



Foxford School



APPLICATION PACK

# Teacher of Maths

# Welcome

Thank you for your interest in Foxford School. This role has become available due to some internal promotions. We are at an exciting time in our journey and would like to build our Leadership Team further. Foxford School has been growing in popularity and size since 2020 and we now need to expand our staffing in order to ensure that school improvement is embedded in all that we do and that we continue to provide our students in our school with the best possible educational opportunities and outcomes. We are currently rated as a Good school by Ofsted (December 2022) and we are committed to sustained improvement.



Foxford serves a richly diverse community in Coventry, with a high proportion of disadvantaged children who recognise that you can make a real difference to their lives. As a school we are building our success on our core values: having Pride, being Responsible, Independent, Determined and Responsible. Respect is a core value and one we are very proud about in our school. We place no limits on our aspirations for our students.

We are passionate about developing the most effective classroom practice and to offer our students a curriculum that inspires them as well as securing their futures beyond school. We want our students to be successful with their oracy, reading and learning.

This is an exciting time to join our staff with a balance of experience and expertise. The successful applicant will have the drive, integrity, resilience and capacity for sustained hard work, to lead the team to deliver consistently good outcomes within an evidence-informed and sustainable framework.

If you:

- **Have a passion for educational excellence**
- **Are a strategic thinker who has experience of whole school improvement**
- **Have the talent to inspire, challenge and empower staff**
- **Have a solid grasp of progress management strategies for all students**
- **Are committed to our vision and values**

I would warmly encourage you to visit our school prior to making an application if you are able to, to really understand the community of staff and students you would join. Please read our Ofsted report which demonstrates we are a good school.

If what we are doing resonates with you, and you are keen to work with us, please do apply. If you have any questions relating to this role, please contact: [peopleteam@castlephoenixtrust.org.uk](mailto:peopleteam@castlephoenixtrust.org.uk).

I warmly welcome your application.

***Alison Gallagher, Headteacher***



# Our School

Foxford School serves an area of north-east Coventry for students aged 11-18. We are an over-subscribed school with over 1000 students including a growing Sixth Form community. We were last inspected in December 2022 and were rated Good in all categories, by Ofsted, which all stakeholders were very proud about.

“Trustees, leaders and staff are ambitious for pupils. They have put in place a broad, enriched curriculum, including in the sixth form. The subjects that form the basis of the English Baccalaureate sit at the heart of the curriculum. Curriculum leaders have considered the order in which topics are taught. This ensures that pupils’ learning builds logically on what they already know.”

OFSTED 2022

We have high aspirations for our students and want our students to succeed in their studies. We want our students to challenge themselves, own their learning, have good dialogue, as communication is key in their lives and to be engaged in their learning. Above all though we want our students to leave our school as well- rounded, lifelong learners and global citizens that are ready for sixth-form, college and beyond. Therefore, we provide a curriculum that challenges students to solve problems, show creativity and resourcefulness, but also to act with integrity and participate actively in our community.

“Pupils enjoy attending this school. They are happy and polite. They are well prepared for the next stage in their education, training or employment. Pupils take part in a range of visits, sports, music and drama clubs. This extends their learning. Pupils are keen to make a positive contribution to the local community.”

OFSTED 2022

Furthermore, we pride ourselves on our digital offer to our students and in being at the forefront of digital development within our curriculum offer.

iPads are becoming an integral part of our learning and teaching at our school meaning that we are shaping the future for our children in the digital age. This also means that our staff have access to a wealth of digital training opportunities. In a recent survey one member of staff stated, *“I love being part of our journey and being part of taking the school to the next stage in it’s school improvement.”*

Foxford School is fortunate to be part of a successful multi-academy trust with a strong leadership culture for both staff and students. As well as attracting and developing excellent professionals, our school community also has much to share as we collaborate with partner schools realising opportunities to continually learn and grow. Our students will benefit from this outward looking approach through which our own future leaders will no doubt emerge!

## Coventry, West Midlands

Combining world famous history with technology, innovation and forward thinking, Coventry and Warwickshire is a region rich in imagination, culture and diversity.

