

Teacher of Maths



Pride In Excellence Unlocking Academic & Personal Potential

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Welcome

Dear applicant

Thank you for expressing an Interest In Windsor High School and Sixth Form.

We are a large and heavily oversubscribed school with an excellent reputation and approximately seventeen hundred students. We value the role that high quality professional development can play in our school's success and consequently, we have a wide and varied programme of professional learning and bespoke leadership development opportunities that are undertaken by our staff.

We are the founder school of Windsor Academy Trust and many of our staff take up opportunities to lead activities and initiatives across the Trust.

As a school we seek to combine the highest academic achievement with maximum extra-curricular involvement. We have over 100 clubs that run every week before, during and after school with a multitude of other fixtures, trips and visits. In terms of academic achievement, our headline results have been strong again following many years of previous success that have seen us top of government performance tables for both GCSE results and post 16 study. We have achieved a positive progress 8 score since the system began.

We have a strong commitment to "developing tomorrow's leader today". Our student leadership programme has a National profile and extends throughout all subjects and into wider areas of the community. It has high status and attracts the vast majority of our students at a range of different levels.

We are proud of our track record in delivering academic success to our students. This has been the result of a close collaborative relationship between staff and students. Our students have taken on the responsibility of developing a set of core characteristics, attributes and behaviours fundamental to their success as learners.

Teaching and learning is our core purpose. Our vision for Teaching and Learning is to engage, enthuse and inspire every lesson, every day. We are driven by our best practice at Windsor and for this reason our staff have created ten Teaching and Learning Principles which we collectively believe underpin effective Teaching and Learning. These principles have provided us with a consistent and coherent approach as well as a common language to use when talking about Teaching and Learning.

Pastoral strength is a feature of Windsor and there is a large specialist team in place. The House system is particularly strong and active and provides an excellent way in which to engage students positively. We have good behaviour, high standard of uniform and excellent support from parents. Our ethos is based upon the "Windsor Way" which promotes mutual respect and responsibility and develops character.

In 2010 we were successful in moving from an 11 – 16 school and opened our Sixth Form. The Sixth Form building is a modern and high quality environment. The Sixth Form is thriving having approximately 300 students on site.

Steve Lanckham
Headteacher

About



9 Schools



1,000 Staff



7,000 Students

Windsor Academy Trust (WAT) is a leading multi academy trust that was formed to improve the quality of education through the sharing of ideas and best practice among its schools.

The Trust was established in 2011, when Windsor High School and Sixth Form, one of the first converter Academies, was approached by the Department of Education to be a sponsor. In the past 10 years we have grown into a hugely successful family of nine academies providing outstanding education to over 7,000 students aged 2 to 18.

We currently have five primary schools and four secondary schools located across the West Midlands, and are due to open two new secondary free schools in the next two years.

This is a highly exciting time for WAT as we are due open two new secondary free schools over the next two years.

We are clear that young people achieve their best in a climate of high expectations where teachers are motivated and empowered. At WAT we combine a shared experience of primary and secondary schools and promote student and staff collaboration across all our schools in our search for excellence. Teaching and Learning is at the core of all our work and this is underpinned by an extensive programme of professional learning for our staff.

We are extremely proud of what we have achieved so far, the Trusts vision is that through collaborative leadership, we will continue to grow and provide the highest quality education to enable every student to realise their full aspirations. A powerful component of this success has been the synergy of primary and secondary collaboration.

Goals & Aspirations



01 / Unlocking Personal Potential

To raise aspirations and unlock all children's personal potential; keeping them safe, enabling social mobility and creating happy and successful learners



02 / Unlocking Academic Potential

To maximise progress and attainment so all children can enter into a career or university of their choice, through the WAT curriculum, excellent Teaching and Learning and continued Academy improvement



03 / Empowering People

To attract, identify, develop and retain talent internally and externally so that there are excellent people working collaboratively, who are valued, supported and encouraged to innovate



04 / MAT Growth And Partnerships

To grow local learning communities and partnerships that provide opportunities for more children, within and beyond WAT



05 / Sustainable Finance And Infrastructure

To have strong and sustainable finances a highly effective infrastructure that is scalable, driven by efficient operating systems



