



Moorside
High School

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

2nd in Maths



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of 2nd in 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 showing an interest in this position at Moorside High School, part of Consilium Academies Trust. An exciting opportunity has arisen for the post of Second in Department for our Maths Department.

Specific responsibilities will include (but not limited to):

- Supporting the Director of Maths in raising standards of pupil attainment and achievement within the Maths curriculum area in line with national school policies/priorities.
- Engaging with whole faculty initiatives regarding the quality of learning, teaching and assessment.
- Monitoring pupil progress and coordinating effective intervention to improve pupil outcomes for pupils for whom you are accountable.

The successful candidate will have a proven track record of working within a Maths department, in a secondary education setting and share the school's ambition to raise standards and aspirations by having a positive impact on our students, their families and the wider school community.

Moorside High School is a fantastic place to work, and I am extremely privileged to lead an inspired team of staff who are dedicated to the education of our 1116 students. We are a school where we get the balance right between academic progress, pastoral support, and the wider curriculum enrichment. As we move from the challenges of the pandemic, we are focusing on a balance of measures to tackle catchup and then move us on to become a truly great school. There is an energy and a passion amongst staff to work on marginal gains and continually refine what we do. The fact that it really is a lovely place to work should not lead anyone to under-estimate the level of ambition we have here. There is no doubt that the school has improved very significantly over the past few years, but we are conscious about not wanting to rest on our laurels and recognise that we have created the opportunity to do something special.

Moorside High School is a proud member of Consilium Academies, a family of nine schools throughout the North of England. As part of this family, we work collaboratively with a focus on 'Enriching Lives and Inspiring Ambitions' of all the children who attend our schools.

At Moorside High School, we are very proud of our inclusive ethos, and our core purpose, 'To ensure every student leaves us ready for their next successful chapter, with students attending university or starting a fulfilling career.'

This is an exciting time to join Moorside High School and we thank you for your interest in joining us. We are looking for a candidate with energy and commitment to ensure the highest of standards are met by all students in our all-inclusive school.

I look forward to hearing from you.

Kind regards

Helen Ryles-Dean

Headteacher

About the School

Moorside High School is a popular and successful school that offers education for students aged 11-16. We have strong links with our partner primary schools ensuring when students arrive, they are already familiar with many of our teachers and have visited our site to enjoy lessons here numerous times before formally joining us.

We work in partnership, with integrity to ensure our students are at the heart of all we do, ensuring every opportunity is available, instilling equity, being completely inclusive, striving for excellence, whilst staying people centered. Above all, we will live by our school values, **Consideration**, **Aspiration**, **Resilience**, **Equality**. We have a clear moral purpose and strong educational philosophy to provide each student with the very best education and ensure that, no matter what their background is, students leave us with the skills and support they need to thrive in life beyond school. It seems simple and obvious, but there is nothing more important than the quality of teaching and learning in our classrooms – every minute, every lesson, every day. Staff are learners too. We place significant emphasis on staff development and collaborative partnerships to ensure what goes on in and beyond our classrooms is as good as it can be.

Our school is located on the state-of-the-art Moorside Campus, where we embrace the latest technologies, facilities, and equipment to provide a platform for students to prosper.

In March 2022, we were judged by Ofsted to be 'Good' which is testament to the hard work and dedication of the staff and students. As Moorside High School continues to grow and develops as part of the Trust, this appointment will play an integral part in shaping the future of our school.

Our *Core Purpose* is to ensure every student leaves us ready for their next successful chapter, with students attending university or starting a fulfilling career.

We enrich lives and inspire ambitions to ensure students thrive in the world around us.



Moorside
High School
Enriching lives, inspiring ambitions

Consideration

Considerate about ourselves, others, and our community.

Aspiration

Aspire to be the very best in all that we do.

Resilience

Work hard and never give up.
Seek help and help others.

Equality

Value diversity and tackle discrimination.

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-School 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: 2nd in Maths

Start date: January 2023

Contract: Permanent

Salary: MPS/UPS + TLR2b (equal to £4,789)

Are you passionate about Maths and determined to make a real difference? We are looking to appoint an inspirational, dynamic and enthusiastic 2nd in Maths to support the Director of Maths in raising standards of pupil attainment and achievement within the Maths curriculum area in line with national school policies/priorities.

This will include engaging with whole faculty initiatives regarding the quality of learning, teaching and assessment. In addition, it will mean monitoring pupil progress and coordinating effective intervention to improve pupil outcomes for pupils for whom you are accountable.

We are looking for an outstanding teacher who is ambitious and wants to further their career. Candidates will have the drive and motivation to continually improve the department, whilst understanding the importance of developing a positive culture.

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 MHS-SLT-PA@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 9am on Wednesday 28th September 2022.

Interviews will take place on Tuesday 11th October 2022.

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.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

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:	2 nd in Maths
Reports to:	Head of Department
Based at:	Moorside High School
Grade:	MPS/UPS + TLR 2b (£4,789)

Main purpose of the Role

- To support the Director of Maths in raising standards of pupil attainment and achievement within the Maths curriculum area in line with national school policies/priorities. This will include engaging with whole faculty initiatives regarding the quality of learning, teaching and assessment. In addition, it will mean monitoring pupil progress and coordinating effective intervention to improve pupil outcomes for pupils for whom you are accountable.

