



Job Application Pack Teacher of Maths

**Permanent, Full Time, All Year Round
Salary: MPS / UPS
January 2022**

Welcome from the CEO



Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.

S. Hampton

About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy. We recently welcomed three further secondary schools in Derby to the Trust and are excited to be opening Bluecoat Trent Academy, a secondary Free School in Nottingham in September 2021.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Community School, Merrill Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

Our Schools

Bluecoat Aspley Academy

Bluecoat Aspley Academy has approximately 1500 students, including 500 in the Sixth Form, based in the city centre. Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust).

The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds. Believe in yourself, in others, in God centres around everything we do by acting out the values of faith, family, hope and respect. Wellbeing for all is extremely important and the Academy strives to support all.



Bluecoat Aspley
believe in yourself, in others, in God



Bluecoat Wollaton
believe in yourself, in others, in God

Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.

Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.



**Bluecoat Beechdale
Academy**
Believe, Belong, Achieve



Bluecoat Primary
believe in yourself, in others, in God

Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children; 26 three year olds and like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.

The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.





Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.

Bluecoat Trent Academy



The Bluecoat Trent Academy (BTA) will open its doors in September 2021 for the founding cohort of Year 7 pupils. BTA will be an 11-16, non-faith school. It is anticipated that this will be six forms of entry, growing to 8 in subsequent years. The new academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will for the first two years be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.

Lees Brook Community School



Lees Brook Community School

Lead Believe Create Succeed

Lees Brook Community School (LBCS) based in

Derby has 1,120 students and is a school that puts its students at the heart of everything it does. The school's motto 'Lead, Believe, Create, Succeed' was chosen by its students and is at the core of everything that the school does. Lees Brook is passionate about its extra-curricular provision in both Duke of Edinburgh and its vibrant Arts offer including Dance, Drama and Performing Arts.

Alvaston Moor Academy *(previously Merrill Academy)*



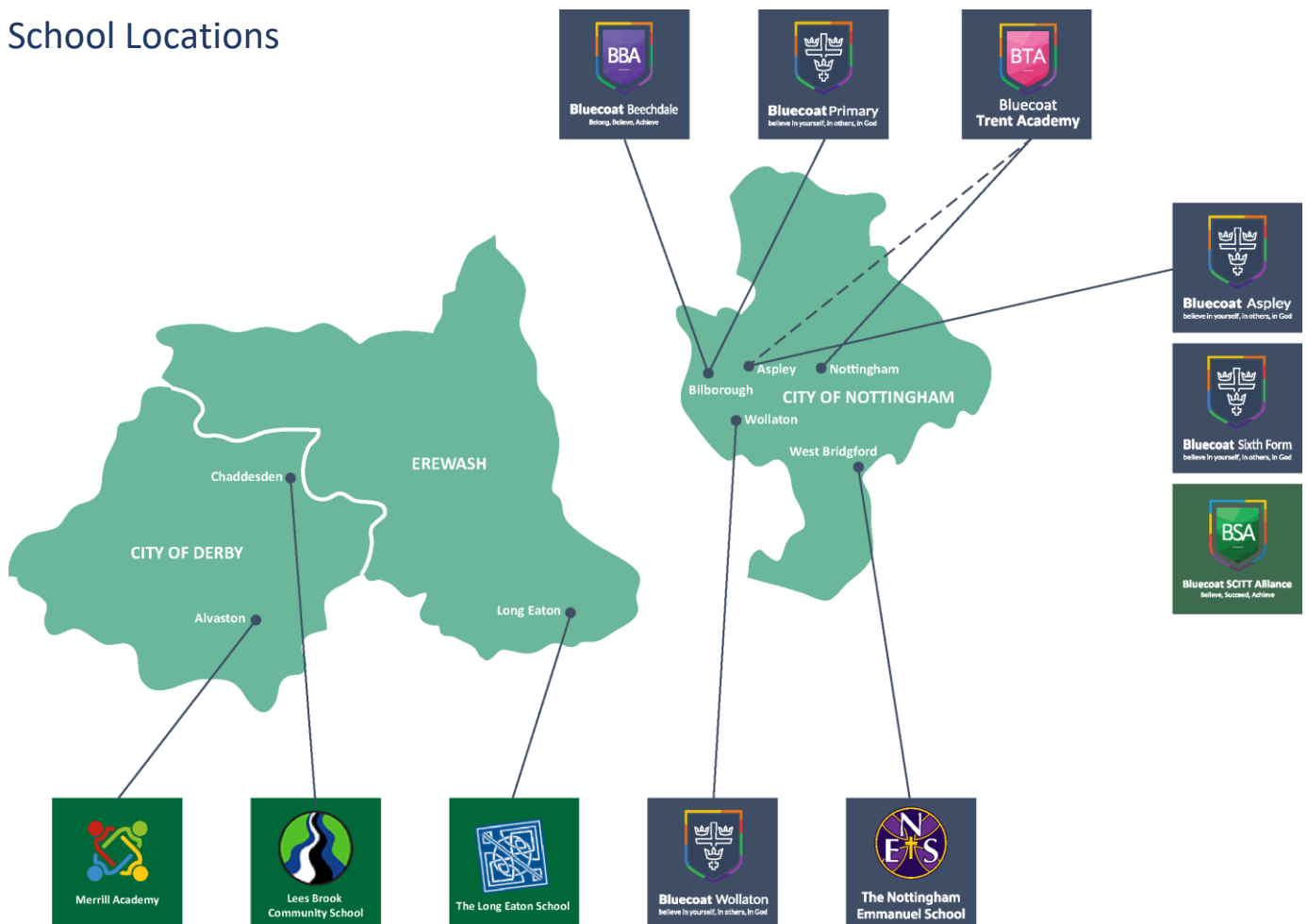
Alvaston Moor Academy in Derby offers a broad curriculum designed to engage and challenge its students. The academy has 838 students and places a strong emphasis on positive relationships, promoting independence, equality, resilience, and consideration for others. Situated in the heart of the City of Derby it serves a busy and diverse local community.

