



CANDIDATE INFORMATION BROCHURE



**New Rickstones
Academy**
To make our best better



**Academies
Enterprise Trust**
To make our best better

To inspire young people to make their best better



October 2017

Dear Candidate

Thank you for taking the time to apply for the Head of Maths role at New Rickstones Academy.

New Rickstones Academy opened in September 2008 and is part of Academies Enterprise Trust, the largest nationwide, multi academy sponsor in the country.

Academies Enterprise Trust firmly believes that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

New Rickstones Academy has an exciting future and this appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

Yours faithfully

The Talent Team

New Rickstones Academy

At New Rickstones Academy, we are passionate about learning. A creative and dynamic academy, we deliver a broad, balanced, personalised and rigorous education that prepares students for the challenges and opportunities of living and working in the 21st century.

In February 2012, the academy moved into its state of the art £25 million building, which provides an outstanding environment for teaching and learning.

The academy holds Investors in People accreditation, and was one of the first schools in the country to be awarded the Inclusion Quality Mark (IQM)– a quote from the IQM report stated, “Making Our Best Better” is a motto seen at every AET academy. At New Rickstones Academy, this goes far beyond mere words. The drive really is for every child, whatever their background, ethnicity, gender or learning difficulties, to make the most of their opportunities and abilities in whatever they are engaged.”

The academy also holds the ArtsMark accreditation and is proud of its numerous and eclectic programme of drama, music and dance performances. New Rickstones’ commitment to the Witham Twinning Association is cemented by our music students performing in Germany for the annual Reunification Ceremony.

The academy is located in Witham, a market town in North Essex, equidistant between the county town of Chelmsford and the oldest town in England, Colchester. A main line train service runs to London Liverpool Street (35 minutes) and the coastal areas of Essex are within close proximity.

We are proud of our staff, our students and of their achievements and believe that motivating and supporting our staff is the key that underpins innovative teaching and learning. We offer extensive professional development opportunities, as well as a non-contributory private health scheme to all contracted members of staff.

Ethos & Values

Mission Statement

'To inspire young people to make their best better'

Vision

'To help students achieve world class learning outcomes by developing world class teachers in a world class community'

Our ambition is to ensure that our students have every opportunity to fulfil their potential, broaden their horizons and become active, prosperous and successful citizens in the world around them.

We are committed to doing everything we can to ensure that our students can, in the future, compete on the world stage with the skills, confidence and flair to generate new ideas and new initiatives, and thereby make a full contribution to today and tomorrow's worlds.

We aim to:

1. realise the **potential** of every individual
2. celebrate the **whole child**
3. focus continuously on **learning** and **teaching**
4. maintain a perpetual cycle of **monitoring**, **evaluation** and **review**
5. use **learning technologies** to support, enhance and extend
6. promote **leadership** at all levels
7. provide bespoke **CPD** for the whole school workforce
8. build **partnerships** within and across the school community
9. **share** structures, systems and procedures
10. identify and share **innovation** and **best practice**

The Mathematics Department at Maltings & New Rickstones Academy

The Department

The Mathematics Department features seven specialist classrooms at Maltings Academy and five at New Rickstones Academy, all containing interactive whiteboards, class sets of Scientific Calculators, and mini white-boards. Classrooms are located in the same corridor to provide inspiration, support and a strong team ethos. Any new member of staff is welcomed into an outstanding team that works collaboratively, innovatively and consistently in order to provide excellent experiences for the students.

The team consists of seven full time specialist teachers at Maltings Academy and five full time specialist teachers at New Rickstones Academy. The department also benefits from Maths Intervention Tutors and LSA support for SEND students at both academies. You would be joining a friendly and supportive team. The department has an extensive range of subscription based online resources and in-house lesson materials. Excellent CPD opportunities are available and specific support is provided throughout all key stages by AET Mathematics & Numeracy Team.

Curriculum

The aim of our curriculum for maths is as follows:

- To become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasing complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- To **solve problems** by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We follow a traditional approach to teaching mathematics which includes group work and thought provoking activities centred more recently on problem solving with the new GCSE.

Students are set by ability from the beginning of Year 7 and follow a 5 year scheme of work that aims to deepen understanding each year in the 5 key strands of GCSE Mathematics (Number, Ratio & Proportion, Algebra, Shape and Data).

