



# Applicant Pack

## Teacher of maths – with responsibility

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**ACADEMIC EXCELLENCE, AMAZING EXPERIENCE.**

*Part of the Trinity family of academies and schools*



## **A welcome from the Principal**

I am delighted that you are interested in working at our inimitable academy. Trinity Academy St Edward's opened our doors in September 2021 to our founding cohort of students. This is an exciting and truly unique opportunity to be a key part of shaping the academy's journey from the early conception. The academy is part of Trinity Multi Academy Trust, and we are very fortunate to benefit from outstanding support, guidance and resource from our highly successful trust. While benefitting from being part of this family we continue to embed our culture and ethos, ensuring every child achieves academic excellence and has an amazing experience.

The academy serves communities from across Barnsley and no matter the starting point of our children we raise their aspirations and change their futures by achieving outstanding outcomes and creating lifelong memories. Our broad and balanced curriculum, with a STEM focus, opens our students' eyes to what the world can offer, and genuinely wide ranging extra-curricular experiences dovetail this.

This role is such an exciting opportunity to contribute to a successful team as it further enhances its curriculum and reputation to deliver outstanding outcomes at Key Stage 4. The successful candidate will work closely with the curriculum leader ensuring that the curriculum offer at Key Stage 3 remains strong and will assist in the planning and delivery of our curriculum at Key Stage 4 with other team members. The successful candidate will have a TLR that is designed to meet their skill set and interest, this could be related to progress, curriculum development, teaching and learning, assessment or mastery to name a few. As a STEM school, maths is an integral part of this offer, and we encourage and love developing links with STEM agencies and looking at how we can encourage carers in STEM. An interest in STEM and incorporating this into the role would be another exciting opportunity for the successful candidate.

You will be able to access support from existing staff and other leaders across Trinity East and beyond. You will also contribute to the development of maths across Trinity East, and we will offer you effective and personalised CPD to enhance your pedagogical knowledge. You will be able to benefit from the partnership we value with White Rose Education, a subsidiary company of our Trust. From this you will benefit from collaboration, CPD and all our resources. This really is a once in a lifetime opportunity to help shape the future of children's lives in a warm, welcoming and child focused setting.

I am delighted and privileged to lead the academy and serve the communities of Barnsley. I am passionate about the future of the academy, its staff and students, and the change that we can make to the lives of the people of Barnsley. Our values of respect, honesty, empathy and responsibility will embody all we do in creating a happy, successful and ambitious culture at TASE.

Mark Allen



Principal



## Trinity Academy St Edward's

Due to an increase in population in Barnsley, particularly in young people of school age, the need for a new secondary school is prevalent. In 2019, Trinity Multi Academy Trust was selected by the Department for Education as the sponsor for a brand-new school.

Trinity MAT is proud to have transformed the life chances of thousands of students across its existing academies, and we are equipped and eager to do the same for those in Barnsley. Our MAT core values of Empathy, Honesty, Respect and Responsibility run through all aspects of academy life. We welcome students of all faiths and none, these values relate to everyone regardless of faith or background.

Drawing from the success and expertise of organisations across our high performing MAT, we will ensure that children are supported both academically and pastorally to secure the brightest of futures.

Our secondary schools consistently achieve academic results which place them in the top 10% of highest performing schools in the country and receive national and international recognition for the quality of their provision. This success will be replicated at Trinity Academy St Edward's where every young person will benefit from outstanding teaching and an inspirational curriculum.

For more information about Trinity Academy St Edward's please visit [stedwards.trinitymat.org](https://stedwards.trinitymat.org)

For more information about Trinity Multi Academy Trust please visit [www.trinitymat.org](https://www.trinitymat.org)



**'An academy where ALL are respected and valued.'**

We are a courageous, resilient and positive community rooted in hope, aspiration and excellence. Together, we enable each other to be the best we can be.

**"The one who gets wisdom loves life; the one who cherishes understanding will soon prosper." Proverbs 19:8**



# CORE VALUES



## EMPATHY

If we are to truly be an inclusive community where we care for one another, we must understand the challenges we face. We show an understanding of emotions and why certain emotions may be shown, we then work together to help our community overcome any barriers they face.



## HONESTY

We are honest about our actions and aspirational for ourselves and others. We are not perfect, and we will make mistakes from time to time. We own up to these; we are honest about our actions and then we learn from them. If we are to be trusted and given responsibility, then we must be honest in our actions and behaviours.



## RESPECT

We respect each other's views and ways of life; we respect the differences we have, but also our individuality. We respect the adults in the academy. Rules are made to keep us safe, to help everyone to learn, and to keep our academy a purposeful and enjoyable place to be. Respect is paramount in the classroom, in our building and our community.



## RESPONSIBILITY

We are all responsible for the way we act, how we learn and the way we try to be the best we can be. A responsible student will succeed, and a responsible member of the community will be well respected. A responsible member of our community will stand up for one another and speak out against prejudiced views and challenge unacceptable behaviour towards one another.