The Long Eaton School

The Long Eaton School with 1,078 students is built on a long tradition of academic success, dating back to 1910. The school has gained an excellent reputation for the quality of its educational provision and its developments in Literacy and Numeracy have earned the school the prestigious Quality Mark and our approaches have been shared nationally as a model of good practice.



School Locations



Welcome from the Principal

I'd like to firstly thank you for your interest in this role at The Long Eaton School.

I joined the school as Headteacher in January 2020 and it's fair to say my first year in post has not been quite as I'd expected! That said, managing the school through a global pandemic has allowed me to quickly get to know the staff and students and see first-hand the unique sense of community that exists at the school.

In February of 2021 the school joined Archway Learning Trust, an organisation I am very familiar with, having worked for them for the previous 14 years. I fundamentally believe in the Archway vision of 'working together, transforming lives' and feel this very naturally aligns with our vision and values at The Long Eaton School. Through our collaborative work with the trust, we are committed to establishing a learning culture for all, which is underpinned by our 4 key values:

- **Care** and respect for ourselves, others and the environment
- **Challenge** and support for all to achieve their potential
- **Co-operation** between school, home and the community
- **Consistency** and fairness in our values and expectations

We are passionate about ensuring that each and every one of our students fulfils their potential academically and is delivered a curriculum that supports this and their personal development. We aim to develop independent learners with transferable skills which can be applied to both their future studies and wider lives; ensuring our students are prepared for the outside world and go on to make a positive contribution to society.

We are a community school and our students know that they are part of an organisation that has their best interests at heart and one that will support them in planning and preparing for their future. We have close relationships with all stakeholders in our community, which includes parents, governors, primary feeder schools and local sporting and charitable organisations. It is through developing these positive relationships that we know our students not only feel part of this community, but engage and are able to positively contribute to it.

The Long Eaton School is a forward thinking school, committed to developing high aspirations, a thirst for knowledge and a passion for lifelong learning shared by students and staff.

The Department

Mathematics at The Long Eaton School is taught through a wide variety of resources and teaching styles.

Key Stage 3:

From Year 7 students are set in half-year blocks according to their Key Stage 2 result and Junior School recommendations. Termly and yearly assessments and reviews take place and some students are moved groups or half year block. Students across the key stage will follow a scheme of work based upon their ability, which will include many aspects of functional maths, which helps them develop their mathematical thinking for everyday use. Students will follow selected pathways through the curriculum, appropriate for their ability, which will lead to developing their mathematical knowledge and mastering the basics before moving forward.

Students will experience activity days within KS3, that are designed to enhance and expand their experience of maths, and to show how mathematics has been developed and its uses in the real life context.

Key Stage 4:

Students start KS4 in Year 9 to enable them to work through the new GCSE curriculum and towards completing their course at the end of Year 11. All students will follow this course at various levels through a targeted scheme of work, following a pathway suited to the individual, progressing to a set target grade. Each pathway shows the students the basics they need to master, as well as areas of maths that take them beyond that expected level of progress. Students of all abilities will study the GCSE course, and will be targeted a GCSE grade from 9 to 1 depending on ability.

Throughout school Special Needs provision is available to identified pupils and generally takes the form of in-class support. Support is available for those pupils who require extra help with their mathematics, from specialist teaching assistants attached to the department.

Homework is an integral part of the Mathematics syllabus in all years. The length of homework depends on the year and ability group a pupil is in. At various times during the academic year, high achieving students are entered for various National Mathematics competitions either individually or as a team. Over the years, a high level of success has been achieved.

Facilities:

The faculty has 9 maths specific classrooms, each equipped with a teacher computer and a projector. There are interactive whiteboards in four rooms.