Home to a unique selection of family friendly attractions, popular eateries, charming country pubs, trendy bars and lively clubs. Our venues will fascinate, delight and captivate in equal measure. Within an hour of London, Coventry and Warwickshire is the beating heart of the UK visitor economy. From Cathedrals and Castles to Shakespeare and Godiva; we have legends, stories and history unrivalled and matched





## GROWING CONFIDENT LEARNERS BY LEADING LEARNING AND EXCELLING TOGETHER



**Welcome** from our CEO and Chair of Trustees

Growing confident learners through leading, learning and excelling together is the Trust's strapline and the principles remain golden threads of our Trust's work. Our strapline relates to staff as well as to the children that attend our schools.

Would you like:

- to develop children's skills to secure future success?
- to be part of a committed and forward-thinking school team?
- to have excellent opportunities to continue to grow professionally?
- to collaborate with other staff across our Trust?

If yes, then we are the Trust for you!

When you join us, you become part of a team that together make a difference. Each member of our team has an important and unique role to play and is equally valued.

The climate and culture of the Trust to thrive supports honest and 'safe' conversations which include challenge and reflection on future action. There are high levels of professional trust.

We are very proud of our schools and their commitment to ensure all our children thrive and achieve well. We want our children to be well prepared for the future ahead and to have the tools to experience success and happiness.

We welcome your application and an opportunity to discuss this exciting role in more detail.

***Michele Marr, CEO and Peter Freeth, Chair of Trustees***

# Feeling Empowered

Leadership underpins everything we do and there is a commitment to grow future leaders. There is a wide range of opportunities/CPD for leaders to work together developing their own leadership skills and learning from others. As leadership specialists we are in a strong position to design career pathways for you.



# Feeling Valued

We are very privileged to work every day with staff in our Trust who show commitment, drive and relentless focus to do their best for the children in our Trust.



Our People Strategy recognises the key role that staff in our Trust play to provide an excellent learning environment for all. You matter!



Respect to all,  
from all



A positive  
attitude



Resilience  
and a  
determination  
to achieve our  
best



Passion for  
learning



Innovation



Collaboration



# Grow and Develop



We have adopted a professional growth approach to develop our staff. The attributes that our staff demonstrate to improve their performance is important to us. Every member of staff has a professional growth coach to support them on their growth journey. Staff are active participants in producing their growth plans.

Learning and Development opportunities are central to our people strategy as we want our staff to be offered pathways to achieve their best. We are talent architects and look to retain and reward our ambitious and talented staff.

# Feeling Supported

Joining a new organisation can be daunting but we want you to be nurtured to demonstrate your full potential. We offer a 6 month induction programme that addresses the fundamentals of what you need to know when you first join us but also is tailored to meet the needs of your new role.



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from all



A positive  
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Collaboration



**Work for Castle  
Phoenix at**

**FOXFORD  
SCHOOL**

**Castle Phoenix Trust** is a growing Multi-Academy Trust which was founded in February 2013. Currently there are six schools within the Trust – Caludon Castle Secondary, Foxford Secondary, Hill Farm Primary, Richard Lee Primary and Charter Primary are all based in Coventry and Kingsbury Secondary School is based in Warwickshire



# Benefits of working with us



## GROW AND DEVELOP

Our staff to their full potential



## RETAIN AND REWARD

Recognition of staff contribution to our Trust Vision and Values



## PROMOTE AND SECURE

Excellent leadership and management



## CREATE AND MAINTAIN

An innovative, nurturing, healthy, collaborative environment





# Our Ambitions

Our Six Ambitions are **valuable for all, but vital for our most vulnerable** and are adopted by all of our schools.



