

Subject Leader Maths APPLICATION PACK

Rochdale
sixth form
college




Ofsted
Outstanding
Provider

**OFFICIALLY
OUTSTANDING**

ALTUS
EDUCATION PARTNERSHIP

Thank you for your interest in working at Rochdale Sixth Form College. I hope that you will find this pack useful in completing your application.

Rochdale Sixth Form College (RSFC) opened in 2010 to address the significant underachievement in A Level performance in the borough. Since then, it has raised achievement in the area dramatically and is recognised nationally as a centre of excellence. The college is rated Ofsted outstanding and, is consistently ranked as one of the highest performing colleges in the country according to the DfE's performance tables and national achievement rate tables.

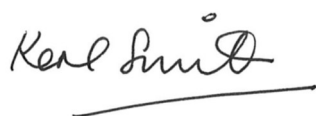
The Altus Education Partnership was formed in April 2017. It is a multi-academy trust formed by the governing body of Rochdale Sixth Form College and dedicated to the improvement of education in the borough of Rochdale. The Trust's mission arose from and builds upon the successes and values of the sixth form college. In short, our mission is to create a family of academies from early years to 18 that enables students in the borough to progress to an aspirational career, a fulfilling life and to make a positive contribution to society.

To work at RSFC you must aspire to be an outstanding colleague. You must be willing to share and learn. You must be prepared to go the extra mile, be a leader not a follower. Above all else, you must like young people and aspire to make them outstanding citizens.

We wish to appoint someone who will help us to continue to make a positive difference to the lives of young people in the borough. In return we promise a supportive and enjoyable working environment, and the resources needed to carry out the role to the highest standards.

I very much look forward to hearing from you.

Yours faithfully



Karl Smith

Principal

Making your application

I hope that when you read this pack you are inspired to apply for the post.

Application

1. Complete the Altus Education Partnership application form.
1. Provide a supporting statement of no more than two sides of A4 which should address the criteria in the person specification.
2. Send your completed application form by email to recruitment@altusep.com.

Deadline

The deadline for the post is **Tuesday 22 April 2025** (to arrive no later than 12.00 midday).

Interviews are expected to take place week commencing **28 April 2025**

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist; therefore, if you have not heard from us your application has been unsuccessful on this occasion.

Salary

This post will be paid on the Sixth Form Colleges Association Pay Spine, £32,178 to £49,725 with an additional RA of £4,878.

Start Date

21 August 2025

For an Application Pack

1. Visit www.rochdalesfc.ac.uk or www.altusep.com
2. Contact: recruitment@altusep.com

Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

RSFC Vision, Mission, Values & Beliefs

Our Vision

We aim to be the Sixth Form College of choice for the young people of the Borough of Rochdale and aim to develop confident and articulate students, respectful and respected, capable of independent and critical thought and appropriately prepared for higher-level achievement.

Our Mission

At RSFC our central purpose is to help our students realise their academic potential. We believe every young person can succeed and we devote ourselves to improving student achievement, through high quality teaching and student support. Our young people are challenged to achieve through high expectations within a "you can do it culture". We always aim to build aspiration, to inspire and to motivate our students so they have the opportunity for greater choice in life.

Our Values and Beliefs

As a Sixth Form College and as individuals we value and champion:

Care for the Individual, Empathy and Compassion – our priority is to connect with our students, be interested in their lives and backgrounds and listen actively to what they say, treating every student in every class as an individual and continuously boosting their self-esteem and confidence, whilst showing empathy and compassion towards their needs.

Achievement, Success and Excellence – an unceasing focus to improve standards of academic achievement to better the lives of our students, and a passionate desire for their success through a culture of high expectations and aspirations.

Learning, Creativity, and Innovation – we are driven to pursue effective learning for all students and first-class teaching and support by all colleagues – day in, day out.

Relationships, Collaboration and Teamwork – students and staff working together to foster a real sense of community and mutual respect. A partnership with parents/carers to ensure our 16–19-year-olds are confident and mature individuals who can become responsible and valued members of our wider society. We maintain close and meaningful partnerships with schools, other colleges, and universities to further enhance the learner journey. Relationships with our community in Rochdale will reflect our commitment to the social and economic well-being of the Borough and increase the range of opportunities for our students to become active citizens.