06 / Highly Effective Governance

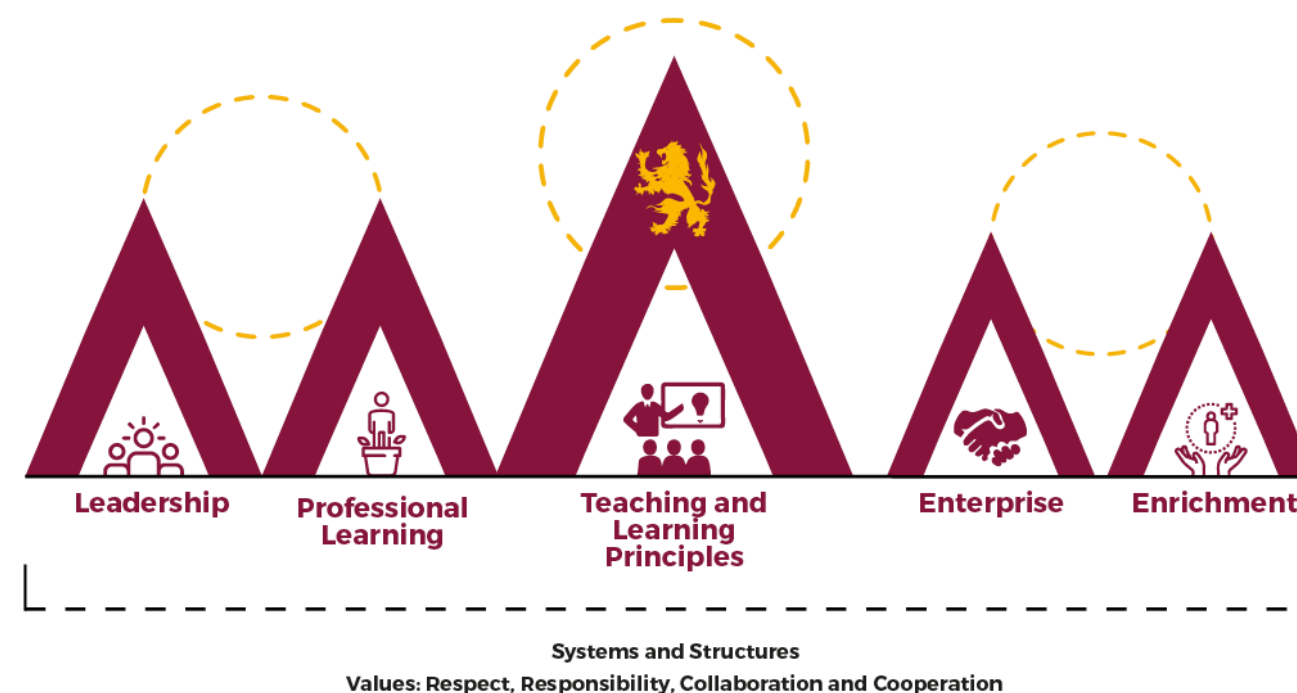
To have governance that has impact, is socially just and is ethically sound at all levels

Why WAT Is Unique

Windsor Academy Trust's strapline is 'Pride in Excellence'. Our aim is to strive for excellence in all we do in order to achieve excellence for the children we serve. We want everyone within our WAT family to feel proud to be part of a very special and unique movement.

Our moral purpose is 'unlocking the academic and personal potential' of our children. We want our children to know how to learn, have a love of learning and to achieve the academic outcomes that will open the door for them to go onto a university or career of their choice. We place equal emphasis on unlocking children's personal potential whereby children have the opportunity to discover their passions and talents, develop as leaders and develop a positive character.

Our lion illustrated in the diagram below represents each child on top of a podium and therefore achieving their academic and personal potential. The podium is underpinned by our values of respect, responsibility, collaboration, cooperation and strong Trust wide systems and structures.



Our five plinths are drivers in unlocking academic and personal potential.

Teaching and Learning - Our aim is to 'enthuse, inspire, engage, every lesson, every day' through our ten Teaching and Learning Principles driven through robust practitioner research.

Professional Learning - For all staff we are 'building leaderships, teaching and professional services staff capability for in-school and school-to-school support'.

