



Stour Vale Academy Trust

# REDHILL SCHOOL



**CANDIDATE INFORMATION PACK**

Strategic Lead for Assessment Mathematics TLR2a

# ABOUT OUR SCHOOL

## KEY FACTS AND STATISTICS

Type of School	Academy (Member of Stour Vale Academy Trust)
Location	Stourbridge, West Midlands
Age Range	11–16 years
Gender	Co-educational
Headteacher	Mr J Clayton
Number of students	1,218
Number of teaching staff	70.7 (FTE)
Date school established	1976
Budget	£8.4m
Pupil Premium	24%
% of students with SEN in the school	14%
% of students on free school meals	23%

## ACADEMIC ACHIEVEMENTS

GCSE Results 2024	Attainment 8—Whole School 48.6
	Progress 8—Whole School 0.22
	Basics Standard (English and Maths 9-4) - Whole School 74%
	Basics Good (English and Maths 9-5) - Whole School 57%
	E Bacc (4+) - Whole School 50%
	E Bacc (5+) - Whole School 37%
Data used from SISRA Analytics Collaborative Data 2024	



# Message from the Headteacher



Dear Candidate,

Thank you for showing an interest in joining our wonderful school. Redhill School is a fantastic place to work and develop your future career. We are a school which places care and support at the heart of what we do. If you are successful, you will play a significant role in enhancing the exceptional Quality of Education and Pastoral support our school offers the children of Stourbridge.

Over the past 5 years we have increased in size, taking in additional students to meet the demand of the local community. We now have over 1200 students across years 7 -11. We are ambitious and have high aspirations for our school. We aim to provide the best opportunities for all members of our school community. Our campus is well maintained and well resourced. We take great pride in all aspects of our school. Our children and staff deserve the best.

We are a school where children flourish in all aspects of their school life. We place a high importance on wellbeing. Our staff are supported with additional non contact time alongside time to attend family events and appointments. We also offer a wonderful CPDL programme with avenues for future career progression.

If this role is of interest to you and you would welcome further information then please contact us and we will answer any questions you have.

I look forward to hearing from you,

Best wishes

Jamie Clayton

Headteacher

## **About our School**

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

## **Safeguarding**

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

**To view Redhill School's Child Protection  
Policy please follow this link:**

**<https://www.redhill.dudley.sch.uk/policies>**



## About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently eleven member schools, five primary, one junior, one infant with day nursery and four secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

## Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact

# OUR VALUES



## INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

## COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

## RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

## EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will *create the difference together*.

## Mathematics Department

Our aim in mathematics is to provide a broad, well sequenced curriculum which builds challenge upon prior knowledge, encourages a depth of understanding and creates mathematical thinkers.

The Mathematics department is a high attaining department, who work closely together as a team to seek continual improvement in terms of our pedagogy and our outcomes. GCSE outcomes 2024—5+ 61%, 4+ 77%. Maths Progress +0.16.

The successful candidate will be fully supported within the department, with time taken to share our school and departmental curriculum principles and teaching framework.

We aim to encourage students to become effective problem solvers both inside and outside of the classroom, with entries for both the Junior & Intermediate UKMT Challenges encouraged and the potential to study the Certificate in Further Mathematics Level 2 course offered to some of our most able learners. Equally, alternative pathways such as Numeracy Groups in KS3 and Critical Studies pathways in KS4, promote further support and challenge as required. Mathematics at Redhill is rightly seen as a subject that everyone can succeed in.

There are ten mathematics classrooms, all with projectors and interactive whiteboards. We currently subscribe to a wide range of online resources including White Rose Maths, Sparx Maths and Maths Whizz, which are all effectively embedded into our curriculum.

All students are grouped in broad ability bands and set from Year 7. We continue to review groupings regularly across all years to ensure that students are suitably supported and challenged to achieve their full potential.

We offer:

- A challenging role in a forward-looking school
- A school with outstanding leadership and outstanding teaching
- A commitment to your professional development
- A school with a culture of challenge and support
- Exceptional pupils and staff

You should:

- Have an enthusiasm for learning and teaching
- A thirst for knowledge
- Understand the needs of pupils and how to remove learning barriers
- Have sound knowledge and experience delivering the KS3 & KS4 mathematics curriculum