Inclusivity, Belonging and Respect – we embrace diversity and strongly commit to the equality of opportunity for students, staff, their friends and families and our wider community to create a sense of belonging.

Honesty, Openness and Fairness – the life of the College community is based on the values of honesty and fairness and we commit to conducting ourselves with openness, trust, and respect for the individual.

Positivity, Enthusiasm and Fun – shown by and towards all students and staff at RSFC.

The Ambition is that by the time students leave RSFC they will:

- Have achieved their personal academic potential giving them a greater choice in life
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential
- Be contributing members of the community and have compassion for others
- Be able to celebrate their success and that of others
- Have developed the confidence to overcome barriers to success
- Be articulate, creative, and prepared for future growth and learning
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At RSFC we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability
- Above all, staff at RSFC like their students and demonstrate this through their daily conduct and interaction

Background Information

High Academic Standards, High Expectations – No Barrier to Underachievement

Rochdale Sixth Form College has become one of the country's leading Sixth Form Colleges. It promises outstanding learning and teaching, with excellence being important in everything the College does. At RSFC we have simple systems and processes that are executed superbly well – this is important. We have no intention of complicating our organisation. Excellence in the classroom, abundance of powerful support, forensic tracking of student progress, the highest expectations for all students and a positive culture are central to our philosophy. The minute we move away from these beliefs is the minute we take our eye off the ball and that is not what RSFC is about. All students are expected to achieve at least their potential and more. We want to inspire, motivate, and enthuse and want the young people who walk through our doors to develop a positive 'can do' attitude and with it the self-confidence and self-belief that comes from being successful.

Inspiring and Passionate Staff

Having the right values are crucial at RSFC. High expectations and empathy are core principles at RSFC for all staff. Caring for our young people and being compassionate does not mean compromising on academic rigour. We expect staff at all levels to have the expertise and commitment but also to be passionate about young people and love working alongside them. All staff will build self-confidence and self-esteem into students through their daily interactions and have a burning desire to see them achieve their potential. High expectations of students and a total belief in their potential are an absolute must!

Maths at RSFC

RSFC currently offers Edexcel A level Maths, Further Maths, Statistics and AQA Certificate Level 3 Mathematical Studies, which are taught in parallel as well as Edexcel GCSE Maths – Foundation Tier. The cohort is approximately 450 across year 12 and 13 for A-Level Maths with just over 5% of these doing Further Maths. There are 40 students currently studying Statistics A level in year 12 and 12 students currently studying Mathematical Studies in year 12. The usual cohort of GCSE students is around 60 in a September reducing after the November exam results in January. The subject has a dedicated suite of modern and well-resourced teaching rooms with state-of-the-art interactive screens in each classroom. We are seeking an enthusiastic teacher to join a highly successful team of two teachers.

We are seeking a passionate and ambitious teacher to inspire students and contribute to the development of this thriving department. If you're excited to make a difference, we'd love to hear from you.

Opportunities for CPD

- There is a rigorous ECF programme of study at RSFC that involves weekly meetings, professional discussion and persistent reflection of teaching practice to ensure our ECTs are gaining the best possible start to their career. These weekly meetings and reflections form part of the ECT developmental programme that will lead to recognition and potential certification by the College of Teachers at the end of two academic years.
- RSFC provides additional responsibility allowances for the development of pedagogical areas identified in the strategic action plan. Staff here at the college have the opportunity to apply for such posts and develop whole college teaching and learning strategies to implement change where deemed necessary.
- All staff at RSFC have the opportunity to attend specific teaching and learning workshops throughout the academic year. These workshops are developed and delivered by teachers who wish to share their expertise or provide feedback based upon research that they have carried out within the college with the Vice Principal for teaching, learning and assessment.
- Experienced teachers at RSFC can become trained lesson observers to support quality assurance cycles, staff development and subject area reviews. All teachers are offered the opportunity to take part in joint learning walks both within and outside of their subject specialism.
- All staff at RSFC have personalised performance management targets that specifically allows individual professional development in the sixth form sector. Staff may work in clusters or on an individual basis with supervision and support from the Senior Leadership Team. RSFC is committed to both student and staff learning and provides all the necessary requirements to ensure staff develop at a rate that reflects their aspirations and professional goals in both the short term and long term.
- All teachers at RSFC are supplied with booklets, guides and the latest research documentation to support their current pedagogy and personal development.