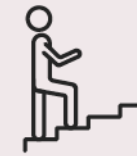
Leadership - Where we expect all children to be leaders of themselves and support the learning and personal potential of others. We expect children to be leaders 'always in all ways'.

Enterprise - Here we are 'building an enterprise spirit and supporting children to discover and achieve their career dreams'.

Enrichment - That 'provides exciting opportunities for children to pursue their passions, broaden their horizons and raise their aspirations'.



Benefits of Working for WAT



Professional Learning Programme

Opportunities for professional learning



Pension Scheme

Local Government Pension Scheme for professional services staff and Teachers Pension Scheme for teachers



Free Annual Flu Jab



Salary Sacrifice Cycle Scheme



Holiday Entitlement

Starting at 26 Days Holiday (for professional services staff) and Flexible Family Friendly Policies



Fitness Suite

Access to state-of-the-art fitness suite at Windsor High School and Sixth Form



Free Eye Tests

About Windsor High School and Sixth Form

Windsor High School and Sixth Form is a leading secondary school and sixth form in Halesowen home to 1,700 students aged 11 to 18.

Windsor is the founding school in the Windsor Academy Trust family. The school was established in Halesowen in 1983 and expanded to open its successful sixth form in 2010. Windsor became the first converter academy in Dudley and is known for its high achievement, currently being the highest performing secondary school and sixth form in Dudley for progress made by students.

Windsor High School and Sixth form is committed to delivering the very best education for students. This is demonstrated in the school's motto of 'Excellence for All', its track record of academic success and extensive extra-curricular activities.

The school strives for students to develop a love of learning, to be successful learners and gain the knowledge, skills and attributes to be successful in the world of work. Equally, Windsor endeavours for students to be good human beings, with a sense of purpose and character enabling them to flourish in life. This is nurtured through a culture of respect and responsibility for oneself and for others.



Job Description

General Duties:

Carry out “the duties of a school teacher” as set out in the Conditions of Service for School Teachers in England and Wales.

To do other reasonable tasks as laid down in the School Teacher Pay and Conditions document and as required from time to time at the discretion of the Headteacher.

Windsor High School and Sixth Form is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced criminal records check.

Overall responsibility:

Specific Duties: Undertaking the following responsibilities:

Teaching and Learning:

- To ensure all teaching and learning contributes towards the school aims, objectives and priorities for improvement.
- To manage student learning through effective teaching and marking of student work in accordance with the Faculty schemes of work and school policies.
- To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
- To set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- To work effectively as a member of the subject team to improve the quality of teaching and learning and contribute to planning and development within the Faculty.
- To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting and Accountability

- To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
- To contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
- To assess student’s work systematically and use the results to inform future planning, teaching and curricular development.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
- Attendance at Parents’ Evenings, as appropriate.

Subject Knowledge and Understanding

- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
- To keep up to date with research and developments in pedagogy and the subject area

Professional Standards and Development

- To be a role model to students through personal presentation and professional conduct.
- To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- To cover for absent colleagues as is reasonable, fair and equitable in accordance to school policy.
- To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health and Safety, and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with the School and Faculty handbooks and support all the School’s policies.
- To establish effective working relationships with professional colleagues and associate staff.
- To strive for personal and professional development through active involvement in the School’s performance development procedures, identifying areas of need and engaging in training activities.
- To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
- To maintain a working knowledge and understanding of teachers’ professional duties as set out in the current School Teachers’ Pay and Conditions document, and teachers’ legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- To liaise effectively with parent/carers and with other agencies with responsibility for students’ education and welfare.
- To undertake any reasonable task as directed by the Faculty Director/Head of House.
- To be aware of the role of the Governing Body of the School and to support it in performing its duties.
- To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- To consider the needs of all students within lessons (and to implement specialist advice), especially those who:
 - Have SEN.
 - Are gifted and talented.
 - Are not yet fluent in English.

Pastoral

- To be a Form Tutor.
- To maintain the academic and personal development of students and to give support and guidance wherever possible.
- To encourage a spirit of co-operation and participation within the Tutor group particularly in encouraging the House ethos.
- To encourage and monitor high standards of work, behaviour and appearance in accordance with school policy.
- To respond to requests and anxieties of parents in association with the Head of House.
- To monitor and follow up absences and lateness where necessary alerting the Head of House if appropriate.
- To assist with the distribution and collection of home-school communications and the school policy for money collection.
- To maintain Homework diaries and recognise Credit award system.
- To attend and supervise students in assemblies.

