

Subject Leader of Mathematics

Huntcliff School

Candidate Information Pack

Closing Date: Thursday 6th March 2025 at 09:00am



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Welcome from the CEO

Dear Applicant,

I am immensely proud to be Chief Executive of Spark Education Trust. We are a newly merged Trust comprising 4 secondary and 11 primary schools located across the Tees Valley and we provide opportunities for children and young people to reach their full potential, whatever their starting point. We know that this is best achieved in encouraging environments where mutual and self-respect is promoted. We want to grow confident young people able to work independently and think creatively in a fast-changing world.

We have high expectations for everyone, aspiring to excellence in teaching and achieving impressive standards is all areas of school life. Success beyond the classroom in sport and the arts are features of life across our Trust.

For our staff we provide positive working environments, a commitment to the highest quality professional development, opportunities to collaborate to create excellence and encouragement to forge career success.

Trustees, governors and leaders collaborate closely to ensure excellence in all aspects of Spark Education Trust. Our core values are mutual respect, hearty collaboration and courageous ambition and these drive our work ensuring that Spark schools are wonderful places to work.



Louise Spellman



Welcome from the Headteacher

Dear Applicant,

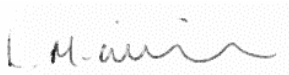
We require a passionate, dynamic and committed Subject Leader of Mathematics at Huntcliff School. This is an excellent opportunity for an ambitious and inspirational leader to join our school within a dedicated team. The successful candidate will be an excellent practitioner who is committed to raising the aspirations and achievement of all students, particularly those most vulnerable students with additional needs.

This is an exciting time to join our small school within a dynamic and supportive MAT as it works collaboratively alongside the primary and secondary schools within the Spark Education Trust, striving to provide a world class education through seamless transition from Primary to Secondary and post-16 education.

Huntcliff School is a 'Good' school, and was recognised by Ofsted in June 2023 as having an ambitious curriculum for all, alongside excellent pastoral care. We share a site and some facilities with Saltburn Primary School, serving the community of Saltburn and the surrounding areas. We have established a culture of mutual respect within our inclusive learning environment, and we strive to inspire excellence; in terms of academic achievement, personal development, and the individual talents of every student. We deliver an ambitious curriculum and have high expectations for all, irrespective of their starting point.

Our school ethos centres around 'Be Ready, Be Respectful, Be Responsible - Inspiring Excellence' which is underpinned by our core values of respect, resilience, responsibility, honesty and kindness. We are looking for an inspirational leader who embraces our school values, is looking for a new challenge and wants to drive continued improvements in our school.

Kind regards



Lynsey Wilkinson
Headteacher



Subject Leader of Mathematics

Permanent Full time
MPS to UPS with TLR 2C £8,279 pa
To start September 2025 or earlier if possible

Huntcliff School is a popular school sharing a site with Saltburn Primary School on a joint learning campus. We are seeking to appoint a passionate and committed Subject Leader of Maths, this is an excellent opportunity for an ambitious and inspirational leader or aspiring leader to join our school.

The successful candidate will be an excellent teacher, an effective team player and be committed to raising the aspirations and achievement of all students.

We have:

- An aspirational curriculum for all students.
- A positive and caring ethos with friendly children, eager to learn and achieve.
- A committed, enthusiastic and supportive staff team.
- Excellent support from the Governing Body, the staff and parents.
- Opportunities for career development.

The successful candidate must have:

- Experience of teaching KS3 & KS4 Maths within a secondary school, delivering outstanding results.
- A drive and ambition for all to achieve their potential.
- The ability to manage behaviour and help students focus on any given task, encouraging students to interact with others and engage in a range of learning activities.
- A professional, dedicated and resilient approach.
- Commitment and dependability within the workplace with ability to use your own initiative.
- The ability to establish good relationships with students, acting as a role model and responding to individual needs.
- The ability to help plan, deliver and assess outstanding learning opportunities for all.
- The capability to develop others and improve the quality of provision within the Maths Department.

The Spark Education Trust can offer you a professional challenge and a rewarding opportunity, working with collaborative schools that are passionate about the progress and development of every student.