The Vacancy

The Trust are inviting applications for the above post of Teacher of Maths. This is an exciting opportunity to join a supportive, established and ambitious team of teachers, who are committed to improving attainment levels across the faculty through their passion for teaching and learning. They will have strong experience of teaching Maths at A Level and Key Stage 5.

The successful applicant will be professional, adaptable and dedicated to delivering high quality teaching, with experience of working across a Maths department. They will have strong communication skills and will be able to work well within a team, yet be able to demonstrate an ability to utilise their own initiative. They

will be motivated and resilient and be able to demonstrate the skills required to engage students in their learning.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.

The role will be based at The Long Eaton School but the post holder may at any time be required to support or work at any of the sites within Archway Learning Trust.



Applications

For more information about The Long Eaton School and the vacancy, please visit <http://www.longeaton.derbyshire.sch.uk/>. To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.

Closing Date: 9AM, Monday 11th October 2021

Interview Date: Thursday 14th October 2021

Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working together, transforming lives

Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

Job Description

POST TITLE:	TEACHER OF MATHS
GRADE:	MPS/UPS
RESPONSIBLE TO:	HEAD OF MATHS
RELATIONSHIPS WITH:	Senior Leadership Team Maths Colleagues Year Leaders Local community and educational providers SENCo / Teaching Assistants Support Staff Other teachers Parents

Introduction

Each teacher is responsible for all aspects of teaching and learning for those classes and students assigned to them. This involves the organisation and administration of classes, the preparation of lesson plans and teaching within faculty guidelines and schemes of work. Each member of staff has a responsibility to promote high quality throughout their work and that of the faculty, Academy and Trust as a whole. In particular it is important to maintain high standards of achievement and to encourage all students to fulfil their potential through effective teaching and high expectations.

In teaching at Archway Learning Trust importance is attached to:

- Team work
- Open consultation and participation in decision making
- Good communication
- A mutually supportive approach - sharing responsibility, success and problems
- Exercising positive leadership with students
- Maintaining high personal and professional standards
- Being forward looking and anticipating change

Main Responsibilities

- Teach students of the full range of age and ability;
- Contribute to the development of the Department's curriculum;
- Attend and contribute to school assemblies and acts of worship, as applicable;
- Follow Academy and departmental procedures on assessment, recording and reporting, including communication with parents at consultation evenings;
- Take part in departmental activities such as field trips;
- Undertake such departmental responsibilities as are delegated by the Head of History;
- Act as form tutor to a group of students
- Carry out a share of supervisory duties in accordance with published rotas;
- Set and mark home learning in accordance with Academy and departmental policies;
- Participate in meetings with colleagues and/or parents/carers with regard to the above responsibilities.

Teacher Responsibilities

- Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
- Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should

be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);

- Keep an attendance register of students in every lesson and following up absence when necessary;
- Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
- Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
- Be able to make use of the performance data available in the Academy in order to determine how much progress their students are making;
- Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
- Make an active contribution to implementing the policies and aspirations of the Academy and Trust;
- Be effective professionals who challenge and support all students to do their best;
- Set and maintain high expectations for student behaviour;
- Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;

General Notes

- The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
- These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
- These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Staff Conduct

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

Dress Code

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.

Personal Specification – Teacher of History		
	<u>Essential</u>	<u>Desirable</u>
Qualifications	<ul style="list-style-type: none"> Relevant 'A' Levels (or equivalent) and degree; Qualified Teacher Status. 	<ul style="list-style-type: none"> Good honours degree (2:1 or better); Able to teach Key Stage 5.
Experience	<ul style="list-style-type: none"> Relevant teaching experience or teaching practice; Experience of working with students of a wide range of abilities. 	<ul style="list-style-type: none"> Currently working or training in UK secondary school or FE College; Relevant 'life experience' e.g. time working in business or industry.
Knowledge and understanding	<ul style="list-style-type: none"> An understanding of current educational developments and a clear grasp of issues relating to education in general and their subject specialism(s) The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); Statutory National Curriculum requirements at the appropriate key stage; The monitoring, assessment, recording and reporting of pupils' progress; The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; The positive links necessary within the Academy and with all its stakeholders; Effective teaching and learning styles. 	<ul style="list-style-type: none"> The integration of ICT into Maths courses Raising achievement in Maths EAL
Skills and Abilities	<ul style="list-style-type: none"> Ability to use innovative, active teaching methods; Ability to use ICT as a learning/admin tool; An ability to work in collaborative partnership with the full range of people associated with the Trust - staff, parents, governors, community, business, Diocese and LA; Effective communication skills, written and verbal; Good organisational skills; Ability to work with students with special needs or who are Gifted and Talented. 	<ul style="list-style-type: none"> Commitment to offering effective extra-curricular activities
Personal Characteristics	<ul style="list-style-type: none"> An empathy for children from a wide variety of social and cultural backgrounds; Ability to support the important Christian values of the Trust; A willingness to work hard with enthusiasm and vision; Tact and sensitivity; Integrity and good judgement; Confidence, independence and flexibility; Able to motivate self and others; Calm under pressure. 	