



CITY OF LONDON
ACADEMIES TRUST

Subject Improvement and Curriculum Development Lead (Mathematics)



A warm welcome from the CEO

“Our care for staff means that we invest in our people, allowing them to grow and achieve their career goals within the Trust or beyond.”



I am delighted that you have chosen to apply for the Subject Improvement & Curriculum Development Lead role.

City of London Academies Trust is driven by the ambition to deliver exceptional educational outcomes for the young people we serve, combining the heritage and traditions of the City of London Corporation with a creative and effective approach to teaching and learning.

Our expectations are high for both our students and our staff and as such we work to three core values: integrity, professionalism, and care. We demonstrate real care by insisting on the highest expectations of behaviour in every phase and setting. Our curriculum is regularly reviewed and updated to ensure that every young person is afforded the knowledge and skills they need to be successful. We promote and support excellent classroom pedagogy as well as ensuring we have common approaches to assessment and intervention. This is how we care for our young people and ensure that they achieve the highest possible outcomes and are able to counter the many aspects of disadvantage they, their families, and our wider communities experience.

Our ‘**Foundations of Excellence**,’ which run through all trust schools, have been the framework for our success so far. These

core principles led to the City of London and the trust being recognised as the best performing academy chain for progress and attainment of disadvantaged children (‘Chain Effects,’ The Sutton Trust). This fuels our determination to continue to develop the work we do, while remaining focused on the ambitions for our schools and making a significant difference to children’s lives. In striving for excellence in all aspects of our work, we are acutely aware that this will only be achieved through hard-working and motivated staff. Our care for staff means that we invest in our people, allowing them to grow and achieve their career goals within the trust or beyond.

We look forward to receiving your application.

Mark Emmerson
Chief Executive Officer



Who we are

“Our schools maintain exemplary standards of behaviour, with systems, rituals and norms that instil strong habits. Our schools provide an environment where teachers can teach, and students can learn without disruption.”

City of London Academies Trust believes strongly in the transformational nature of education operating schools in areas of significant disadvantage. We understand that strong outcomes lead to improved life chances for our students, so we are unashamedly academic and unapologetically results driven. Each of our schools adopt a ‘warm/strict’ approach, combining high expectations with care and support. Our level of care means we never compromise on standards or expectations, ensuring that no student’s background becomes a reason for lowering the bar. Our schools maintain exemplary standards of behaviour, with systems, rituals and norms that instil strong habits. As a result, our schools provide an environment where our teachers can teach, and students can learn without disruption. We take great pride in fostering an exceptionally positive learning environment and we guard against anything which may undermine our strong ethos and culture.

We are driven by a relentless ambition to be the best. We believe exceptional leaders and teachers create outstanding schools, transforming lives, and shaping the future of every student. We combine the heritage and tradition of the Corporation of London with a genuinely innovative, enterprising, and entrepreneurial ethos. We are also committed to providing training and development to all our staff, plus excellent career advancement opportunities within our evolving trust.

Our curriculum is knowledge rich. We believe in teaching ‘powerful knowledge,’ and educating our students on the ‘best that’s been thought and said’ is crucial to giving them the best possible chance of success in life. More broadly,

we find opportunities to elevate the curriculum to ensure our most able students can compete with their more privileged peers. Our curriculum is coherently and intelligently sequenced, with our Subject Improvement Leads working closely with Heads of Department to drive gains in learning and develop subject specific pedagogy. We are creating a standard curriculum in most of our subjects; this will help reduce teacher workload by taking away the production of high-quality resources and assessments, freeing up our expert teachers to grapple with the delivery of the content and focus on the learning. Our teaching approach is influenced by the works of educationalists such as Doug Lemov.

We are confident we know what works for schools in our specific context, and we have spent a long time codifying our approach, whilst also providing sufficient flexibility for our teachers to add their own unique personality and dynamism to their classrooms. Results are important to us, but we also place great emphasis on developing our students’ sporting, artistic, musical, and linguistic talents. For our students to thrive in modern Britain, they must also have an appreciation, understanding and attachment to the rich cultural heritage of our country and its influence on the wider world. All our schools run an extended day to deliver an array of enrichment opportunities and super curricular sessions to provide a truly holistic education.

It is an exciting time to be part of the City of London Academies Trust, and we very much hope that you will be inspired to apply for this role.

Subject Improvement and Curriculum Development Lead (Mathematics)

“An essential aspect of the role is supporting mathematics teachers across the Trust. The lead works closely with teachers to offer coaching, training, and professional development to enhance teaching practices.”

The Trust's Mathematics Subject Improvement and Curriculum Development Lead plays a vital role in shaping the mathematics education across the trust. This leadership position involves curriculum design, staff development, and the implementation of best practices to ensure high-quality mathematics education. The lead works with school leaders, teachers, and other stakeholders to create a cohesive, and highly effective curriculum that aligns with national standards and the trust's educational goals.