Key skills are developed both in class and through extra-curricular activities including trips to local universities, theatres for Maths Inspiration lectures, Big Bang roadshows, Maths Challenges and revision days. We work closely with our Primary feeder schools to ensure that the transition between stages is as seamless as possible and to ensure that students continue to develop their skills in numeracy and problem solving.

The GCSE specification that we follow is Pearson / Edexcel where we offer both Foundation and Higher Tier to students with an emphasis on Higher Tier in order to raise aspirations and motivation. Results for the Mathematics Department are excellent and are regularly above national average at Maltings Academy and New Rickstones Academy.

For KS5 students we offer A-Level Mathematics and A-Level Further Mathematics through Edexcel. Students are keen to continue to study maths, are successful and the numbers enrolling are increasing year on year. Maths is consistently the subject with highest enrollment, which is testament to the good teaching occurring throughout the lower years and as such, the opportunity to teach at A-Level could be provided for suitable candidates.

Find out more

For an informal conversation about the role please contact
Simon Gibbs
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JOB DESCRIPTION

Job Title:	Head of Subject
Responsible to:	Linked member of SLT (Senior Leadership Team)
Responsible for:	Subject Teachers
Location:	Maltings Academy & New Rickstones Academy (The post is based at one academy but required to work across both as required)
Pay Grade:	MPR/UPR + TLR

Job Purpose

To lead, manage and develop the department, maximising student achievement and progress.

Safeguarding

Our academies are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Main Duties

Head of Subject

- 1.1 To be a member of the appropriate academy management structures/meetings, and take a corporate responsibility for the leadership of the academy.
- 1.2 To be accountable for operational and strategic planning:
 - To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
 - The day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical

resources.

- To monitor and follow up student progress
- To implement academy policies and procedures
- To formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy.
- To lead and manage the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, the academy and department SEF and the aims and objectives of the academy

1.3 To ensure effective curriculum provision & development:

- To ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Improvement Plan/Academy Evaluation.
- To be accountable for the development and delivery of subject throughout the academy.
- To lead curriculum development for subject.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local and academy level.
- To liaise with the Exams Officer to maintain accreditation with the relevant examination and validating bodies.

1.4 To ensure effective curriculum provision & development:

- To identify staff development needs and design appropriate programmes to meet training needs.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Manager/relevant staff.
- To arrange long term cover in liaison with the Cover Manager, following the Academy Long Term Supply Process
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the academy's training programmes as appropriate

1.5 To ensure the effective operation of quality control systems:

- To establish the process of the setting of targets within the department and to work towards their achievement.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- To contribute to the academy procedures for lesson observation.
- To implement academy quality procedures and ensure adherence within the department.
- To monitor and evaluate the curriculum area/department in line with agreed academy procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.

- To ensure that the department's quality procedures meet the requirements of Self Evaluation data and the Strategic Plan.
- 1.6 To ensure effective data management:
- To ensure the maintenance of accurate and up-to-date information concerning the department as required by the academy systems.
 - To make use of analysis and evaluate performance data provided.
 - To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
 - To produce reports within the quality assurance cycle for the department.
 - To produce reports on examination performance, including the use of value-added data.
 - To manage the department's data collection.
 - To provide relevant information about the department's performance and development.
- 1.7 To ensure effective communications for the department
- To ensure effective communication/consultation as appropriate with parents
 - To liaise with the AET, partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
 - To positively represent the views and interests of the department.
- 1.8 To ensure effective marketing and liaison for the department:
- To contribute to the academy liaison and marketing activities, e.g. the collection of material for press releases.
 - To lead the development of effective subject links with partner academies and the community, attendance where necessary at liaison events in partner academies and the effective promotion of subjects at Open Days/Evenings and other events.
 - To actively promote the development of effective subject links with external agencies.
- 1.9 To ensure effective management of departmental resources:
- To manage space, money and equipment within the limits, guidelines and procedures
 - To act as a budget holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
 - To ensure that the department's teaching commitments are effectively and efficiently timetabled and roomed.

Teaching

- 2.1 To undertake teaching in accordance with the appropriate professional standards.
- 2.2 To teach, students according to their educational needs, including the setting and marking of all class work and coursework carried out by students in the academy and elsewhere.
- 2.3 To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

- 2.4 To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.5 To ensure that ICT, literacy, numeracy and academy subject specialism(s) are reflected in the teaching/learning experience of students.
- 2.6 To undertake a designated programme of teaching.
- 2.7 To ensure a high quality learning experience for students that meet internal and external quality standards.
- 2.8 To prepare and update subject materials.
- 2.9 To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.10 To maintain discipline in accordance with the academy procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.11 To undertake assessment of students as requested by external examination bodies, curriculum areas and academy procedures.
- 2.12 To mark, grade and give written/verbal and diagnostic feedback as required.
- 2.13 To liaise with Director of Inclusion and the form tutor over student's with special educational needs and to modify teaching accordingly.

