



Teaching and Learning Responsibility for Mathematics

Application Pack

Together We Succeed

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TLR for mathematics

Application Pack



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About Our Trust



With the intention to seek more autonomy and control over the school budget and services, Perry Hall Primary School converted to an academy on the 1st of July 2013.

At the same time, Perry Hall was delivering School to School support to Berrybrook Primary following a subsequent request from their local governing body, who later in April 2014 joined the trust, officially making it Perry Hall Multi-Academy Trust (PHMAT). Since then, a number of schools from across multiple authorities have been welcomed into the Trust.

The management of PHMAT is the responsibility of the trustees who are elected and co-opted under the terms of the Articles of Association.

Our Vision

Our Purpose:

We aim to improve the outcomes for all children across our Multi-Academy Trust regardless of their starting points

This is achieved for all our children by:

- A world class educational experience that will deliver better life chances;
- Ensuring that all children regardless of their starting points achieve above national expectations, and the proportion of pupils making better than expected progress is in line with national expectations;
- Ensuring that children in our schools have the added value and opportunities in curriculum design through partnership with commerce and business;
- Making sure the families surrounding our children have access to the best possible education opportunities for their children;
- Inspiration from excellent role models who are leaders in their academies;
- Celebrating success of all adults and children.

TLR for Mathematics

As a growing Trust we are always looking for outstanding practitioners and leaders. We are now seeking to appoint an experienced, dynamic, inspiring leader with high expectations and ambition for all children, to rapidly drive quality improvement in all aspects of teaching and learning ensuring improved outcomes for all.

With a school in Dudley (Sledmere Primary) joining our family shortly, we are looking for a teacher who will take responsibility for Mathematics across school.

The successful candidate will:

- have previous experience of leading quality improvement, including a proven track record of securing sustained improvements in teaching and learning.
- have recent up-to-date knowledge of mathematics.
- have the skills to gather, analyse and interpret information to help effect change and improvement.
- be passionate about children's success and will be driven to make their experiences and outcomes the best they can be.
- have the interpersonal skills to motivate and inspire staff, be able to problem solve and effectively manage performance to create high performing teachers.
- have a thorough and up-to-date knowledge of educational developments and best practice and be able to demonstrate excellent communication and interpersonal skills.
- be an outstanding practitioner who has a hands-on approach to support and improve quality of teaching and learning.



Job Description

Duties and Responsibilities

Responsible to the Head

The following job description outlines the duties and responsibilities of class teachers.

Planning

- Teachers are to plan their teaching to achieve progression in pupils' learning through:
- Identifying clear objectives and content, appropriate to the subject matter and the pupils being taught, taking account of school policies, schemes of work, National documents.
- Setting tasks for whole class, individual and groups work, including homework, which challenge pupils and ensure high levels of pupil interest.
- Setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
- Setting clear targets for pupils' learning, building on prior attainment and ensuring that pupils are aware of the substance and purpose of what they are asked to do.
- Identifying pupils who have special educational needs, including specific learning difficulties.

Success Criteria:

Planning ready and completed for teaching in line with school policy.

Planning meets expectations for:

- Clear objectives
- Differentiation
- Variety of teaching and learning styles used (VAK)
- Assessment for learning informed future planning and is documented in line with school policy.

Evaluation:

- The leadership team will carry out planning trawls several times each half term.

- The leadership team will carry out learning walks on a regular basis.

Teaching and Class Management

- Monitor and intervene when teaching to ensure sound learning and discipline.
- Set high expectations for pupils' behaviour, establishing and maintain a good standard of discipline through well focused teaching and through positive and productive relationships.
- Establish a safe environment which supports learning and in which pupils feel secure and confident.
- Use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through implementation of the schools teaching and learning policy.

Success Criteria

All classrooms to be organised in accordance with teaching and learning policy.

All lessons follow structure of:

- whole class introduction sharing learning objective / success criteria
- stimulating, engaging learning tasks
- plenary.

Children's achievement will at least be in line with national expectations.

Evidence of provision for all pupils.