## Strategic Lead for Assessment Mathematics TLR2a

### Responsibilities

- To take a strategic lead on assessment & data across the Mathematics Department.
- Work closely with the Mathematics CoLA to further develop assessment creation, tracking and analysis procedures in Mathematics.
- Track the progress of focus groups and report findings to the CoLA & Intervention Coordinator after all key assessments.
- Work alongside the Mathematics CoLA to analyse assessment data to identify trends that informs department improvement planning and intervention.
- To support teachers with class level data that identifies trends and informs pedagogy.
- Develop Teaching and Learning strategies that respond to trends identified in the department improvement planning.
- Meet regularly with the Mathematics CoLA to review the practice of Mathematics assessment and report review findings.
- To keep up to date with national developments in the subject area, assessment and methodology.
- Assist the Mathematics CoLA with Quality Assuring learning across the Mathematics Department through learning walks, book looks and student voice.
- Use regular quality of education monitoring to develop strategies in order to further improve teacher's pedagogy.
- Support Mathematics teachers with Teaching and Learning and provide them with a continual cycle of improvement.
- Have ambition for one's own continuous professional development and for the professional development of colleagues.
- Engage in regular CPLD linked to Teaching and Learning.
- Take a personal interest in the wider Mathematics initiatives.
- This job description may be amended at any time following discussion between the Headteacher, Head of Department and the post holder. Due notice will be given.

The job description for Teacher of Mathematics continues on next page.



# JOB DESCRIPTION

**Job Title: Strategic Lead for Assessment  
Mathematics TLR2a—Teacher of Mathematics  
Contract: Permanent  
Salary scale: MPR/UPR + TLR2a (£3213)  
Responsible to: Head of Mathematics**

## **Core Requirements of the Post**

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues;
- Build team commitment with colleagues and in the classroom engage and motivate pupils;
- Demonstrate analytical thinking;
- Improve the quality of pupils' learning;
- Contribute to the school improvement / development planning and promote the learning priorities of the school SDP;
- Contribute to the development and / or implementation of school policies;
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities;
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Promote the wider aspirations and values of the school.

## **Areas of Responsibility and Key Tasks**

### **Planning, Teaching and Class Management**

- Teach allocated pupils by planning their teaching in order to achieve progression in learning;
  - Understand and apply effective classroom management;
  - Understand and apply a range of teaching strategies;
  - Positively target and support individual learning needs;
  - Maintain high levels of behaviour and discipline;
  - Effectively use homework and other extra-curricular learning opportunities;
  - Demonstrating appropriate consistent progress for pupils:
    - across all teaching areas
    - across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings;
- Effectively manage other adults in the classroom.

### **Monitoring, Assessment, Recording, Reporting**

- Use performance data to evaluate pupils' progress and set appropriate targets for improvement;
- Use assessment to inform planning and teaching; report on progress to all stakeholders.

### **Pastoral Duties**

- Be a form tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to the PSHE curriculum according to school policy.

### **Other Professional Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Maintain an up to date knowledge of good practice in teaching techniques;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Incorporate national strategies in all teaching;
- Communicate learning objectives;
- Contribute positively and effectively to the Every Child Matters agenda
- Undertake professional development to enhance teaching and pupils' learning, and
  - apply outcomes and identify impact
  - share outcomes with colleagues
- Take responsibility for professional learning.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the head teacher and member of staff, to be reviewed annually.

# PERSON SPECIFICATION

Criteria	Essential	Desirable
<b>Training and Qualifications</b>	<ul style="list-style-type: none"> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Honours degree</li> </ul>
<b>Abilities and skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate a clear understanding of teaching strategies and curriculum within the context of a secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Confident and competent user of ICT</li> <li>• Commitment to further professional development and progression</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience of teaching in both KS3 and KS4</li> </ul>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Thorough subject understanding</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A knowledge of equality and diversity issues</li> <li>• Emotional self-awareness</li> <li>• Accurate self-assessment</li> <li>• Self-confidence</li> <li>• Empathy</li> <li>• Organisational awareness</li> <li>• Service orientation</li> </ul>	



**REDHILL SCHOOL**  
**Junction Road**  
**Stourbridge**  
**West Midlands**  
**DY8 1JX**

**01384 816355**

**[www.redhill.dudley.sch.uk](http://www.redhill.dudley.sch.uk)**

**[www.svat.org.uk](http://www.svat.org.uk)**

**For an informal discussion or to arrange a tour of the school please contact:**

**Mrs D Smith, Head of Mathematics**

**[dsmith@redhill.dudley.sch.uk](mailto:dsmith@redhill.dudley.sch.uk)**

**Please send completed application forms to:**  
**Mrs J Endicott, Redhill School, Junction Road, Stourbridge, DY8 1JX**  
**or email to:**  
**[jobs@redhill.dudley.sch.uk](mailto:jobs@redhill.dudley.sch.uk)**  
**or apply via TES**

**CLOSING DATE: Monday 14 October 2024 (9am)**

**INTERVIEWS: To be advised**

**Please note only successful candidates will be contacted.**

**All candidates are subject to safer recruitment procedures.**