Curriculum Development and Implementation

Central to the role is the development and continuous improvement of the mathematics curriculum. This includes reviewing existing curricula, analysing student performance data, and ensuring the curriculum is challenging to support the delivery of exceptional outcomes. The lead ensures clear progression from one year to the next, promoting deep understanding and application of mathematical concepts. They oversee the development and use of resources (including booklets) and assessments to support curriculum delivery.

Staff Leadership and Development

An essential aspect of the role is supporting mathematics teachers across the trust. The lead works closely with teachers to offer coaching, training, and professional development to enhance teaching practices. This includes designing and facilitating professional learning opportunities, observing classroom practices, and providing feedback. The lead fosters a collaborative learning culture by creating opportunities for teachers to share best practices and engage in professional dialogue. This collaborative approach ensures the whole trust benefits from shared expertise and a consistent approach to mathematics education.

Data Analysis and School Improvement

The Trust Lead uses data to drive continuous improvement in teaching and learning. By analysing assessment results, they identify trends, strengths, and areas for development. They collaborate with school leaders to design action plans and interventions that address gaps in student achievement, monitoring the effectiveness of these strategies. Regular reviews of student performance help ensure that all students, regardless of starting points, receive the support needed to succeed in mathematics.

Strategic Leadership and Collaboration

The Trust Mathematics SICDL aligns mathematics provision with national education policies and frameworks. They work with senior leaders to ensure that mathematics priorities fit within broader school and trust improvement plans. In addition to internal collaboration, the lead engages with external partners, including exam boards and subject-specific organisations, to stay informed about changes in education policy and best practices. They participate in networks and conferences, contributing to their professional development and that of their colleagues.

We want you to help us:

- develop and implement a standardised, Trust-wide booklet-based Mathematics curriculum, assessment framework, and teaching resources
- enhance the quality of mathematics teaching and leadership across the Trust
- achieve exceptional student outcomes in mathematics by working with leaders to develop strategic plans and guide targeted interventions
- create reliable common assessments by creating robust systems for accurate evaluations of pupil performance and predicted grades.
- foster the professional growth of mathematics teachers by leading Subject Leader Network Meetings.

Job Description

Post: Subject Improvement and Curriculum Lead (Mathematics)

Accountable to: Chief Standards Officer

Salary: Leadership Pay Scale L6 – L13 £65,731 - £76,331 (fte)

Working Pattern: Permanent and full time

Location: Deployed as required across Trust academies or to a specific academy dependent on business need

Disclosure level: Enhanced

Key Responsibilities and Accountabilities

1. Improving Outcomes

- 1.1 Lead on the creation, development and implementation of a standardised Trust-wide Mathematics curriculum and assessment framework, including but not limited to curriculum maps, lesson plans, teaching resources (booklets), assessment materials and teacher guides.
- 1.2 Use the Trust's pedagogical model and 'Playbook' to support subject leads to improve the quality and consistency of learning and teaching within and across our schools to optimise GCSE and A level outcomes.
- 1.3 Establish systems and processes to set rigorous and robust common assessments to allow senior leaders to make reliable judgements about pupil performance and predicted grades.
- 1.4 Support school leaders implement systems and processes to help deliver the Trust's preferred intervention model.
- 1.5 Provide regular verbal and written updates on the schools' progress to the CSO and make recommendations for improvements.
- 1.6 Work with Trust leaders to quality assure departments are delivering the curriculum and applying Trust wide policies, frameworks, and protocols.
- 1.7 Attend examiner training with the Trust's preferred exam board, update curricular and resources, accordingly, disseminate information to subject leaders in a timely manner and provide appropriate advice and guidance.

2. Developing Capacity of Subject Leaders and Teachers

- 2.2 Lead Subject Leader Network Meetings to discuss and plan the most effective methods to deliver a series of lessons.
- 2.3 Through our 'Curriculum Excellence Symposiums,' enhance our teachers' subject expertise and sharpen their exam specification knowledge.
- 2.4 Support the school's induction & training of new teachers, Early Career Teachers, and trainees and monitor the quality of the programme.
- 2.5 Contribute to training and briefings provided to subject leaders across the Trust's secondary schools.
- 2.6 Provide bespoke training to teachers and subject leaders as needed by designated schools.
- 2.7 Evaluate the curriculum intent, implementation, and impact by supporting subject 'Deep Dives.'
- 2.8 Support subject leaders to develop their readiness for Ofsted inspection.
- 2.9 Support departments implement the Trust's instructional coaching model to develop individual teacher expertise and effectiveness in delivering the Trust's curriculum.