## READING

We will develop confident and competent readers



## ORACY

We will create a learning environment where pupils become confident communicators with the aim of improving their social mobility



## CREATIVE LEARNING

We will develop creative thinkers. We will promote thinking that relates to discovery and enquiry using a blended learning approach involving digital learning



## ACHIEVEMENT

All our pupils make good progress and we support our most vulnerable to overcome barriers to learning so they achieve in line with other pupils



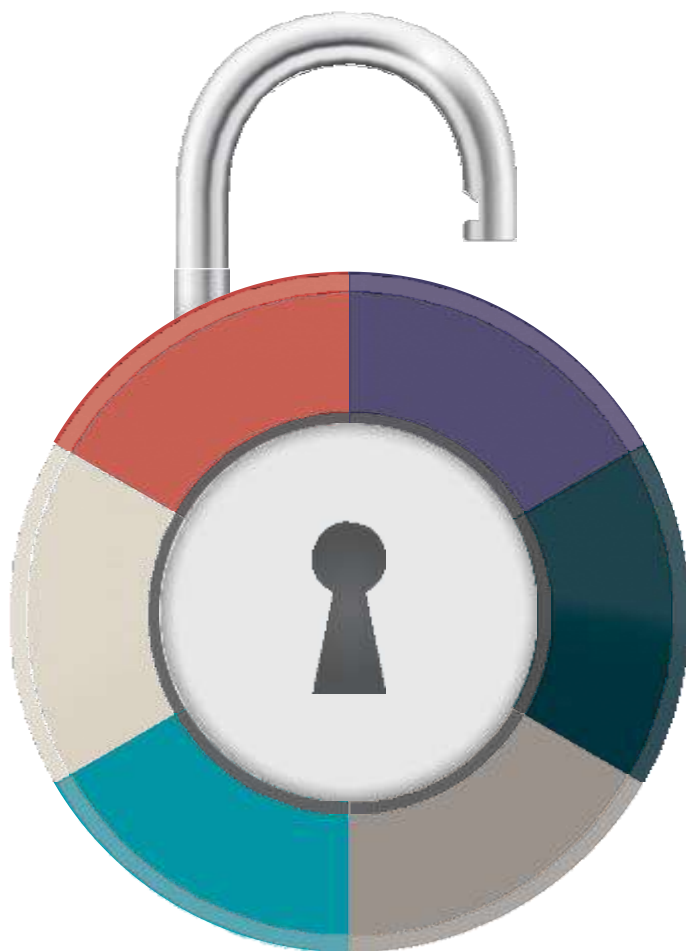
## IMPACTFUL TEACHING

We grow great teachers who impact positively on pupil learning



## ASPIRATIONS

We want children to have high aspirations for their future through developing self-belief, valuing learning and broadening horizons (including careers related learning)



# How to apply

Castle Phoenix Trust's strength lies in our commitment to collaborate and share excellent practice between all our schools. Our unique offer is one of growing leaders. We nurture new and inexperienced leaders and provide opportunities for children and staff to demonstrate their leadership skills. We value inspirational leadership and the value this brings to our Trust.

Our Trust Ambitions of Impactful Teaching, Reading, Oracy, Creative Learning, Aspirations and Achievement enhance our curriculums, ensuring they are accessible to all. They have been identified by our schools as being key drivers to success and are a collective focus. We are clear that by threading these ambitions through every aspect of school life, removing barriers to learning, our children will thrive pastorally and academically, knowing and remembering more about the content of our curriculums. The Ambitions are our DNA, and a key part of our school improvement strategy.

If what we are doing resonates with you, and you are keen to work with us, please have a look at Foxford's school website to see evidence of the life of our school.

The application process is managed through Eteach and can be accessed through our website or by clicking the following link:

<https://www.eteach.com/careers/castlephoenixtrust>

If you have any questions relating to this role, or would like to visit, please contact [foxfordrecruitment@castlephoenixtrust.org.uk](mailto:foxfordrecruitment@castlephoenixtrust.org.uk)

## References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

The Trust is committed to safeguarding, promoting the welfare of children and young people and creating a culture of vigilance and expects all staff and volunteers to share this commitment and vigilance.

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).

<http://www.foxfordschool.co.uk/>



**POST:** Teacher of Maths

**REPORTS TO:** Faculty Leader for Maths

**SCALE:** TMS/UPS with TLR3 – responsibility will be negotiable

## KEY PURPOSE

To provide high quality teaching and learning, to enable the effective use of resources and high standards of achievement for students, within an environment in which students feel safe, rewarded and challenged.

## RESPONSIBILITIES

The duties and particular expectations of this post are detailed below and are in addition to those specified in the latest School Teachers' Pay and Conditions Document. All reflect the National Teachers' Standards introduced on 1 September 2012.