Job Description

Job Title:	Subject Leader of Mathematics
Reports to:	Faculty Lead
Line Manages	Teachers within the Maths department
Contract:	Full-Time – Permanent – Term time only + 5 days
Remuneration:	This post will be paid on the Sixth Form Colleges Association Pay Spine, £32,178 to £49,725 with an additional RA of £4,878.
Start Date:	August 2025

Subject Leader Maths

Key Focus: Maximise Students' Achievements

Each Subject Leader is ultimately responsible to the principal, but this responsibility may be delegated to the appropriate line manager.

All staff are fully expected to contribute to the shared objective of maximising students' achievements and to the achievement of the *RSFC Primary Purpose*:

Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus upon learning and teaching and student support.

Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.

Subject Leader Responsibilities

A. Accountability to the Principal

- To keep the Principal, via their Line Manager fully informed of all matters that they are involved in and undertake
- To keep the Principal, via their Line Manager, fully informed of all issues and concerns regarding the smooth and efficient functioning\of the subject area
- To demonstrate and promote effective leadership within the subject area

B. Accountability for the Leadership and Management of Staff

- To maximise the potential of staff within the subject
- To give guidance and support within the subject area
- To implement and monitor the performance management of staff, so staff can be evaluated on an individual basis against agreed targets
- To work in consultation with their Line Manager in arranging College based in service support and induction for NQTs and staff new to the subject area
- To allocate duties and responsibilities necessary to ensure the smooth and effective functioning of the subject area
- To convene regular formal subject area meetings, setting agendas, minuting the meetings and circulating copies to appropriate parties' including the Principal
- To encourage staff to have the highest of expectations of students
- To establish common standards of practice within the subject area
- To contribute to the College quality procedures – the RSFC Achievement and Improvement Cycle
- To seek/implement modification where required
- To ensure the subject areas quality procedures meet the requirements of the Strategic Plan and Annual Development Improvement Plan

C. Accountability for Leadership of Learning and Teaching

- To ensure that schemes of work are well developed, up to date and stimulating through engaging in team planning
- Maximise student achievement by reviewing syllabuses in conjunction with their Line Manager
- To monitor and evaluate the performance of the subject area in terms of the College philosophy, internal and external examinations
- To ensure that the educational experience offered to each student is of the highest quality to promote equality of opportunity
- To ensure the moderation and standardisation of assessments across the subject area is tightly coordinated
- To ensure that the organisation of subject area revision classes, workshops and subject area trips/visits are coordinated
- To ensure that appropriate work is set for classes of absent members of the subject area
- Participate fully in the annual achievement subject reviews and interim reviews with the Principal and members of the Senior Leadership Team and Line Manager
- Lead on the dissemination of good practice during curriculum and subject area meetings

D. Accountability for the Management of Resources

- To ensure that finances and resources are deployed in a just, fair and efficient manner
- To ensure that finances and resources are used to create a stimulating and successful learning environment
- To ensure the resources are well maintained, stored securely and used safely, paying due regard to Health and Safety Regulations

E. Accountability for the Welfare of Students

- To ensure students are kept fully informed about their progress
- To ensure that the subject area encourages students to develop the highest expectations of themselves with the RSFC ethos

F. Accountability for the Environment of the Subject Area

- To work with the subject area team in ensuring that the environment is stimulating, celebrates student achievement and fosters processes of learning
- To institute a series of systems and checks which will offer the highest standards of safety and security to all of those who use the subject area
- To implement procedures to promote a litter free and safe environment within the subject area

G. Accountability for Liaising with other Subject Areas on Whole College Issues

- To ensure the subject area plays a major part in supporting whole College Issues
- To make use of analysis and evaluate performance data provided
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on action taken
- To produce reports on examinations and performance
- To produce reports where necessary with the College quality cycle – “The RSFC Achievement and Improvement Cycle”