## Head Boy and Head Girl Welcome

Our school is designed and run to meet the needs of all of our children. Their voice plays a key part of this and alongside a full student council, we have a group of prefects and a Head Boy/Girl who lead this group and work with senior leaders to constantly improve life for our children.

Gabriel and Tilly are incredibly proud of their roles and love welcoming guests and potential new colleagues to our school.



Daily life here at Trinity Academy St Edward's consists of not only our "academic excellence" but also our "amazing experiences", one of which is why we were able to write this introduction to you all! TASE offers a wide variety of unique opportunities to all students regardless of backgrounds, cultures, and religion because we are essentially one big family, and a family we are proud to be part of.

We run roles such as head students, eco committee, student council, art council, sports leaders, and many more. We run lots of exciting trips such as a sports trip to Amsterdam, trips to Paris with MFL, and fieldwork in Castleton out with Geography to further our education and memories with friends.

**At our school, we aim to provide you with an Ofsted outstanding education community, and lifelong memories. So, whether you are wanting to be in my position as a student, or are wanting to join our amazing teaching community, or are just interested in our school, welcome!**

**The amount of genuine happiness I've had during my time at this school, and the amount of support from our amazing pastoral team to get me where I am today, is something I don't think can be found equal anywhere else.**

**My role as head girl has developed my confidence unbelievably from the shy Year 7 I used to be, and I love that the role gives me the ability to give our school community a voice.**



**It is our pleasure to speak to anyone new to our school and we hope you love it just as much as we do!**

**-Tilly**

**We are so pleased you are interested in joining our amazing school and we look forward to meeting you soon. Our school is unique in what we do, and we have a true family feel to the things that occur.**

**We ensure that everyone feels included and involved in our school. After school we have involve clubs which are mandatory. The clubs last an hour after school and present terrific opportunities for everyone, examples of these include football club, Library club, and extracurricular activities like Duke of Edinburgh that ensure that everyone is included and active.**

**At TASE, we have specific rules and requirements that students must abide by which sets us apart from other schools. One example of this is silent stairs, these ensure that we get to lessons swiftly to maximise learning time. At TASE, we also have excellent new facilities that cater to everyone's needs. For example, we have amazing football pitches, design technology rooms, and plenty more. The students really value our relationships with staff, and we enjoy how friendly they are but also how hard they push us to achieve the very best we can.**

**My role as head boy has made me step out of my comfort zone.**

**It gave me the chance to have the voice I have today, where in Year 7 I couldn't speak to anyone.**

**So far, I have had amazing experiences that have created lifelong memories, and I'm sure there are plenty more to come.**

**-Gabriel**



## Job Description

Job Title: Teacher of Maths – with responsibility

Job Scale: MPR/UPR plus TLR

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## BASIC JOB PURPOSE

- To support the work of the Curriculum Leader/SLT link to **raise standards** of student attainment and achievement by developing and enhancing the teaching practice of others.
- To support the work of the Curriculum Leader/SLT link to **effectively evaluate** the impact of the above and strategically **plan for improvement** in the quality of pedagogy across the academy/school.
- To support the work of the Curriculum Leader/SLT link to research, plan and deliver CPD programmes to support both of the above objectives.
- To lead on a curriculum area, student support strategies and relevant administration, as directed by the Curriculum Leader/SLT link
- To work across all curriculum areas and develop your own practice and knowledge.

Reporting to: Curriculum Leader (CL)/SLT link

## MAIN RESPONSIBILITIES

1	To support the CL/SLT link to plan and deliver student support strategies, as appropriate to meet curriculum area and academy/school aims and objectives.
2	To be responsible for effective data management and interrogation to plan support strategies and coordinate as required.
3	To contribute to the monitoring and evaluation of the progress of staff and students towards meeting the overall aims and objectives.
4	To be responsible for the establishment and effectiveness of policies and procedures needed for successful student support programmes.
5	To support the CL/SLT Link in the distribution of resources to ensure that the aims and objectives can be achieved.
6	To be responsible for student attainment and staff performance in the area.
7	To support the CL/SLT link to strategically plan for future improvements.



