



# Secondary Teacher of Mathematics

Candidate Pack



**Inclusion** is at the  
**heart** of our trust

## Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of our pupils to reach their full potential, have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We focus on impact, always making sure common sense is at the heart of our decision making, ensuring clarity and consistency from our leaders.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need to allow them to flourish and be the best that they can be.

Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.





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## About this role

We are seeking to appoint a qualified, hardworking and enthusiastic Teacher of Mathematics, capable of making a strong contribution to the trust's secondary schools. We are passionate about providing a high quality and engaging Maths curriculum and this is a fantastic opportunity to join a dedicated trust that strives to deliver quality teaching to all pupils.

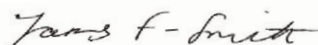
We are laying strong foundations for growth and have a clear vision for the trust. This role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity whilst maintaining a good sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

**We ask that you do not send CV's, please complete and send your application form to [hr@oaklp.co.uk](mailto:hr@oaklp.co.uk)**

For any inquiries about the role, please contact the trust central team on **0161 553 0030** or email HR directly using the email provided above.

For further information about the trust please visit our website:  
**[www.oaklp.co.uk](http://www.oaklp.co.uk)**



**James Franklin-Smith**  
**CEO of Oak Learning Partnership**



A young boy with short brown hair is shown in profile, focused on playing a violin. He is wearing a dark blue sweater. The background is a library with bookshelves filled with books. A teal circular graphic is overlaid on the right side of the image, containing a quote and a caption.

**“Every day is different, with opportunities to learn new skills and work together to find solutions. It’s a great place to work with a fantastic team of dedicated staff.”**

Member of our Pastoral Team at Oak Learning Partnership



# Teacher of Mathematics

**Salary:** Main Pay Scale 1 – Upper Pay Scale 3, actual salary £31,650 to £49,084. A Recruitment and Retention payment of up to £3,000 may be offered to the right candidate, dependent on experience.

**Hours:** 1265 hours per annum worked as per the Teachers Pay and Conditions.

## Job Description

**Normal place of work:** There are multiple vacancies across the trusts  
Secondary schools: Hazel Wood High School, Philips High School and Blackburn Central High School.

**Normal working hours:** 1265 hours per annum worked as per the Teachers Pay and Conditions.

**Responsible to:** Director of Maths.

This role is suitable for ECT's, and we welcome applications from individuals who are awaiting their QTS status.

### PURPOSE OF THE POST

- To implement the aims and objectives of the school.
- To undertake such duties and administrative tasks as may be reasonably directed by the Headteacher.
- To participate in and contribute to, appropriate CPD provided by the school and the trust.
- To assume a reasonable proportion of the corporate responsibility for the behaviour, supervision and safety of pupils whilst on school premises and/or on official out-of-school activities. In particular, to carry out a share of supervisory duties in accordance with published rosters.
- To contribute to broader aspects of school life as opportunity and situations make relevant.
- To participate in appropriate meetings with colleagues and parents as relative to the above duties.

### DUTIES AND RESPONSIBILITIES

- To plan and prepare lessons in accordance with departmental schemes of work.
- To teach Maths to appropriate levels through KS3 to GCSE level, to set homework and mark work arising therefrom.
- To maintain high standards of pupil behaviour and good order within the classroom and around the school and pursue appropriate action when pupils fail to respond.
- To attend Parents' Evenings and other meetings relevant to the role, as required.
- To take part, when relevant, in external requirements for the preparation of pupils for public examination, e.g., assessment and recording of work, supervision of examinations or related systems of assessment.
- To contribute to the setting of internal examinations, their supervision, marking and reporting, according to school policy.
- To contribute to the general work and development of the department and/or relevant cross curricular areas, to implement policies and undertake tasks arising from these.

