



Staffordshire University Academy

Teacher of mathematics

Application Pack

“There is a strong sense
of community and
togetherness.”

Ofsted 2023



Principal's introduction

Thank you for showing an interest in joining Team SUA!

We are proud to be part of Staffordshire University Academies Trust (SUAT) whose family of twenty-one schools has a collective mission to 'Achieve Better Outcomes' for everyone.

At SUA, we have transformed our culture and approaches to education resulting in our academy achieving a 'Good' grading in all areas in our last full Ofsted inspection in November 2023.

We are at a really exciting stage in our history, we have rapidly growing student numbers, a growing sixth form and staff who are completely aligned to our vision in being relentless in our mission to achieve the best outcomes for our students.

Our students follow a simple RESPECT code which instils the right level of focus for the very best learning to take place. We underpin everything on our three academy values 'Aspire, Believe, Achieve!'

We are innovative in our approaches to teaching and learning, sourcing ideas from international practices. Successful learning is supported by having strong partnerships and we work to achieve this through excellent communication between the academy, parents, governors and the local community. We expect students to be engaged with the curriculum in a creative and innovative way, but not forgetting about the core values of education, ensuring they are equipped with the skills necessary for use in today's modern world.

For many years we have built a strong partnership with the Birmingham Repertory Theatre and with many local businesses who enrich the experiences of our students with once in a lifetime opportunities. We offer our students a range of residential, both locally and internationally, and we are constantly exploring other opportunities to provide additional enrichment for the whole of Team SUA.

We are delighted that you are interested in joining the team, if you are able to, please come and see us in action!

Mrs Rowena Hillier



Reasons to join SUA



Culture

We have an ethos of 'Culture Eats Strategy for Breakfast' – our positive culture is about the central mission of 'improving outcomes for all students'. Staff are friendly, positive and have brought around historical change at SUA through teamwork and innovation. We instill a sense of 'Belonging' in all of our students to support their journey whilst being part of Team SUA.



Wellbeing

Our staff satisfaction is excellent. Staff have access to a suite of wellbeing opportunities, such as daily tea and toast in our staffroom, golden tickets, not meeting for meetings sake, wellbeing days...but our approach is not tokenistic. We work as a team to reduce workload issues, such as marking, so that any growing pressures can be easily addressed.



Evidence Informed Practice

All of Team SUA (teaching and support) are evidence informed. Staff run year-long projects as part of their own appraisal process. In September 2023 all of our work was published in Ross Morrison-McGill's book 'A Guide to Questioning' – an achievement we are all really proud of. The work that colleagues complete then influences policy and future plans for the academy.



Wider Opportunities

Our sponsor, The University of Staffordshire, supports our staff in pursuing further qualifications, such as a Master's in Education. Staff are also encouraged to complete NPQs. We have proud links with The Birmingham Repertory Theatre as well as with many local businesses. As part of our sixth form, we also offer our own in-house football academy.



Quality of Education

Our curriculum is carefully designed to ignite ambition, secure knowledge and develop lifelong learners. Knowledge and skills are sequenced logically and progressively, with concepts mapped horizontally and vertically to ensure depth and coherence. Core substantive, disciplinary and hinterland knowledge are all considered as well as a wealth of opportunities to enhance both cultural and social mobility.



Coaching

We moved away from graded observations many years ago, which helped transform our developmental approach to teaching. We truly believe that no member of staff is the finished article. Staff at any stage in their career share typically great practice to constantly improve.

Contact us

info@suacademy.co.uk

01543 224700

Post: Teacher of mathematics

Why here, why now?

Staffordshire University Academy are looking to recruit a teacher of mathematics to join our experienced and supportive maths team. The department is an experienced team who deliver lessons in mixed-ability groups and scaffold learning to ensure the best outcomes for all students. This post would suit either an experienced mathematics teacher or a colleague who may be an ECT1 or ECT2. For colleagues in the early stages of their career, a robust induction programme is in place to provide support and professional development.

We are committed to continually improving the quality of our provision. We have access to high quality facilities and resources and work within a strong team structure that allows best practice to be shared. Staff benefit from a positive working environment, with strong support for professional development. The successful candidate will join a team of friendly and supportive colleagues who want to achieve the very best outcomes for our students.