### Responsibilities

Working with the Faculty Leader:

- To set high expectations and provide leadership in the classroom
- To ensure that high quality teaching and learning takes place in all classes as allocated by senior staff/the leadership team
- To support and participate in curriculum and faculty development
- To maintain high standards of work and behaviour
- To efficiently and effectively deploy quality resources for learning
- To assist with the assessment, recording and reporting of progress
- To provide equality of opportunity

### Key Tasks

Working with the Faculty Leader:

1. Ethos/Vision
  - To support the vision and ethos of the school
  - To promote high expectations of students throughout the faculty
  - Promote a positive climate for learning and maintain effective arrangements for managing student behaviour within the faculty.
  - To lead by example to help motivate, inspire and enthuse students in their studies
  - To encourage students to recognise their role within school and within the wider community

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Incorporating: Caludon Castle School, Hill Farm Primary, Kingsbury School, Foxford School, Richard Lee Primary and Charter Academy



Chief Executive  
**Mrs M Marr**

*Leading learning and excelling together*

[www.castlephoenixtrust.org.uk](http://www.castlephoenixtrust.org.uk)



- To set a good example in terms of dress, punctuality, attendance and expectations outlined in the National Teachers' Standards.
  - To uphold the school's policies, procedures and practices.
2. Planning
- To prioritise, plan and organise the development of the subject through objective/target setting.
  - To maintain up-to-date policies on learning and teaching within the faculty, to complement school and faculty policies.
  - To maintain a consistent approach to lesson planning across the faculty in line with faculty, and to monitor lesson plans.
3. Curriculum
- To monitor arrangements for grouping students within the subject, and to ensure that grouping criteria help to raise attainment.
  - To ensure that teaching pays due regard to promoting equality of opportunity.
  - To share in the development of, and follow, course outlines, syllabuses and schemes for learning as agreed by the Faculty Leader/Leadership Team.
4. Learning and Teaching
- To ensure that students' special educational needs are recognised and met.
  - To promote and develop different learning styles for students.
  - To ensure effective deployment of Teaching assistants/support staff/technicians within the faculty.
  - To maintain an environment within the faculty which promotes high quality learning.
  - To promote consistent improvement in examination results.
  - To ensure good record keeping with respect to teaching and learning within the faculty.
  - To ensure home learning is set in line with the school policy.
5. Assessment/Recording and Reporting
- To make effective use of comparative data together with prior attainment data, to provide relevant information to the Faculty Leader to establish benchmarks and set targets for students and the faculty.
  - To ensure the effective use of performance data to promote achievement and ensure at least expected progress
  - To ensure the school's marking and assessment policy is adhered to.
  - To ensure that the school's recording and reporting procedures are implemented effectively.
6. Staff Development
- To participate in and support the Performance Management Policy/Staff Development policy
  - To participate in INSET activities
  - Be a group tutor/mentor
  - To attend relevant scheduled meetings and briefings as appropriate





7. Management of Resources

- To effectively and efficiently utilise all resources available
- To support the faculty to effect change and to maximise potential.
- To participate in the smooth running of the faculty/faculty and to assist in maintaining an effective team.
- To be involved in extra-curricular activities
- To undertake other duties as reasonably required by the Headteacher

8. Equality of Opportunity

- To ensure that everyone within the team and within each classroom is valued as an individual.