- To develop the cultural capital that Maths can bring, supported by the Director of Mathematics.
- To take responsibility for teaching and other equipment/ rooms used, including their good organisation and management (e.g., display, stock equipment).
- To be responsible for the care of the classroom by pupils adhering to departmental policy and health and safety considerations.
- To take responsibility for the safe and efficient management of teaching rooms and storage space with particular regard for health and safety.
- To ensure that all aspects of the safety of pupils, staff and equipment are adequately communicated to the appropriate parties and are adequately monitored for implementation as they concern the work of the department.
- To act as form tutor with the associated responsibilities of such a post – as directed by the Headteacher.
- To promote the general progress and wellbeing of individual students.
- To liaise with the Pastoral team to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons, and their participation in other aspects of school life.
- To alert the appropriate staff of issues/concerns/problems concerning students.
- To undertake a share of general supervisory duties at break, before and after school in accordance with the duty rota.
- To play a significant part in organising and running extra-curricular activities and aid in the development of the cultural capital that Maths can produce.
- To communicate effectively with the parents/guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.

## **RECORDING AND REPORTING ASSESSMENT**

- To contribute to the planning, preparation, delivery and recording of the curriculum in Maths, reflecting the department's commitment to effective teaching and learning.
- To carry out assessments and complete pupil records, reports, profiles, etc. according to school and departmental policy.
- Be accountable for student progress and development within the area by leading, developing and enhancing all assessment arrangements within the area in line with school policy.
- Be accountable for leading, developing, co-ordinating and monitoring strategies to raise pupil achievement.
- Review long term and short-term planning.
- Liaise closely with the Head of Department to ensure continuity and progression across the Key Stage.


## **MANAGEMENT OF INFORMATION AND STAFFING**

- To maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS – registers, behaviour log etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To take part in the school staff development programmes, by participating in arranged training for professional development.
- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To engage in the Performance management Review process.

# Teacher of Mathematics Person Specification

<b>CRITERIA</b>	<b>Experience, Qualifications and Training:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
<b>ESSENTIAL</b>		<b>DESIRABLE</b>
<ul style="list-style-type: none"> <li>• Degree-level qualification or comparable learning experience and/or relevant professional qualification.</li> <li>• Qualified teacher status (<i>This role is suitable for ECT's, and we welcome applications from individuals who are awaiting their QTS status</i>).</li> <li>• A good understanding of classroom management techniques.</li> <li>• Experience in teaching 11-16 Maths at Key Stages 3 and 4.</li> </ul>		<ul style="list-style-type: none"> <li>• Excellent classroom practitioner who is passionate about teaching.</li> <li>• Recent and relevant experience of working successfully within a school or LA.</li> <li>• Some experience of supporting and developing staff.</li> <li>• Evidence of improved student outcomes.</li> </ul>
<b>CRITERIA</b>	<b>Ability, Skills and Knowledge:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
<b>ESSENTIAL</b>		
<ul style="list-style-type: none"> <li>• Ability to work collaboratively within a school.</li> <li>• High level people skills including communication and intrapersonal skills.</li> <li>• Ability to work under own initiative, to identify work priorities and manage own work to meet targets and deadlines.</li> <li>• Ability to establish positive beneficial relationships with staff and students.</li> <li>• Ability to monitor and evaluate student achievement and report results.</li> <li>• Ability to use formative and summative assessment for progress and development.</li> <li>• Be an honest and open person.</li> <li>• You must be receptive to change.</li> <li>• Creative, reflective and analytical.</li> <li>• Be aware of the importance of work/life balance.</li> <li>• Go the extra mile.</li> </ul>		
<b>CRITERIA</b>	<b>Personal style and behaviour:</b> In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
<b>ESSENTIAL</b>		
Must be able to show evidence of a strong commitment to:		
<ul style="list-style-type: none"> <li>• Experience and understanding of the skills and knowledge of Maths for KS3 and requirements at KS4.</li> <li>• Knowledge and understanding of GCSE and vocational qualifications and their suitability for groups of students.</li> <li>• To have a practical pedagogy which gives students opportunities to create, perform and evaluate.</li> <li>• To have good subject knowledge.</li> <li>• To be prepared to adapt the curriculum at KS4.</li> <li>• Clear understanding and commitment to equalities, inclusion and access issues.</li> </ul>		





**"I really enjoy working with the Oak Learning Partnership. I feel supported in my role and I am valued and encouraged to reach my full potential by leaders who believe in me. I have a wealth of support that I can access from the central and executive leadership team and their values are evident in raising outcomes for children whilst empowering staff to make, and be, the difference."**

Member of our admin team  
at Oak Learning  
Partnership



**Oak Learning Partnership**

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