Salary: MPS or UPS (£32,916 - £51,048)

Contract: Permanent

Start date: 1st January 2027

Closing date: Monday 28th September 2026, 9am

Interview date: Thursday 1st October 2026

Job Description

Job Title:	Teacher of mathematics
Responsible to:	Head of maths
Purpose of the post:	- To raise standards and be accountable for student attainment and achievement within the curriculum area - To use assessment data to inform teaching and support student progress - To monitor and support student progress applying timely intervention where needed - To deliver high-quality teaching and learning that enables all students to achieve their full potential - To act as a positive role model and support the academy's culture of high expectations and aspirations for all students
Student Performance Standards	- To be focussed and driven to ensure students are given the opportunity to perform to the best of their ability - To ensure that provision is made for students who have individual learning needs - To establish effective classroom management in accordance with academy policy - To set independent study in accordance with academy policy - To ensure consistent student progress is maintained for all groups of students
Curriculum:	- To support the delivery of a high quality and engaging curriculum - To ensure that all lessons are planned and delivered in accordance with the academy's teaching and learning priorities - To consistently deliver lessons featuring clear learning intentions, explicit modelling of new content, and structured deliberate practice that empowers students to become successful, independent learners - To ensure that feedback is in accordance with academy policy - To contribute in reviewing, writing and developing schemes of work and teaching materials

	• To share best practice in curriculum meetings to support the development of colleagues • To keep up to date with and respond to national developments in the subject area and teaching practice and methodology
Quality Assurance:	• To support and actively engage in quality assurance processes with the team such as coaching, book reviews and data analysis. • To implement feedback from coaching visits and data meetings to show and secure improvement where required • To produce data analysis, when needed, ensuring the accuracy of data used within the department • To contribute to moderation, assessment and standardisation activities • To use assessment data to inform teaching and support student progress • To contribute to discussions which develop the effectiveness of teaching and learning
Communications:	• To actively engage with departmental aims and objectives for continued improvement • To communicate effectively with parents/carers regarding student progress • To work collaboratively with colleagues within the department and across the academy • To contribute to departmental meetings and professional discussions • To represent the department's views and interests
Pastoral System:	• To be familiar with the academy's Safeguarding Policy and to report concerns to the Designated Safeguarding Officer • To ensure the Behaviour for Learning system and rewards are implemented consistently so that effective learning can take place • To monitor student attendance and punctuality together with students' progress and performance • To act as a form tutor and carry out the duties in accordance with academy expectations
Other responsibilities:	• To play a full part in the life of the academy, to support its vision, ethos and policies • To participate in academy events, meetings and the academy's CPD calendar • To engage actively in the academy's appraisal process including the completion of annual evidence informed research project • To contribute and/or support extra-curricular offers in the faculty/academy
Personal responsibilities:	• Work to a high professional standard and observe confidentiality as appropriate • Comply and assist with academy policies and procedures and report all concerns to an appropriate person • Set an example to students acting as a positive role model in all aspects including professional dress, presentation, attendance and punctuality • Be prepared to work flexibly, both in and out of the academy day

Whilst every effort has been made to explain the main duties and responsibilities of the post it may not identify every individual task that is required. You may be asked to carry out any other duties as commensurate within the grade to ensure the smooth running of the academy. The job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post-holder.

This academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal record check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application. As part of the recruitment process social media checks will be undertaken.

Person Specification

Post: Teacher of mathematics

In your application, please demonstrate how you meet these criteria.

Attributes	Essential	Desirable	How identified
Qualifications	- Degree, teaching qualification in the specified curriculum area. - Recent record of appropriate in-service training	Higher level degree, further educational qualifications	A
Work Related Experience and Associated Skills	- Successful classroom experience across the 11 – 16 range, with supporting data demonstrating good student progress against targets at all levels. - Effective approach to behaviour management. - Strengthening and supporting the existing systems. - Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance. - Experience of delivering teaching and learning, with impact, demonstrating strategic planning and task completion. - Experience in the use of ICT and data to monitor and track achievement. - Promotion of academy ethos, including participation and or coordination of extra-curricular and whole academy activities.	- Successful classroom experience across the 11 – 18 range, demonstrating excellent student progress against targets at all levels. - Behaviour management experience. - Background of teaching within more than one subject. - Leading a teaching and learning initiative that has demonstrable impact.	A/LO/I/R
Personal Skills/Specialist Knowledge	Learning & Teaching: - Strategies to improve student attainment and achievement. - Ability to relate effectively to students, colleagues and parents. - Demonstrate highly effective classroom practice. - Obvious passion for your subject. - Confident and competent in the use of ICT, literacy and numeracy to enhance learning, monitor progress and communicate. Self-Management: - Self-critical, awareness of own strengths and development targets, and professional development requirements. - Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably.	- Interest in developing collaborative ways of working. - Ability to lead and motivate students. - ICT literate. - Developed an understanding for performance data and application of a range of effective intervention strategies.	A/LO/I/R

	Learning Relationships: • Have the ability to set and maintain high standards and respond positively to feedback. • Excellent subject knowledge, planning and delivery, classroom management and assessment practice. • Understand the principles of highly effective learning, independent learning and intervention. • Be a role model, promoting the academy's values. • Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people.		
Personal Qualities	• Professional, enterprising, personal impact. • Outgoing, warm personality, approachable, inclusive. • Positive, adaptable. • Energetic and enthusiastic. • Self-motivated, self-confident, reliable. • Calm under pressure, emotionally intelligent. • Sensitivity, fairness, tact and discretion. • Commitment, generosity of spirit.	• Commitment to contribute to academy life	I/R
A = Application I = Interview LO = Lesson Observation R = Reference			

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