### Person Specification (Teacher of Maths)

We would like to appoint a person who:	Attributes	Measurement	Essential / Desirable
Educational	<ul style="list-style-type: none"> <li>Degree in a Maths</li> <li>Graduate qualified teacher with recognised teaching qualification such as a PGCE or equivalent.</li> <li>Recent and relevant experience of teaching Maths at secondary level up to 16,</li> <li>Recent and relevant experience of teaching to post-16 students.<sup>1</sup></li> </ul>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>	<p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p>
Knowledge	<ul style="list-style-type: none"> <li>Understands how to ensure effective student learning through challenging, high quality and exciting teaching.</li> <li>Understands the potential of student voice and parental engagement.</li> <li>Is a competent user of ICT and understands its role in enhancing learning and teaching.</li> <li>Understands the positive role of Performance Management within their own professional development.</li> <li>Understands the components which comprise outstanding teaching and learning.</li> <li>Understands assessment and attainment information can be used to improve practice and raise standards.</li> </ul>	<p>A, I</p> <p>A, I, R</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I, R</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Experience	<ul style="list-style-type: none"> <li>Is an outstanding classroom practitioner.</li> <li>Is a 'typically' good classroom practitioner.</li> <li>Works effectively with Teaching Assistant/support staff/technicians within the faculty/department.</li> </ul>	<p>I, R</p> <p>I, R</p> <p>I, R</p>	<p>D</p> <p>E</p> <p>E</p>
Skills & Abilities	<ul style="list-style-type: none"> <li>Values the contribution that students can make to their own learning.</li> <li>Likes and seeks to understand young people.</li> <li>Shares our belief that Every Child <b>Does</b> Matter.</li> <li>Demonstrates that mutual respect, challenge and praise are key to managing teacher /student relationships in the classroom.</li> <li>Experience of promoting positive behaviour conducive to learning, focused on raising standards</li> <li>A desire to get the best from all students, regardless of ability.</li> <li>A record of achieving student progress for all students, including underachieving students.</li> </ul>	<p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

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	<ul style="list-style-type: none"> <li>• Ability to plan and teach effectively using a variety of strategies.</li> <li>• Contributes positively in their role as a group tutor to the pastoral care of students.</li> <li>• Is able to assess students' work effectively and within whole school and department guidelines.</li> <li>• Is able to set and assess purposeful home learning which extends/reinforces students' learning.</li> <li>• Is able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school.</li> <li>• Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times</li> <li>• Is able to lead, in a variety of contexts, by example.</li> <li>• Is committed to team work at all levels.</li> <li>• Can contribute creatively and knowledgeably to develop/evaluate schemes for learning.</li> <li>• Understands the importance of meeting deadlines and supporting others (colleagues) to do so.</li> <li>• Carries out all professional duties within whole school and department guidelines.</li> <li>• Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life at Foxford.</li> </ul>	<p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Qualities	<ul style="list-style-type: none"> <li>• Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture.</li> <li>• Strives constantly to better themselves as a professional.</li> <li>• Is able to demonstrate commitment to Trust values.</li> </ul>	<p>I, R</p> <p>I, R</p> <p>A, I</p>	<p>E</p> <p>E</p> <p>E</p>
Safeguarding	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> <li>• Motivation to work with children and young people;</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people;</li> <li>• Emotional resilience in working with challenging behaviours; and</li> <li>• Attitudes to use of authority and maintaining discipline.</li> </ul>	<p>I, R</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
Special Requirements	<p>Good attendance records in line with school's Promoting Health at Work Policy</p> <p>This post is exempt from the provisions of the Rehabilitation of Offences Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment</p>	<p>I, R</p>	<p>E</p>



## References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.

## Safeguarding

Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students, who they are responsible for or in contact with, from discrimination and avoidable harm. All staff, where paid or voluntary, have a duty to keep young people safe and to protect them from harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent to that role. There will be a requirement that staff observe their obligations in accordance with the Trust's safeguarding procedure and report any concerns in accordance with the procedure to the appropriate person.

## Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions, cautions or reprimands of relevance, obtained by the post holder after enhanced DBS clearance has been acquired, must be disclosed to the headteacher by the post holder. Failure by the post holder to do so, or the obtaining by the post holder of a relevant conviction caution or reprimand, may be managed in accordance with the Trust's disciplinary procedure.

## Health and Safety

The post holder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the post holder's role or circumstances. Which must be observed.

## Confidentiality and Data Protection

The post holder is expected to comply with the provisions of the Data Protection Act 2018. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy.

## Equality and Diversity

The Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers





are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

### **Training**

The Trust has a shared responsibility with the post holder for identifying and satisfying training and development needs. The post holder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing post holder and will be commensurate with the grade for the job. The post holder is expected to comply with any reasonable management requests.

Copies of all relevant policies are available through the post holder's line manager and the Trust HR team.