For further information about the role, please email fdobson@huntcliff.co.uk

Send your completed application to: vacancies@sparkeducation.org.uk

Closing date: Thursday 6th March 2025, 9.00am

Interview date: Wednesday 12th March 2025

The Spark Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance.,

Job Description

POST TITLE:	SUBJECT LEADER - MATHS
GRADE:	MPS – UPS with TLR2C
REPORTING RELATIONSHIP:	Deputy Headteacher – Quality of Education
JOB PURPOSE:	<p>To ensure the provision of an appropriately broad, balanced, ambitious and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Head of School.</p> <p>To raise standards of student attainment and achievement within the whole curriculum area through the development and enhancement of the teaching practice of others.</p>

Professional Duties

The following are the expectations of the Subject Leader with responsibility for Maths at Huntcliff school. It is not an exhaustive list but should provide clarity on duties and responsibilities you hold. In line with the current School Teacher's Pay and Conditions Document, it is the responsibility of the post holder to carry out the following professional duties:

Fulfil the general responsibilities of Subject Leader. This will include:

1. To develop policies and procedures, in line with school policy, that will ensure high achievement and effective teaching and learning.
2. To lead the day-to-day management, control and operation of KS3 and KS4 courses within the department, including effective deployment of staff and physical resources.
3. To select appropriate syllabuses and examination boards in line with school objectives.
4. Liaise with Assistant Headteacher to maintain accreditation with the relevant examination and validating bodies.
5. To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, Behaviour Policy, SEN, ICT, ARR etc.
6. To work with colleagues to formulate aims, objectives and strategic improvement plans (short and long term) for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School.
7. To produce an annual department report that outlines strengths, areas for improvement, external examination performance analysis and targets for improvement.
8. To ensure the effective implementation of the monitoring systems within the department and produce reports that celebrate good practice, informs future practice and improvement.
9. To contribute to the School procedures for lesson observation and wider quality assurance.
10. To lead and manage the department to ensure that planned activities reflect the needs of students within the subject area, SIP/DIP and the aims and objectives of the School.
11. To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary.

12. To use data on pupil performance to inform policy and practice, target setting, identify underachieving pupils, implement targeted intervention and monitor the effectiveness of the subject.

Fulfil the specific responsibilities of Subject Leader for Maths. This will include:

1. To ensure the provision of Maths schemes of learning are in line with school policy to ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational needs.
2. To provide guidance, to staff in their subject, on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
3. To ensure that staff are kept up to date in terms of subject knowledge and skills.
4. To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
5. To establish and implement clear policies and practices, in line with school policy, for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
6. Encourage extra-curricular activities related to the subject.
7. To develop effective links with the local community, including primary feeder schools, post-16 providers, business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.
8. To teach students according to their educational needs, including the setting and marking of work.
9. To undertake assessment of students as requested by external examination bodies.
10. To ensure a high-quality learning experience for all students.
11. To ensure the department makes an effective contribution to the moral, spiritual, social and cultural development of staff and students.
12. 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.
13. Establish clear expectations and constructive working relationships among staff involved with the subject through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate.
14. To coach members of staff in order to develop teaching and learning within the department and to enable teachers to achieve expertise in their subject teaching.
15. To ensure that trainee and newly qualified teachers are trained, monitored, supported and assessed in relation to the appropriate standards.
16. To work with the SENCO and any other staff with inclusion expertise, to ensure that work is matched to individual students' needs.
17. To work with the DHT: Quality of Education to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
18. Undertake Appraisal Review(s) and act as reviewer for a group of staff within the designated department.
19. To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department.
20. To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School procedures.
21. To advise the DHT: Quality of Education on the deployment of staff involved in the subject, ensuring that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.
22. To ensure the effective and efficient management and organisation of learning resources, including ICT.
23. Manage available resources of space, staff, money and equipment efficiently; including deploying the department budget, requisitioning, organising and maintaining equipment, keeping appropriate records.
24. To monitor and support the overall progress and development of students within the department.
25. To monitor student attendance together with student progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
26. Ensure Behaviour Management systems are implemented in the department so that effective learning can take place.
27. To be a Form Tutor to an assigned group of students; registering students, and encouraging their full attendance to all lessons and registration periods
28. Evaluate and monitor students' progress and keep up-to-date student records as may be required.

29. To alert appropriate staff to problems experienced by students.
30. To communicate as appropriate, with the parents/carers of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.