Person Specification

ATTRIBUTES		
Qualifications	<ul style="list-style-type: none">Degree or equivalent in Mathematics or related subjectQualified teacher statusEvidence of continuing professional developmentDegree at 2:1 or above in Mathematics related subject	E E E D
Work related experience / Specialist knowledge	<ul style="list-style-type: none">Good knowledge of the Mathematics curriculumAble to teach to A LevelCompetent use of digital technologiesCommitment to being involved in the wider life of school through participation in extra-curricular activitiesWilling to organise and participate in enrichment visits to the UK and abroadExperience of working in a similar setting	E D E E E D
Aptitudes, skills and abilities	<ul style="list-style-type: none">Enjoys working with young peopleCommitment and enthusiasm for teaching MathematicsAble to engage, enthuse and motivate students of all abilitiesMaintains high professional standards	E E E E
Other	<ul style="list-style-type: none">Windsor High School and Sixth Form is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS with barred lists check.	E

E = Essential D = Desirable



How To Apply

The closing date for completed applications is Thursday 8th June 2023 at 12.30 pm.

- Applications forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- For more information about this position, or to have a confidential discussion about the role, please contact **Sue Cooper, Senior HR Lead on 0121 550 1452.**

We look forward to hearing from you!

Application and Candidate Selection Process

We will:



Provide you with clear, accurate and timely information



Give you the opportunity to ask questions



Respond to enquiries promptly



Adopt a fair and consistent assessment process



Make sure you have all the documentation and details you need for your interview



Provide you with a full insight about what it's like to work for WAT and be a part of our family



Ensure all offers are fair and equitable

In return we will ask that you:



Be honest and upfront about your experience, goals and aspirations



Provide open and accurate information when submitting your application



Prepare yourself for the interview and research who we are and how we work



Safer Recruitment In Education: Information For Applicants

- WAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- We have a number of policies and procedures that contribute to our safeguarding commitment, including our child protection policy which can be viewed at windsoracademytrust.org.uk/governance.
- Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.
- We will ensure that our concerns are discussed with parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.
- We actively support the Government's Prevent agenda to counter radicalism and extremism.



What we will provide:

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post; including safeguarding responsibilities
- a person specification which will include a specific reference to suitability to work with children.

All applications for employment will be required to complete an application form online, containing questions about their academic and full employment history, and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in their employment history.

References

References will be requested with your consent, at the selection stage directly from the referee.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

- An enhanced DBS check is required for all successful applicants.
- Prohibition, overseas and section 128 checks will also be completed if necessary.

Child Protection and Safeguarding Policy

View our Child Protection and Safeguarding policy at windsoracademytrust.org.uk/policies

Leading Academy Trusts: Case Study

People are our most precious resource. We are proud of how we support, develop and retain the best staff to enable our children to unlock their academic and personal potential.

We strive to be an employer of choice and feature as a case study in Sir David Carter and Laura McInerney’s book, *Leading Academy Trusts: Why some fail, but most don’t*. You can read the case study below.

Windsor Academy Trust Case Study

Why developing people within a culture of praise, collaboration and celebration is so critical to the success of Trusts - Keith Sorrell (CEO) and Dawn Haywood (Deputy CEO and Education Director) of Windsor Academy Trust.

People are the most precious resource that a multi-academy trust has, and so core to the philosophy of Windsor Academy Trust (WAT) is to be an employer of choice - recruiting, supporting, developing and retaining the best staff so that we can provide the best experience for our children, enhancing their academic and personal potential. WAT is a family of nine schools - four secondaries and five primaries in the West Midlands - all within 45 minutes’ drive of each other, enabling us to create meaningful collaborations at every level.

One of our core strategic aims focuses on people and leadership to ensure that there is a steady pipeline of excellent and talented staff who have both the capacity and capability across our trust to drive school improvement and create our own self-improving system. But what does this look like in reality?

