorities of the school.
- To establish high quality teaching and learning of Maths at KS4.
- To promote high standards of attainment and achievement.
- To provide professional leadership and management of own classroom to ensure that all young people at the school have high quality learning experiences, enabling them to achieve their very best.

Key Accountabilities and tasks Leadership:

- To assist the Head of Maths in providing a clear vision and communicating the vision to all members of the faculty.
- To assist the Head of Maths in securing the commitment of all members of the faculty to achieving the vision and to developing a team ethos within the faculty.
- To assist the Head of Maths in promoting the school focus on learning by ensuring that whole school strategies are implemented and monitored effectively.
- To lead all developments within Maths at KS4.
- To lead the transition from KS3 to KS4.
- To be a good role model for members of the department Management.
- To assist the Head of Maths to devise and implement strategies to ensure that subject targets are met at KS4.
- To analyse KS4 subject data and identify areas of strength and areas for development.
- To identify students vulnerable to underachievement and implement intervention strategies.
- To assist the Head of Maths to plan and implement strategies designed to improve teaching and learning within Maths.
- To review students' work and progress in Maths at KS4.

JOB DESCRIPTION



Curriculum:

- To plan and prepare courses.
- To continuously review teaching methods, schemes of work and resources as necessary.
- To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
- To participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Professional Development etc.:

- To participate in any arrangement within an agreed national framework for the performance management of his/her performance and that of other teachers.
- To participate in arrangements for his/her further training and professional development as a teacher.
- To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and newly qualified teachers.
- To co-ordinate or manage the work of other teachers as appropriate.
- To manage or supervise support staff as necessary.



JOB DESCRIPTION



Pupils:

- To plan and prepare lessons.
- To teach pupils assigned to him/her, including setting and prompt marking of work carried out by pupils in school or elsewhere.
- To set relevant and sufficient homework, according to the homework timetable, and to ensure prompt marking of the homework or coursework.
- To assess, record and report on the development, progress and attainment of pupils, according to departmental and whole-school policies.
- To participate in the arrangements for preparing pupils for public examinations. To assess pupils for the examinations and record and report these assessments.
- To promote the general progress and wellbeing of individual pupils and of any class or group assigned to him/her.
- To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.
- To make records of, and reports on, the personal and social needs of pupils.
- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and/or groups of pupils.
- To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- To attend assemblies and to supervise his/her tutor group while in assembly, unless the teacher wishes to opt out of any religious aspect of assembly where this is against their beliefs.
- To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- To provide, as a Tutor, the individual contact, knowledge and support for pupils within the allocated tutor group and to liaise with parents and other staff accordingly, as appropriate.
- To contribute to the personal and social education of pupils generally and specifically through the teaching of the PSE programme to the tutor group.
- To support all colleagues in ensuring that high standards of uniform and behaviour are maintained within the school.
- To work with other colleagues to ensure that there is a consistent approach in ensuring pupils abide by the school's code of conduct and the same consistency in dealing with pupils who do not conform to school rules.
- To make relevant records and reports as necessary.

JOB DESCRIPTION



Parents and the wider community:

- To communicate and consult with the parents of pupils when required.
- To communicate and co-operate with other persons and outside agencies as required.
- To participate in meetings arranged for any of the purposes described above.
- To foster good relationships with parents.

Resources and Accommodation:

- To take responsibility for the care of resources, accommodation and fabric of the school, particularly when pupils are present.
- To allocate, as appropriate, equipment and materials in connection with his/her teaching.
- Policies and Staff Handbook.
- To ensure that all departmental and school policies are understood and complied with.
- To ensure that s/he has read and understands the contents of the Staff handbook and complies with all the requirements detailed in the handbook.

Administration:

- To participate in administrative and organisational tasks related to the above duties.

Health and Safety:

- To accept responsibility for your own safety – as well as that of the pupils and colleagues with whom you work.
- To undertake Health and Safety training offered.
- To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including the cumulative effect of repeated manual handling operations.
- To follow any control measures and care plans required by the generic or individual risk assessments.
- To be familiar with and use available equipment safely.
- To be aware of your own limitations and inform your employer of any circumstances that may alter your ability to perform manual handling tasks.
- To report accidents and hazards.
- To report deficiencies in the employer's Health and Safety protection arrangements.



JOB DESCRIPTION



Working Time

The following is extracted from the School Teachers' Pay and Conditions Document.