These duties are neither exclusive nor exhaustive and the post holder will be required to undertake other duties and responsibilities, which the Governing Body may determine.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO FULL ENHANCED DISCLOSURE CHECKS BEFORE AN OFFER OF APPOINTMENT IS MADE – AND THESE WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

Person Specification

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
Qualifications & Education	E1	Degree qualification and Qualified Teacher Status	AF/C	D1	Higher Education qualification in Maths/Statistics	AF/C
	E2	Evidence of regular participation in Continuing Professional Development	AF/C	D2	Leadership Professional Qualification	
Experience & Knowledge	E3	A minimum of two year's teaching experience	AF/R	D3	Experience of whole school Leadership	AF/R
	E4	Experience of teaching Maths across the secondary age range	AF/I	D4	Experience of the performance management process and the role of reviewer	AF/I/R
	E5	Experience of successful curriculum leadership, including monitoring, evaluating and target setting	AF/I/R	D5	Experience of Ofsted inspection and post inspection action planning	AF/I/R
	E6	Experience of making a significant impact upon children's learning and progress, including children with SEND	AF/I/R	D6	Raising standards across a curriculum area	AF/R
	E7	Experience of working well in partnership with staff, governors, children, parents/carers and the wider community	AF/I/R	D7	Experience of working with outside agencies	AF/I/R

	E8	A thorough and up to date knowledge of teaching and wider curriculum developments	AF/I			
	E9	Understanding and knowledge of current issues in education, including changes to the SEN Code of Practice	AF/I/R			
Skills	E10	Exemplary classroom practitioner and role model for excellent teaching and learning	AF/R/P	D8	Has a good understanding of project management	AF/R
	E11	Able to analyse and interpret data, identify trends and develop and deliver appropriate support and intervention strategies for improvement	AF/I/R/P	D9	Ability to coach and mentor colleagues to improve the quality of Teaching and Learning	AF/R
	E12	Has a good working understanding of assessment and tracking	AF/I/R/P			
	E13	Has a good understanding of the needs of children across the secondary age range.	AF/I/R/P			
	E14	Has a sound understanding of strategies to enhance teaching and learning opportunities.	AF/I/R/P			
	E15	Has a good understanding of school self-evaluation and improvement planning.	AF/R			
	E16	Has a good understanding of current educational initiatives and relevant legislation.	AF/I/R/P			

	E17	Ability to lead a team of staff and to be aware of everyday issues that affect them and the running of the school	AF/R			
	E18	Communicates well orally and in writing at all levels.	AF/R/P			
	E19	Able to plan, organise and prioritise.	AF/R			
	E20	Proven leadership qualities to motivate and inspire others	AF/I/R			
Personal Attributes	E21	Able to work as part of a team	AF/I/R	D10	Able to demonstrate innovation in school leadership	AF/R
	E22	Embraces change well	AF/I/R			
	E23	Deals with difficult situations effectively	AF/I/R			
	E24	Evidence of being able to build and sustain effective working relationships with staff, governors, parents/carers and the wider community	AF/I/R			
	E25	High degree of motivation for working with children and young people	I			
	E26	Willing to take part in extracurricular activities	AF/I			
	E27	Excellent attendance and punctuality	R			
Special Requirements	E28	Emotional resilience in working with challenging behaviours and attitudes in the use of authority and maintaining discipline	I			
	E29	Suitability to work with children	I/D			

Key – Stage identified	
AF	Application Form
C	Certificates
P	Presentation/ skills test /observation
I	Interview
R	References
D	Disclosure

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references.

How to Apply

Application forms and further details are available on the Trust's website – sparkeducationtrust.org.uk

Please return your completed application form to vacancies@sparkeducation.org.uk

Applications submitted on anything other than the official application form and applications from agencies will not be accepted.

Confidential References

Two referees should be nominated, including one from your current/most recent employer – Those from an education setting must provide the Headteacher as one of their references or to be signed and checked by the Headteacher.

Job Description

Details the main responsibilities for this post and the personal and professional qualities required.

Person Specification

Sets out the criteria to be used for the shortlisting process.

Closing date: Thursday 6th March 2025, 9.00am

Interviews to be held: Wednesday 12th March 2025

Employee Benefits

Wellbeing

Free and confidential support.

Up to six sessions of structured counselling, if recommended.

Pensions

All eligible staff automatically join either The Teachers Pension Scheme or the Local Government Pension Scheme upon the start of their employment.

As members of these schemes, employees have access to the full range of membership benefits including a Death in Service payment is included in the Teacher Pension Plan and Local Government Pension Scheme.

Cycle to work

We also provide a cycle to work scheme, which is a recognised Inland Revenue salary sacrifice scheme through www.greencommuteinitiative.uk which enables staff to access a new bike and bike equipment.

Work Life Balance

We provide a generous Annual Leave entitlement for Support Staff of 27 days leave, rising to 32 days leave following 5 years' service, in addition to statutory bank holidays.

As we are supportive of flexible working, we have many staff working on individual working arrangements and we offer many roles working term time only contracts, to assist with individuals work life balance.

Professional Development

As we believe in supporting and developing our staff, we offer extensive career development opportunities and actively seek to develop and promote staff where possible.