Our pipeline of excellence starts with our sixth formers. Some of our students know they want to become teachers from a very young age. Many of them have parents and family friends who teach and are role models for them. We help them to prepare for this journey with our “Aspiring Educators” programme. This involves two terms of learning and development that focus on the skills of teaching, the routes into the profession and a series of visits and practical experiences to help them understand how they can make a smooth transition into teacher training.

We have strong strategic partnerships with a focused number of excellent initial teacher training (ITT) providers in the West Midlands. They each have innovative ways to attract teachers - a school experience placement as part of a biochemistry degree or partnership

with a French university for prospective MFL teachers, for example. These initiatives, combined with WAT’s ‘incubator departments’ (excellent departments across the trust where there is the best capacity to train and support early career teachers), mean that our conversion rate of great trainees to fabulous NQTs is growing year on year.

Induction, whether for NQTs or established teachers, is paramount, and we run a series of introductory sessions to explore the WAT ethos and vision and our approach to pedagogy and curriculum. Our aim is to accelerate every new employee towards a successful settling-in and a good awareness of what it means to work in a multi-academy trust. Development of the craft of teaching is central and continuous, in every school, every day. We have a culture of focusing on strengths, not weaknesses, and we want everyone to begin with this in mind. The profile of the wider WAT opportunities is raised early on too, with rapid opportunities to engage in cross-trust collaborative activities to build a collegiate mindset.

Our ‘pedagogy champions’ are one such opportunity: 30-40 excellent teachers and support staff who engage with educational research, not just as consumers, but as generators of new evidence. We ensure they all have access to the fabulous research resources that are available from our partnership with the Chartered College of Teaching, and they select ‘wicked problems’ across education to explore and identify workable and effective solutions for.

The impact of these practitioner-researchers is published annually in a research journal and iteratively becomes more scalable and transferable across schools, year groups and subject areas. Some of these researchers

will go on to join the next cohort of master’s students, following in the footsteps of these groundbreaking staff who are part of the University of Birmingham’s master’s level apprenticeship programme tackling trust-wide challenges and earning an MED in Educational Leadership over two years.

Leadership development is a key focus that enables staff from our family of schools to grow their capacity and also develop alongside delegates from partner schools in the locality. We have a progressive pathway of leadership development. This starts with ‘First Steps’, looking at one’s own readiness for leadership, through preparation for aspiring middle leaders, to the National Professional Qualifications for Middle and Senior Leadership for which we are an accredited provider, and onwards supporting heads and executive leaders on programmes such as Ambition Institute’s ‘Executive Leader’ programmes.

All of our staff know that they have a varied pathway of development opportunities and they feed this back to us in staff surveys. This in turn forms a key part of our succession planning and talent-mapping activities. We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic.

“We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic.”

Directors of subject and lead practitioners develop common curriculum approaches across the trust and spread their subject-specific expertise.

The WAT Associate role enables talented staff to take a sabbatical (one day per week for a year) from their teaching to bring their talents to key developments such as enhancing the trust's Google strategy or embedding character education. This generates fresh and innovative approaches and encourages staff to have an outward-looking perspective, building system leaders of the future.

Staff across Windsor Academy Trust explore together and share together in a multitude of ways. A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel.

One significant moment that demonstrates this is the WAT Conference. On this day, the whole family comes together - every member of staff, in every role, sharing our common moral purpose and vision. We have the opportunity to experience world-class speakers and some of the best of the collaborative work going on across our schools. For our staff, this is a significant opportunity to listen and to contribute to the broader staff experience in a high-class conference venue.

Staff feel valued when they are invited to share a successful or innovative strategy they have been responsible for. We also use this time together to recognise those staff who have gone above and beyond in all they do. We do this through our WAT awards, which publicly share the success not only of the winners but also of the many nominees put forward by their schools.

“A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel.”


When asked if there was anything he would have done differently in his glittering career, the Duke of Wellington replied, ‘Yes, I should have given more praise.’ We celebrate success because professional recognition is so important for all who work in education and we want all our staff to model praise with our children and young people.



 WAT Central
Trinity Point
High Street
Halesowen
B63 3HY

 0121 602 7594

 info@windsoracademytrust.org.uk

 windsoracademytrust.org.uk

 @winacadtrust