Core Responsibilities & Tasks

Knowledge and Understanding

- Demonstrate that they have a thorough and up-to-date knowledge of their subject.
- To take account of wider curriculum developments which are relevant to their work.
- Planning and Setting Expectations.
- To coach, mentor, and support other Maths colleague to develop their practice.
- To support in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area.
- To manage and develop high quality teaching resources to match the needs of the curriculum and the different abilities of pupils.
- To aid in development and implementation of a well sequenced curriculum in Maths and ensure the delivery of a high-quality Maths provision in all curricular and extra-curricular activities.
- To demonstrate consistent and effective planning of courses and lessons to meet pupils' learning needs.
- To demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for pupils.
- To develop and co-ordinate curricular links with primary schools and external agencies, for example STEM opportunities.

Leadership

- Agreed area of responsibility depending on experience.
- Assisting the Director of Maths in ensuring that the curriculum is appropriate, robust and follows the NC as a minimum.
- Assisting the Director of Maths to develop self-evaluation strategies within the faculty to monitor, evaluate and improve the quality of learning and teaching through:
 - A structured, rigorous, and recorded programme of informal lesson observation for all staff; providing feedback and advice on developing as appropriate.
 - Completing self-evaluation audits to identify strengths and areas for development.
 - Ensuring that this process informs improvement planning within the faculty.
 - Developing and formalising arrangements for the scrutiny of pupil's work and staff planning.
- Deputising for the Director of Maths in the event of absence: take responsibility for the day-to-day leadership issues in this event.

- To deputise for the Director of Maths by attending meetings or working parties as and when required.

Teaching and Managing Pupil Learning

- To ensure a high-quality learning environment within the Maths Faculty by managing, improving, and monitoring classroom behaviour and ensuring that department policies on sanctions are consistent with the agreed school Behaviour Policy.
- Support the identification of, and provision for students with additional educational needs within the classes they teach.
- Regularly evaluate the effectiveness of their teaching and learning as part of the personal development process.
- Ensure setting of realistic and challenging expectations of students in the classes they teach.
- Contribute fully to meetings, discussions and management systems necessary to coordinate the work of the school as a whole.
- Show a willingness to teach across all Maths disciplines up to KS4.
- To teach, pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
- To assess, record and report on the 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, and Numeracy 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 pupil needs and demands of curriculum content.
- 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, curriculum areas and schools' procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Assessment and Evaluation

- Assisting the Director of Maths by monitoring, developing, and enhancing the assessment arrangements across the faculty. This will involve co-ordinating and monitoring strategies to raise pupil achievement and ensure continuity of progress, making best use of assessment information
- Managing, setting and co-ordinating assessment data including liaising with the Data Manager and other staff where appropriate.
- Be accountable for monitoring, developing and co-ordinating strategies to raise pupil achievement in areas that you will lead on
- Assist the Director of Maths by monitoring and reviewing long, medium- and short-term planning within the department to ensure appropriate coverage and provision of a range of learning experiences
- 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 students.
- To track student progress and use information effectively to inform teaching and learning.

Pupil Achievement

- Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school based assessment for pupils where national tests and examinations are not taken.

Managing Own Performance and Development

- 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 professional development 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 schools' procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review 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.
- In the absence of the Director of Maths ensuring that appropriate work is provided for the cover teacher

Pastoral Duties

- To be a Form Tutor to an assigned group of pupils as required and to carry out the duties associated with that role as outlined in the generic job description.
- To promote the general progress and well-being of individual pupils and of the form group as a whole.
- To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of pupils and keep up-to-date student records as may be required.
- 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 and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PHSE and citizenship and enterprise according to schools' policy.

Communication

- 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.
- To take part in activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools as required in the conditions of service documentation.
- To contribute to the development of effective subject links with external agencies.

School Ethos

- To promote actively the school's corporate policies.
- To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students to follow this example.

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's activities.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development 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 or School.
- The Trust operate a no smoking policy.



Person Specification

Qualifications and CPD	Essential	Desirable
Qualified Teacher Status; degree level or higher	X	
Honours Degree	X	
Experience, Knowledge and Skills	Essential	Desirable
Clear educational vision	X	
Ability to inspire confidence and trust	X	
Caring attitude to staff, pupils and parents	X	
Individual and team worker	X	
Evidence of good organizational skills	X	
Ability to deliver through a variety of teaching and learning styles	X	
Excellent classroom teacher	X	
Experience of teaching across the full age and ability range of an 11-16 school	X	
Ability to teach to KS3 and GCSE	X	
Full working knowledge of the National Curriculum requirements for Maths	X	
Interest in innovation in the classroom including interactive whiteboard skills		X
To be able to assist in the planning and organisation of school trips/visits		X
Personal Attributes	Essential	Desirable
Flexibility and responsiveness	X	
Resilience in the face of demand	X	
Awareness of current educational issues	X	
Aspirations to develop professionally	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	X	