



**SARUM**  
ACADEMY



# Teacher of Maths Candidate Information Pack



Dear colleague

Thank you for taking the time to find out about our Salisbury school and the possibility of working here with us. Sarum Academy would welcome applications for the position of **Maths Teacher** to join our fantastic team. Our staff have a very real desire to make a difference to the lives of children and offer commitment, skill as well as a passion for their area of expertise.

Sarum Academy is a Voluntary Controlled Church of England Academy founded in 2010 delivering high quality, non-selective, personalised education to pupils aged 11-19 years. Sarum Academy is a highly successful school with a growing reputation; part of the **Magna Learning Partnership Academy Trust**. In 2017 Sarum Academy pupils made progress well above the national average, the Academy secured a Good OfSTED judgement in October 2017 across all areas including the Sixth Form.

As a Church of England School our ethos is underpinned by Christian values and principles. Sarum Academy recognises and celebrates diversity, welcoming pupils of all faiths and none. Our singular aim is to enable young people to become highly skilled, confident, articulate young adults, well placed to succeed in further education and employment, and emerge as active members of the community. In achieving this we aim to support the intellectual, emotional and personal development of all of our pupils. In practice this means providing them with the literacy, numeracy, practical and problem solving skills necessary in gaining the highest possible academic qualifications, and in providing the very best personal, social, health and citizenship education, alongside the highest quality pastoral support.

A strong partnership with young people and their families is the lifeblood of a warm and happy school, knowing together we can build the foundation of a successful and boundless future for the pupils we serve.

We are a happy school, one where pupils feel nurtured and challenged, one that values all members of the community and our growing success and reputation is built on professionalism and the strong partnership of pupils, staff, parents, governors and schools within the Salisbury learning community.

To apply, please download the application form via [www.sarumacademy.org](http://www.sarumacademy.org). The closing date is Friday 23<sup>rd</sup> March 2018. If you have any further questions or queries please contact Mr Smith in Human Resources on 01722 342437 or [recruitment@sarumacademy.org](mailto:recruitment@sarumacademy.org).

Thank you again for taking the time to consider Sarum Academy – I look forward to receiving your application.

Mr J Curtis  
Headteacher





## The benefits of working at Sarum Academy

*The Academy offers:*

A very real chance of **making a difference** to the lives of young people.

**Leadership that cares** for its staff and places huge importance on trying to achieve a 'work life balance'.

An **enthusiastic and driven** team of teachers and support staff.

Ongoing **professional development** of the highest standard with possibilities for leadership development. An outstanding programme of support and training for teachers new to the profession.

Work with professionals across the Magna Learning Partnership and the professional development **opportunities** this enables.

A **strong support network** both within the school and within the Magna Learning Partnership Academy Trust.

A **fantastic working environment** and wealth of resources including full access to ICT.



# Job Description

## Teacher of Maths

**Post:** Teacher of Maths  
**Salary Range:** MPS 1-6, UPS 1-3  
**Responsible to:** Headteacher, under the day-to-day management of the Curriculum Team Leader for Maths.

### Core Purpose:

In addition to carrying out the professional duties of a teacher in accordance with the Teacher Standards, the post holder shall, in consultation with the Teaching Team Leader and the Headteacher:

### Key Accountabilities

- Teach across the age and ability range, in line with the programmes of study, in such a way as to challenge and inspire pupils of all abilities enabling them to make 'good' progress. Exercising a qualified teacher's professional skills and judgement.
- Plan, prepare and teach lessons to pupils assigned to his/her according to the pupils' educational needs with reference to prior attainment, SEND and English as an additional language as required.
- Assess, record and report on the development, progress and attainment of pupils assigned to him/her in line with Academy policies.
- Contribute to the planning and implementation of the curriculum under the guidance of the Curriculum Team Leader.
- Set high expectations for pupil behaviour establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships.
- Be familiar with, support and reinforce the aims, ethos, policies and procedures of the Academy.
- Contribute to the Academy's enrichment programme.
- Attend all calendared meetings as required.

### Other responsibilities:

- Act at all times as an ambassador for the Academy in a manner which upholds its Christian values and ethos and to model behaviour consistent with the Academy's standards and aspirations.
- Take an active role in the Academy's pastoral care of pupils and fulfil a pastoral and mentoring role.
- Foster good relationships with parents and the wider community.
- Have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled.
- Demonstrate a commitment to personal professional development and the development of other staff.
- Be subject to performance objectives agreed annually and will be responsible for providing evidence of progress for key accountabilities.
- Carry out such other duties as may reasonably be assigned by the Headteacher.
- Recognise that duties of a post may vary from time to time without changing the general character of the post or level of responsibility entailed.

# Person Specification

## Maths Teacher

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A degree in Maths or equivalent</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of a commitment to own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent relevant in-service training in Maths</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Evidence of high achievement in teaching across Key Stage 3 and 4.</li> <li>• Experience of the development of Programmes of Study and Schemes of Work across the Key Stages.</li> <li>• Able to use Assessment for Learning effectively to engage pupils as partners in their learning.</li> <li>• Working effectively as a Form Tutor.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching Post 16</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Vision for the teaching of Maths.</li> <li>• Experience in the use of assessment and attainment information to improve practices and raise standards.</li> <li>• Experience in the use of strategies to promote good pupil relationships and high achievement in an inclusive environment.</li> <li>• Secure knowledge of Programmes of Study for Maths across Key Stage 3&amp;4.</li> <li>• An understanding of the Key Stage 2 Maths Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to enhance teaching and learning of ICT within Maths.</li> <li>• An understanding of Literacy, Numeracy &amp; Emotional Literacy developments to support learning and teaching.</li> <li>• Be familiar with the Edexcel GCSE Maths Syllabus.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Excellent communication and presentation skills</li> <li>• Problem solver.</li> <li>• Competent user of ICT.</li> <li>• Evidence of the ability to plan and resource effective</li> <li>• Experience of effective interventions to meet curricular objectives</li> <li>• The ability to prioritise and manage multiple demands.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use and promote a wide range of teaching methodologies</li> </ul>
<b>Commitment</b>	<ul style="list-style-type: none"> <li>• Commitment to inclusive education.</li> <li>• Committed to the value and promotion of educational visits, journeys and field work.</li> <li>• Commitment to teacher training.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Experience of active involvement in school development.</li> </ul>
<b>Personal</b>	<ul style="list-style-type: none"> <li>• Passion for teaching.</li> <li>• 'Can do' attitude.</li> <li>• Energy, enthusiasm and flexibility.</li> <li>• Good health and attendance record.</li> <li>• Sense of humour and a positive outlook on life.</li> <li>• Ability to work under pressure and determination to succeed.</li> </ul>



## **Safer recruitment and equality**

### **Sarum Academy Safer Recruitment Procedure**

Sarum Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check (DBS) before any appointment is confirmed.

### **Disclosure**

Sarum Academy requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal record will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred.

### **Shortlisting**

Only those candidates meeting the requirements of the Person Specification will be taken forward from application.

### **Interview**

Those shortlisted will be invited to attend an interview process which may include (post dependent) lesson observations, tasks or role specific activities; further shortlisting may take place after lesson observations prior to moving forward to formal interviews with the Headteacher.

During the interview process candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **Reference checking**

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

### **Probation**

All support staff will be subject to a probation period of six months which may, in certain circumstances, be extended by up to 10 weeks. 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 with the opportunity to monitor and review the performance of new support staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships.

### **A commitment to encourage diversity**

Sarum Academy is committed to eliminating discrimination and encouraging diversity. Our aim is that our workforce will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on any grounds.