Form Tutor

- 3.1 To support students in all aspects of their academy life and prepare them for adult life
- 3.2 To develop an understanding and knowledge of each student as an individual
- 3.3 To enable students to play an active role in all aspects of the academy's tutorial and Life Skills programme
- 3.4 To undertake administrative tasks to ensure the smooth day-to-day running of the academy

Pastoral System

- 4.1 In conjunction with the Pastoral team, to monitor and support the overall progress and development of students within the department.
- 4.2 To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 4.3 To contribute to PSHE, citizenship and enterprise according to academy policy.
- 4.4 To ensure the academy's behaviour management systems are implemented in the area so that effective learning can take place.
- 4.5 To be familiar with the academy's Child Protection Policy and to report concerns to the Designated Safeguarding Officer.

Academy Duties

- 5.1 To undertake duties before academy and at break, on a rota basis.
- 5.2 To set cover work when on leave of absence.
- 5.3 To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage and ensure staff and

students follow this example.

Line Management

- 6.1 To line manage the team including recruitment; induction; training and development; 1-1 meetings, performance appraisals; absence management; performance and conduct - liaising with HR where required
- 6.2 To communicate relevant academy procedures to team and ensure that they are adhered to

Health and Safety

- 7.1 To ensure a safe and healthy environment is maintained within the departmental area, referring any areas of concern to the Facilities Team.
- 7.2 To complete risk assessments and any other necessary health and safety documentation for the department and team and ensure necessary information is communicated effectively within the team.

General

- 8.1 To attend required meetings and training sessions
- 8.2 To participate in the appraisal process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- 8.3 To comply with individual responsibilities for health & safety in the workplace in accordance with the academies' Health & Safety Policies and Procedures. This includes completion of health and safety training
- 8.4 To ensure that all duties and services provided are in accordance with the academies' Equal Opportunities Policy
- 8.5 To maintain confidentiality in all academy related matters
- 8.6 To undertake any other duties commensurate with the post, as directed by Line Manager

Notes

- 1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
- 2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out
- 3. The job description is not a comprehensive definition of the post. It should be reviewed annually by the Line Manager and post holder. It may be subject to amendment to meet the changing demands of the academy at the reasonable discretion of the Headteacher.
- 4. This job description does not form part of the contract of employment

Other clauses:

- 1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
- 2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

PERSON SPECIFICATION

Criteria	Standard	Essential /Desirable
1.Qualifications, Specialist Knowledge & Experience	<ul style="list-style-type: none"> • Degree in a relevant discipline • Qualified Teacher Status • Significant teaching experience including KS5 • Evidence of continuing and recent professional development relevant to middle leadership • Experience of leading a department with successful outcomes in attainment and pupil progress • Advanced knowledge of National Curriculum requirements • ICT skills that reflect the impact of technology on today's classrooms 	E
	<ul style="list-style-type: none"> • Completion of Middle Management Training or other leadership qualification 	D
2. Organisation & Planning	<ul style="list-style-type: none"> • Experience of long term planning and resourcing the work of a department 	E
3. Problem Solving & Initiative	<ul style="list-style-type: none"> • Experience of developing effective strategies to raise attainment and improve progress across a department • Experience of managing change effectively 	E
4.Communication	<ul style="list-style-type: none"> • Experience of communicating effectively to a variety of audiences, both orally and in writing, with the ability to communicate logically, concisely and persuasively • Experience of delivering presentations and training sessions • Experience of writing reports 	E
5. People Skills	<ul style="list-style-type: none"> • Experience of leading, managing and developing a team • Experience of negotiating and influencing others • Experience of building and maintaining effective relationships • Demonstrate a commitment to equality 	E
6. Flexibility & Adaptability	<ul style="list-style-type: none"> • Ability to work across both academy sites and willing to work flexibly to meet academy needs 	E
7. Safeguarding	<ul style="list-style-type: none"> • Advanced understanding of safeguarding / child protection procedures 	E
8. Other	<ul style="list-style-type: none"> • Commitment to the academy's aims, ethos and vision and commitment to own development 	E

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 64 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.



Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.