Evaluation

Lessons observed are good or better through minimum of three and maximum of six lesson observations each year.

Monitoring, assessment, recording, reporting and accountability

- To assess how well learning objectives have been achieved and use this assessment to improve specific areas of teaching.
- Mark and monitor children's class work and homework providing constructive written and oral feedback and setting targets for pupils' progress.
- Assess and record children's progress, through focused observation, questioning, feedback and testing.
- To use this information to effectively plan for the individual needs of the pupils.

Success Criteria

Use of curricular targets, planning, strategies for day-to-day assessment and feedback on learning meets school guidelines.

Evaluation

The leadership team, through the monitoring of planning, book looks, learning walks and assessment data will ensure that the individual needs of the pupils are met.

Other Professional Requirements

- Establish effective, professional working relationships with all staff.
- Set a good example to pupils, through presentation and personal and professional conduct.
- Understand their professional responsibilities in relation to all school policies and practices.
- Recognise that learning takes place in and out of the school context and understand the need to work effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare.
- Recognise the role and purpose of the school's governing body.

Performance Management including staff appraisal

To take part in the school's performance management cycle that has been approved by all staff and all governors.

Curriculum Responsibility

- All fully qualified teachers will have a curriculum area responsibility to lead. This will be designated after discussion with the Head (refer to the subject leader's job description).

General Conditions

- It is the intention that the above responsibilities are in accordance with the requirements of the Teacher's Pay and Conditions Document, and subsequent orders in terms of duties and working times, also any local agreements.
- This job description is subject to annual review. It may be amended only after full consultation with the class teacher concerned and it will be signed if agreement is reached.
- If following review and amendment, agreement is not reached, the appropriate procedures should be used to settle disputes.

Safeguarding

Everyone who works within the Trust schools has the responsibility for promoting the safeguarding and welfare of children.

Commitment to Safeguarding Children

- To ensure awareness of school policy and procedures re: Child Protection.
- To become aware of the signs and symptoms of abuse by attending relevant courses required.
- To ensure that Level 1 safeguarding training is completed.
- To report all causes for concern to the Designated Safeguarding Lead (DSL).
- To ensure the safety of all children in the school learning environment both indoor and outdoor.
- To carry out appropriate risk assessments prior to activities.

Subject Specification

Curriculum Area: Phase leadership and Mathematics

Within the context of the school's aims and policies, phase leadership and Mathematics Co-ordinator will develop and implement phase leadership and English policies, plans, targets and practices.

Strategic Direction and Development of the School

- To develop and implement policies and practices which reflect the school's commitment to high achievement, effective teaching and learning.
- To create a climate which enables other staff to develop and maintain positive attitudes towards your identified subject area and confidence in teaching it
- To establish with the involvement of relevant staff long term plans for the development and resourcing for your subject, which:
 - Contribute to whole school aims, policies and practices.
 - Identify realistic and challenging targets for improvement in your subject area, which are understood by all those involved in putting the plans into practice.
 - Ensure everyone is clear about action to be taken, timescales and criteria for success.
- To monitor the progress made in achieving subject plans and targets and use this analysis to guide further improvement.
- To use data effectively to identify pupils who are under-achieving in the subject and, where necessary, create and implement effective plans of action to support those pupils.

- To analyse and interpret relevant national, local and school data, plus inspection evidence, to inform policies, practices, expectations, targets and teaching methods.

Teaching and Learning

The co-ordinator will secure and sustain effective teaching and evaluate standards of pupil achievement in your subject area.

- To ensure curriculum coverage, continuity and progression, for all pupils.
- To ensure that teachers are clear about the teaching objectives in lessons and understand the sequence of teaching and learning,
- To ensure effective development of pupils' literacy, numeracy and information technology skills through your subject area,
- To evaluate the teaching and use this analysis to identify effective practice and areas for improvement.
- To establish and implement clear policies and practices for assessing recording and reporting on pupil achievement and for using this information to recognise achievement.
- To ensure that information about pupils' achievements in previous classes is used effectively to secure good progress in your subject area
- To set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement and evaluate progress and achievement in your subject area.