3. Supporting and Improving Trust Schools

- 3.1 Apply the Trust's 'Subject Risk Rating Matrix' to identify departments that require additional support.
- 3.2 Work with Principals and subject leads to formulate a strategic plan to improve outcomes over time.
- 3.3 Agree a KS3 curriculum and assessment delivery plan to accelerate learning and maximise outcomes.
- 3.4 Audit the delivery of the agreed curriculum through analysing and evaluating delivery plans, pupil work, meetings with pupils, staff and subject leaders, and lesson visits.
- 3.5 Develop the capacity of subject leaders through coaching, modelling of subject leadership activity, co-planning, and training.
- 3.6 Lead the assessment cycle – including writing assessments, supporting the standardisation and moderation of marking, collation of assessment data, forecasting of results, identification of systemic gaps to address, and determination of training needs.

- 3.7 Review assessment data to identify gaps and priorities school leaders must address.
- 3.8 Where required, deliver intervention and tuition to targeted pupils to model excellent practice to subject leaders and teachers.
- 3.9 Deliver subject specific professional development sessions during Trust wide conferences and meetings.
- 3.10 Support the delivery of Trust wide pupil exam revision clinics by providing resources, examiner input and when required, delivering sessions.
- 3.11 Create intervention plans and resources for subject teachers. Quality assure and guide the work of teachers in the subject to raise outcomes in designated schools.

4. Funding/Budget Management

- 4.1 Ensure any budget allocated is used effectively and efficiently to maximise its impact on the achievement of the best possible outcomes for pupils.
- 4.2 In keeping with the Trust's financial systems, ensure that budgetary controls are effective and expenditure is managed effectively.

5. Accountability

- 5.1 Be accountable to the Trust for the performance and outcomes in Mathematics within the Trust's schools.
- 5.2 Carry out any such duties as may be reasonably required by the Chief Standards Officer, and Director of Standards (Secondary).

6. Other Responsibilities

- 6.1 Exercise a commitment to safeguarding and promoting the welfare of children, young people, and vulnerable adults.
- 6.2 Promote the Trust's vision and implement the Foundations of Excellence with fidelity
- 6.3 Carry out any such duties as may be reasonably required by the Trust.

Safeguarding Children

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors, and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Confidentiality

We expect all staff ensure that confidentiality is maintained and work in line with agreed City of London Academies Trust's policies and protocols. Staff are also expected to maintain statutory responsibilities e.g. Data Protection and Freedom of Information.

Person Specification

Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage, and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national, and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

Our Staff

Our central Trust team have the highest of expectations, and we are committed to securing outstanding outcomes for the young people we serve, by driving excellence in our academies through a balance of challenge and high-quality support. In our academies, our staff are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the Trust's Equalities policies.

	Essential	Desirable
Qualifications		
Mathematics graduate with Qualified Teacher Status.	√	
NPQ middle or senior leadership.		√
Evidence of continued professional development in English.	√	
Experience, Skills and Knowledge		
Successful delivery of either the AQA, Edexcel or OCR specification for GCSE English or A Level.	√	
Currently working or have previously worked as an examiner for either AQA, Edexcel or OCR.		√
Consistently delivering outstanding results and progress.	√	
Improving results through effective subject leadership.	√	
Developing and delivering curriculum plans.	√	
Developing and delivering high impact intervention programmes.	√	
Successfully delivering training and coaching for Mathematics teachers.	√	
Leading teaching, learning and assessment with evidence of impact.	√	
Development and use of subject level tracking.	√	
Analysis of assessment data and its use to secure improvement and identify gaps in learning.	√	
Working effectively with teachers, middle leaders and senior leaders.	√	
Abilities, Skills and Knowledge		
A record of exceptional teaching.		
Up to date and specific knowledge of the AQA/Edexcel/OCR Mathematics specification at either GCSE or A level.	√	
Possess the knowledge and skills needed by pupils to secure a Grade '5', Grade '7' and Grade '9' in GCSE English and A*/A/B grades at A level.	√	
Skills and knowledge to design effective professional development programmes and materials.	√	
Excellent interpersonal and communication skills.	√	
Well-developed coaching and mentoring skills.	√	
Ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	√	
Ability to write concise and accessible reports.	√	

Personal Qualities		
A secure understanding of the Trust's 'Foundations of Excellence.'	√	
Commitment to working outside school hours as required, including during weekends and evenings.		√
Highly organised, diligent, literate and articulate.	√	
High level of professional and personal integrity.	√	
Personal resilience, persistence and perseverance.	√	
Commitment to support the trust's agenda for safeguarding and equality and diversity.	√	
Sympathetic to and supportive of the mixed multi-academy trust model and ethos of the establishment.	√	
Other		
Commitment to safeguarding and promoting the welfare of children and young people.	√	
Willingness to undergo appropriate checks, including enhanced DBS Checks.	√	
Motivation to work with children and young people.	√	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√	



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