- A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days which he/she may be required to teach pupils in addition to carrying out other duties; and those 195 days will be specified by the head teacher
- Such a teacher shall be available to perform duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he/she is required to be available for work.
- Such a teacher shall work such additional hours as may be needed to enable him/her to discharge effectively his/her professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes. The amount of time required for this purpose beyond the 1265 hours and the time outside the 1265 specified hours at which duties shall be performed shall not be defined by the governors but shall depend upon the work needed to discharge the teacher's duties.

A summary of the directed time for teachers as allocated by the Headteacher is detailed in the staff handbook.

The Working Time Regulations 1998

All teachers are subject to the EU Working Time Regulations which are described in paragraph 114 of DfEE Circular No. 12/99.

This job description sets out the key outcomes required. It does not specifically detail the activities required to achieve these outcomes. This is a new post within an expanding Trust and the nature of this new role means that there will also be additional tasks and projects identified. In consultation with you, the job description may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION



CRITERIA			ESSENTIAL/ DESIRABLE
Qualifications & Training	1	Qualified Teacher Status.	E
	2	A Degree.	E
	3	Further Professional Qualifications.	D
	4	Evidence of appropriate Professional Development.	E
Knowledge / Skills	5	Evidence of having the skills to be an outstanding/ good classroom practitioner.	E
	6	Ability to teach across the full age/ ability range.	E
	7	Ability to implement strategies to raise achievement within a team.	E
	8	Ability to contribute to the positive management of student behaviour within a team and whole school.	E
	9	CPD of self and others.	E
	10	Coaching within a team.	D
	11	Ability to inspire both adults and young people from a wide variety of backgrounds.	E
	12	Excellent communicator.	E
	13	Confident user of ICT.	E
	14	Intervention strategies for those at risk of under achievement.	E
	15	Experienced in the production of effective and differentiated lesson planning.	E
	16	Sound practitioner of AFL and leading others.	E
	17	Use and impact of data on learning at strategic level.	D
	18	Contributing to staff INSET.	D
Experience	19	Effective teamwork/leadership which includes the empowerment of others.	D
	20	Track record of leading the raising of achievement and attainment.	D
	21	Experience of monitoring set targets in a specified action plan to evaluate and ensure progress.	D
	22	Experience of effective impact on a range of student behaviours for learning.	E
	23	Effective practitioner at both KS3 and KS4.	E

PERSON SPECIFICATION



CRITERIA			ESSENTIAL/ DESIRABLE
Subject Specific Areas	24	To have a thorough and up to date understanding of the requirements of the Maths curriculum.	E
	25	To have a high degree of emotional intelligence and apply this in day to day practice with young people.	E
	26	To have a degree in a Maths subject.	E
	27	To be able to teach across the Maths subjects at KS3.	E
	28	To keep up to date with research and developments in pedagogy in Maths.	E
	29	Commitment to extra-curricular activities within the Maths team.	E
Personal Qualities	30	To have a love of and infectious enthusiasm for teaching.	E
	31	Lead by example.	E
	32	Meet deadlines and manage a fluctuating workload.	E
	33	Honesty and integrity.	E
	34	Work actively and productively as part of a team.	E
	35	Outstanding interpersonal skills and the ability to relate well to a wide range of people.	E
	36	Excellent sense of humour.	E
	37	Willingness to innovate.	E
	38	Strategic thinker.	E
	39	Ability to support and challenge others.	E
	40	High personal standards.	E
	41	Optimism.	E
	42	A high degree of confidentiality and the ability to effectively share sensitive information to a wide range of audiences.	E
	43	A determination for self and others to be the best you can.	E
Equalities and Safer Recruitment	44	Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Trust's Equalities Policy.	E
	45	Ability to demonstrate emotional resilience in working with challenging behaviours.	E
	46	Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people.	E

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible. Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

HR Team
Swale Academies Trust
Ashdown House
Johnson Road
Sittingbourne
Kent
ME10 1JS

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

OVERVIEW

The Swale Academies Trust based in Kent came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of five secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.

As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Causeway School, Eastbourne
- Peacehaven Community School, Eastbourne
- The Sittingbourne School, Sittingbourne
- The Eastbourne Academy, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building/Estate Management

SWALE ACADEMIES TRUST SAFEGUARDING POSITION

Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in our policy apply to all staff and governors and are consistent with those of each school's local safeguarding boards.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>