H. Monitoring, Assessment and Reporting Student Progress and Achievement

- Assess academic performance in the light of previous achievement to enhance the value added results of all students
- Assess how well learning outcomes have been achieved and use them to improve specific aspects of learning and teaching
- Assess students’ work in accordance with RSFC assessment policy and awarding body assessment objectives and mark criteria
- Assess and record students’ progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the grade/level at which the student is achieving
- Undertake regular formalised reviews of student progress, in line with the RSFC academic monitoring process (central to the College ethos, involving one-to-one termly student/subject teacher interviews)
- Set sufficient work for formal assessment such that students’ understanding can be regularly checked and so that students can be fully prepared for the demands of public examinations and/or coursework
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and or written feedback that clearly indicates strategies for improvement – as such that students are very clear as to how to move specifically to the next grade/level
- Complete formal reports on students according to the College reporting systems and the reporting calendar
- Attend parents’ evenings according to the College calendar to keep students’ families and/or their carers informed about their progress

I. Monitoring, Assessment and Reporting Student Progress and Achievement

All Subject Leaders are required to:

- Operate at all times within the stated policies and practices of the College and promote them actively
- To play a full part in the life of RSFC, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To adhere to the staff code of conduct
- Accept the shared responsibility of all colleagues for student discipline through collective oversight of the College during the College day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the College premises and when they are in authorised College activities elsewhere
- Work co-operatively with staff throughout the College to implement the College Strategic Plan and Annual Development Plan and achieve its mission
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct
- Attend and contribute to curriculum/subject, learning & teaching group and staff meetings
- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual, curriculum area or whole College development goals. For newly qualified teachers, and teachers new to the College, this will include attendance in any sessions organised as part of formal induction programmes
- Participate in arrangements made in accordance with regulations for the appraisal of performance in the context of the College Performance Management Policy
- Participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements
- Be familiar with the College Health and Safety Policy and Child Protection procedures and implement them as appropriate
- Contribute to College provision for enrichment activities and study centre supervision as consistent with individual timetables
- Participate in RSFC activities aimed at the recruitment, enrolment and induction of students, including attendance at Open Evenings/Mornings, supporting liaison activities, consultative discussions at enrolment and the interviewing of new students where there is consistency with individual experience and workloads
- Participate in College quality assurance and self-assessment systems, including the use of student focus groups, lesson observation, peer observation, learning walks, work scrutiny, internal inspections and the College line management system
- Play a co-operative and supportive role within curriculum areas and the College as a whole through the sharing of good practice and mentoring/coaching activities for less experienced staff where this is appropriate
- Undertake such other duties as reasonably required by the Principal.

Person Specification

		Assessed by:				
No.	CATEGORIES	App Form/ Letter	Interview	Teaching Exercise	Refs	Results Sheet
ESSENTIAL CRITERIA						
1.	A good relevant degree	√				
2.	PGCE with QTS/ QTLS and membership with DfE or IfL or willingness to work towards	√				
3.	A passion for teaching the subject	√	√	√	√	
4.	Ability to engage with students, inspiring learning & promoting success	√	√		√	
5.	Very good classroom practitioner	√	√	√	√	
6.	Ability to devise new resources for learning	√	√	√	√	
7.	Knowledge of active learning and teaching styles	√	√	√	√	
8.	Evidence of dynamic and innovative practice	√	√		√	
9.	Successful track record of teaching including very good exam results at AS/A Level	√			√	√
10.	Commitment to learning and teaching as first priority	√	√		√	
11.	Competence in the use of ICT	√	√		√	
12.	Ability to contribute positively to teams, share ideas & develop resources co-operatively	√			√	
13.	Ability to be adaptable & flexible	√	√		√	
14.	Effective inter-personal & communication skills	√	√	√	√	
15.	Commitment to valuing the individual and boosting their self-belief and worth – <i>an unconditional positive regard for young people</i>		√			
16.	Commitment to high standards & expectations – no accepting of second best in students and staff	√	√		√	
17.	Commitment to professional learning & institutional improvement	√	√		√	
18.	Commitment to high professional & personal standards of work & conduct	√	√		√	
19.	Determination to promote equality of opportunity		√			
20.	Ability to offer enrichment & contribute to wider college life	√	√		√	
21.	Commitment to professionalism, sharing, teamwork & collaboration	√	√		√	
22.	Commitment to enjoying work!		√			
DESIRABLE CRITERIA						
23.	Able to use interactive ICT systems for learning and teaching	√	√		√	
24.	Experience of examining subject	√				

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