<b>8</b>	To coordinate administration (relevant to delivering the curriculum), as directed by the CL/SLT link.
<b>9</b>	To link with the CL/SLT link to ensure that the work in the curriculum area fully reflects the academy/school's vision.
<b>10</b>	To support professional development of colleagues within the curriculum areas, and across the academy/school.
<b>11</b>	To promote excellence in the classroom by researching and developing excellent pedagogical practice.
<b>12</b>	To establish common standards of practice and develop the effectiveness of student support programmes strategies across curriculum areas
<b>13</b>	To keep up to date with national developments in teaching practice and methodology.
<b>14</b>	To support 'learning walks' and other learning evaluation strategies in accordance with academy/school policy.
<b>15</b>	To support the development of literacy; numeracy and other initiatives.
<b>16</b>	To work with the CL/SLT link to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
<b>17</b>	To support, and where appropriate deliver, CPD events through INSET, or other CPD meetings.
<b>18</b>	To direct, coach or train staff, as required, to ensure successful delivery of student support programmes.
<b>19</b>	To observe and feedback to other practitioners on their strengths and areas of development, through agreed 'learning walk' programmes.
<b>20</b>	To research, pilot and deliver student support programmes, teaching and learning strategies and communicate their success through appropriate channels.
<b>21</b>	To welcome other practitioners to observe lessons.
<b>22</b>	To participate, and support, in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy/school procedures.
<b>23</b>	To participate in teacher training programmes, and ECT induction programme, where appropriate.
<b>24</b>	To support the establishment of robust assessment and evaluation processes to establish successes and improvements.
<b>25</b>	To contribute to accurate and effective monitoring information that influences whole academy/school teaching and learning strategies.
<b>26</b>	To contribute to the evaluation of performance data and support appropriate actions on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
<b>27</b>	To produce reports on progress of student support strategies, including the use of appropriate data.
<b>28</b>	To coordinate the effective administration of coursework and examination board requirements, as directed by the CL/SLT link.



<b>29</b>	To ensure that all members of the curriculum leadership teams are familiar with the aims and objectives of student support programmes.
<b>30</b>	To ensure effective communication/consultation as appropriate with SLT, CL and other relevant stakeholders.
<b>31</b>	To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
<b>32</b>	To represent the academy/school's views and interests in a professional manner.
<b>33</b>	To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.
<b>34</b>	To develop the use of resources (technology, financial) to improve teaching and learning across the academy/school.
<b>35</b>	To monitor and support the overall progress and development of students within the subject area.
<b>36</b>	To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
<b>37</b>	To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description.
<b>38</b>	To ensure the Behaviour for Learning System is implemented in the subject area so that effective learning can take place.
<b>39</b>	To promote teamwork and to motivate staff to ensure effective working relations.
<b>40</b>	To support the CL/SLT link in the day-to-day line management of staff within the subject area, ensuring that they follow academy/school policies and meet all requirements and deadlines
<b>41</b>	To support the CL/SLT link to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.

#### Other Specific Duties:

- All teachers are expected to meet the Teachers Standards and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- To uphold and promote the academy's Christian vision.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.
- This job description is current at the date shown. In consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

## PERSON SPECIFICATION

**Job Title: Teacher of Maths – with responsibility**

KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• MPR/UPR teacher</li> <li>• an excellent track record of recent, relevant professional development</li> <li>• accountability for the performance of a cohort of young people</li> <li>• evidence of good/outstanding classroom practice</li> <li>• clear demonstration of the ability to coach/model best learning experiences to other teachers and staff</li> <li>• leadership of a community project or an area of school development</li> </ul>	<ul style="list-style-type: none"> <li>• innovative use of resources</li> <li>• taking accountability for the success of an initiative</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• the principles and characteristics of good or better teaching</li> <li>• effective review and evaluation procedures</li> <li>• the application of ICT within teaching</li> <li>• innovative approaches to working with students, parents, staff and the local community</li> <li>• an understanding of inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>• different methods of consulting with stakeholders</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• ability to inspire confidence in staff, students, parents and others</li> <li>• adaptability to changing circumstances/new ideas</li> <li>• reliability, integrity and stamina</li> <li>• vision, imagination and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• personal ambition and potential for further promotion</li> <li>• determination to succeed and the highest possible expectations of self and others</li> </ul>
<b>Leadership &amp; Management</b>	<ul style="list-style-type: none"> <li>• work effectively both as a leader and as a member of a team</li> <li>• initiate, lead and manage change</li> <li>• prioritise, plan and organise</li> <li>• set high standards and provide a role model for students and staff</li> <li>• deal sensitively with people and resolve conflicts</li> <li>• seek advice and support when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• motivate all those involved in the delivery team</li> <li>• liaise effectively with other organisations and agencies</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• communicate the vision of the academy/school in relation to the development of teaching and learning</li> <li>• negotiate and consult fairly and effectively</li> </ul>	<ul style="list-style-type: none"> <li>• develop, maintain and use an effective network of contacts</li> </ul>

	<ul style="list-style-type: none"> <li>• communicate effectively orally and in writing to a range of audiences</li> </ul>	
<b>Decision Making Skills</b>	<ul style="list-style-type: none"> <li>• make decisions based on analysis, interpretation and understanding of relevant data and information</li> <li>• demonstrate good judgement</li> </ul>	<ul style="list-style-type: none"> <li>• think creatively and imaginatively to anticipate, identify and solve problems</li> </ul>
<b>Self Management Skills</b>	<ul style="list-style-type: none"> <li>• prioritise and manage own time effectively</li> <li>• work under pressure and to deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• achieve challenging professional goals</li> <li>• take responsibility for own professional development</li> </ul>