# ASTREA ACADEMY DEARNE

Astrea Academy Trust
INSPIRING BEYOND MEASURE

**Teacher of Maths (Maternity Cover)**

**CANDIDATE PACK**

# Open Letter from our Principal

Dear Candidate

I am delighted that you are interested in applying for the post at Astrea Academy Dearne. The academy joined Astrea Academy Trust in February 2019 and has approximately 1150 students on roll in Year 7 to 11.

We are within commutable distance from Wakefield, Leeds, Doncaster and Sheffield and are a proud member of the Astrea Academy Trust family of schools. We have the highest aspiration for our students to achieve their very best and grow, both as individuals and as members of their community. We are a truly comprehensive and inclusive academy. This is reflected in our approach to all areas of our work.

Astrea Academy Dearne is on an improvement journey, developing a strong curriculum, good teaching and effective pupil support. The academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We aim to provide the highest quality of pastoral care and academic standards, helping to develop in our students a keen sense of pride in themselves, their academy and the wider community. We recognise the crucial role that parents/carers have in this respect and so strive to work in strong partnership with them throughout their children's time with us. Our supportive approach enables everyone to develop the skills and knowledge required to be responsible and considerate individuals suited to the demands of our ever-changing multicultural society.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We recommend that you take the opportunity to make an informal visit to see the school prior to making your application. Please contact Hannah Peace hannah.peace@astreadearne.org if you would like to arrange a visit or an informal conversation with me.

I very much hope that you choose to apply for this post and I look forward to meeting you.

I look forward to welcoming you to our Academy.

With very best wishes

**Mr Eddie Child**

**Principal at Astrea Academy Dearne**

# Job Description

JOB TITLE:
Teacher of Maths (Maternity Cover)

REPORTING TO:
Head of Maths

SALARY RANGE:
MPS/UPS

CONTRACT TYPE:
Temporary from June 2023

WORKING PATTERN:
32.5 hours per week



# Role Description

**Purpose**

The Teacher of Maths will ensure the highest standards of learning, development and achievement for their students and will take responsibility for the education and welfare of all students of Astrea Academy Dearne. The Teacher of Maths has particular responsibility for the education of students for whom they are timetabled to teach. Within this, they are responsible for the planning, preparation and assessment of work for all students, including those who are absent, suspended or in isolation.

**Main Duties and Responsibilities**

**Set high expectations which inspire, motivate and challenge all students**

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all students
- This role will involve a high level of subject curriculum planning, to ensure the national curriculum entitlement for all students is applied

**Promote good progress and outcomes by all students**

- Promote high standards of attainment, progress and outcomes for all students
- Plan differentiated teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

**Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interests in these subjects and address misunderstandings and misconceptions
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject
- Plan lessons (in line with minimum expectations) and teach well-structured lessons
- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum

**Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to learn more effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and implement strategies to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching and learning to support students'' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of students

# Role Description

**Make accurate and productive use of assessment**

- Make accurate and productive use of assessment in line with the expectations of the academy
- Make effective use of a range of assessment for learning techniques to measure progress in lessons
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

**Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary

**Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively (where available)Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents, carers and external agencies with regard to students' achievements and well-being

**Personal and Professional Conduct**

- Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy
- Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities

# Person Specification

## Education and qualifications

- Qualified teacher status
- Degree or equivalent qualification in a maths subject, or a very closely related subject area
- Evidence of recent in-service training in the specialist subject and other related areas

## Experience

- Successful maths teaching or teaching practice experience

## Knowledge, skills and abilities

- Successful maths teaching or teaching practice experience
- Able to demonstrate a thorough knowledge of the maths curriculum
- Able to demonstrate a knowledge of innovative approaches to the teaching of maths
- Must be an effective teacher, skillful in communicating with individuals and have a positive presence in the classroom
- Displays commitment to the protection and safeguarding of children and young people
- Ability to teach maths to GCSE level
- Must be confident, flexible, enthusiastic, approachable and able to inspire others
- Willingness to undertake professional development in the specialist subjected and other related areas
- Willingness to assist in the development of extra-curricular activities.
- Must be able to contribute to the work of departmental teams.
- Must be determined to raise achievement
- Ability to offer another subject would be advantageous.

**This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.

- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.

- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge- rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the Astrea 2025 Strategy here

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*