Leading and Managing Staff

Co-ordinator will provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

- To establish clear expectations and constructive working relationships among staff, through team working relationships and mutual support, evaluating practice and developing an acceptance of accountability.
- To sustain their own motivation and, where possible, that of other staff.
- To lead professional development through example and support, and to co-ordinate the provision of professional development.
- To ensure that the Head, SLT and Governors are well informed about policies, plans and priorities
- To coach and mentor colleagues in developing their skills
- Ensure appraisal is carried out for the staff in your phase

Efficient and Effective Deployment of Staff and Resources

Co-ordinator with the Head to identify appropriate resources and ensure that they are used efficiently, effectively and safely.

- To establish resource needs for your subject area and advise the head of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the school plans and your individual subject action plan.
- To ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- To maintain existing resources and explore opportunities to develop or incorporate new resources from a wider range of sources inside and outside the school.

Personal Specification

PERSON SPECIFICATION FOR EYFS LEADER

Essential	Desirable	Evidence
Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status • Educated to degree level • Evidence of continued professional development 	<ul style="list-style-type: none"> • Evidence of personal commitment to continuous professional development • Leadership course attendance within past two years 	Application form
Experience <ul style="list-style-type: none"> • Successful teaching experience • Understanding of how children learn in a high achieving and successful school • Responsibility for leading a core subject across the school • Building and sustaining effective working relationships with staff, governors and parents in the wider community • 	<ul style="list-style-type: none"> • Former responsibility at phase or whole school level for raising standards • Experience of leading teams to achieve a specific outcome for children • Evidence of the development of policy or curriculum schemes of work • Successful teaching experience in more than one phase • Experience carrying out performance reviews 	Application form Selection day interview

	<ul style="list-style-type: none"> • Experience of coaching and mentoring staff 	
Knowledge and Skills <ul style="list-style-type: none"> • Demonstrate strong knowledge of mathematics and the primary curriculum • Clear understanding of curriculum development within mathematics • Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues • Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural issues • Ability to coach and mentor individuals to achieve specific outcomes • Ability to challenge and inspire colleagues • Strong ICT skills • Clear understanding and commitment to safeguarding procedures • Ability to analyse data and pinpoint key issues in order to inform staff regarding way forward • To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines 	<ul style="list-style-type: none"> • An understanding of the skills and attributes involved in effective leadership • Evidenced experience of raising standards within key whole school priorities • Evidence of understanding of strategic management in a large school • Understanding of New OFSTED framework regarding learning and teaching, and leadership and management. • Understanding of use of data to raise standards 	Application form Selection Day interview
Personal Qualities <ul style="list-style-type: none"> • To relish challenge and perform efficiently in this significant key role 	<ul style="list-style-type: none"> • A commitment to providing extra-curricular activities and an understanding of its 	Application form Selection Day interview

<ul style="list-style-type: none"> • Ability to take responsibility for others' performance • To be able to lead by example • Tenacity and commitment while working under pressure • Ability to think strategically • Ability to organise, prioritise and delegate • The ability to synthesise information quickly and effectively whilst maintaining an intensive workload • Ability to manage time effectively and work to deadlines • Good team player • Ability to enthuse and motivate others • Good communication skills both orally and in writing 	<p>impact upon school ethos</p>	
<p>Other</p> <ul style="list-style-type: none"> • Commitment to inclusive practice • Commitment to pupils • Good attendance and punctuality record 	<ul style="list-style-type: none"> • Governance experience/involvement with governors 	<p>Application form Interview</p>

Post Information

Salary: **Teachers Pay Spine with a TLR2A**

Closing Date: **Monday 23rd May at 8.00am**

Interview: **Week beginning 23rd May**

Start Date: **September 2022**

Further Information:

Applicants are encouraged to contact us before applying, please contact e.dyas@perryhallmat.co.uk

To Apply:

Submit a completed application form by email to a.cheema@perryhallmat.co.uk

Contact Address

Perry Hall Multi-Academy Trust Business Team
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