



CANDIDATE INFORMATION BROCHURE

GREENSWARD ACADEMY



**Greensward
Academy**
To make our best better



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

To inspire young people to make their best better

Dear Candidate

Thank you for taking the time to apply for the Director of Maths at Greensward Academy.

Greensward Academy 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.

Greensward 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





Greensward Academy

Greensward Academy is a co-educational 11-19 comprehensive independent Academy with Specialist School status. Greensward Academy's approach is based on delivering excellence in teaching and learning. We will encourage creative, responsive and effective approaches to learning and teaching for all students. This will ensure a continuous and consistent focus on student achievement and development in all areas.

We will drive innovation in education ensuring Greensward is able to respond to a changing world and that the skills, learning and aspirations of our students are developed and enhanced through creative personalised learning and excellence in teaching.

There are approximately 1444 students and 181 staff, including 96 teaching staff. It is organised as follows:

- Key Stage 3 - Years 7, 8 and 9
- Key Stage 4 - Years 10 and 11
- Key Stage 5 - Years 12,13 and 14

In 2015, 73% of our GCSE students gained 5 A*-C grades with 65% 5 A*-C inc English & Maths and 99% gained at least one GCSE.

At Key Stage 5 99% of our A level students gained grades A-E, with 56.1% gaining A*s - B and all students who wanted to go to University gained a place.

Job Description

Job Title: Director of Maths

Curriculum Area: Mathematics

Responsible to: Senior Leadership Team Link

Responsible for: Teaching & Learning Leaders, teaching staff and other relevant personnel within the curriculum area.

Liaising with: The Principal
Vice-Principals
Directors of Learning
Teaching & Learning Leaders
Heads of Year
Teachers, relevant Educational Support Staff, external agencies and parents.

Duties: To carry out duties of a school teacher as is set out in The Pay & Conditions Document 2018 subject to any amendments due to government legislation.

Purpose:

- To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
- To be accountable for student progress and development within the curriculum area.
- To develop and enhance the teaching practice of others.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the college and the curricular policies determined by the Board of Governors, Principal and Head of Education.

- To be accountable for leading, managing and developing the curriculum area.
- To effectively manage and deploy teaching/educational support staff, financial and physical resources within the curriculum areas.
- To support and enhance the specialist nature of the academy.

Working time: 195 days per year. Full time.

Professional development: 1 full day on first day of the academic year and then 22 ½ hours CPD after or out of academy hours.

PPAs: 10% of a full timetable.

RESPONSIBILITIES

Operational/Strategic Planning

- 1.1 To lead the development of specific curriculum areas, resources, schemes of work, marking policies, assessment and teaching strategies in the department, within the curricular areas.
- 1.2 The day-to-day management, control and operation of subject provision within the curricular areas including effective deployment of staff and physical resources.
- 1.3 To assist in the monitoring and following up student progress.
- 1.4 To implement the academy policies and procedures e.g. Equal Opportunities, H&S, COSHH, etc.
- 1.5 To work with colleagues to formulate aims, objectives and strategic plans for the curriculum areas which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy.
- 1.6 To lead and manage the business planning function to ensure that the planning activities reflect the needs of the students within individual subject areas, the AIP/DDP and the aims and objectives of the academy.
- 1.7 To link with the Teaching & Learning Leaders to ensure that the work in the curriculum area fully reflects the academy's distinctive ethos and mission.
- 1.8 To ensure that Health & Safety policies and practices, including risk assessment, throughout the curriculum areas are in line with national requirements and are updated where necessary, therefore liaising with the academy's Health & Safety Manager.

Curriculum Provision

- 2.1 To liaise with the Vice-Principal (A & S) to ensure the delivery of an appropriate, comprehensive, high-quality and cost-effective curriculum programme which complements the AIP.
- 2.2 To be accountable for the development and delivery of all subjects within the curriculum areas.
- 2.3 To ensure all teaching and learning areas within the Curriculum Area complete examination entries and give them to the Examinations Officer by the stipulated dates.

Curriculum Development

- 3.1 To lead curriculum developments within the whole curricular area.
- 3.2 To keep up to date with national developments in the curriculum areas, teaching practice and methodology.
- 3.3 To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- 3.4 To liaise with the Assistant Vice-Principal (Assessment, Recording & Reporting) to maintain accreditation with the relevant examination and validating bodies.
- 3.5 To ensure that the development of curriculum areas is in line with national developments.

Human Resource Management

- 4.1 To work with the Associate Leader (Training and Development) to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 4.2 To take part in the academy's staff development programme by participating in arrangements for further training and professional development.
- 4.3 To be responsible for the effective, efficient deployment of the curriculum areas' technicians/support staff.
- 4.4 To undertake performance management review(s) and to act as reviewer for a group of staff within the designated curriculum areas.
- 4.5 To ensure appropriate arrangements are made for classes when staff are absent.
- 4.6 To participate in the interview process for teaching posts when required and

to ensure effective induction of new staff in line with academy procedures.

- 4.7 To promote teamwork and to motivate staff to ensure effective working relations.
- 4.8 To participate in the academy's ITT programme.
- 4.9 To be responsible for the day-to-day management of staff within the designated curriculum areas and act as a positive role model.
- 4.10 To monitor staff work life balance reporting to Principal as necessary.

Quality Assurance of Teaching & Learning

- 5.1 To ensure the effective operation of quality control systems.
- 5.2 To assist in the process of the setting of targets within the curriculum areas and to work towards their achievement.
- 5.3 To establish common standards of practice within the curriculum areas and develop the effectiveness of teaching and learning styles in all subject areas within the curriculum areas.
- 5.4 To participate in the monitoring and evaluation of the curriculum in line with agreed college procedures including evaluation against quality standards and performance criteria.
- 5.5 To contribute to the academy procedures for lesson observation.
- 5.6 To implement academy quality procedures and to ensure adherence to those within the curriculum areas.
- 5.7 To seek/implement modification and improvement where required.
- 5.8 To complete an SEF annually.

Tracking Student Achievement

- 6.1 To ensure the maintenance of accurate and up-to-date information concerning the curriculum areas on the management information system.
- 6.2 To make use of analysis and evaluation of performance data provided.
- 6.3 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.

6.4 To analyse reports on examination performance, including the use of value-added data.

6.5

6.6 In conjunction with the relevant Vice-Principal, to manage the collection of data for the curriculum areas.

6.7 To provide the Board of Governors with relevant information relating to performance and development of the curriculum areas.

Communications

7.1 To ensure that all members of the curriculum areas are familiar with its aims and objectives.

7.2 To ensure effective communication as appropriate with the parents of students.

7.3 To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.

7.4 To represent the views and interests of the curriculum areas.

Marketing and Liaison

8.1 To contribute to the academy marketing and liaison activities e.g. the collection of material for press releases.

8.2 To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days and other events in partner schools and the wider community.

8.3 To actively promote the development of effective subject links with external agencies.

Management of Resources

9.1 To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the curriculum areas budget.

9.2 To work with the Vice-Principal (A & S) in order to ensure that teaching commitments in the curriculum areas are effectively and efficiently timetabled and roomed.

Management of Student Behaviour

- 10.1 To monitor and support the overall progress and development of students within the curriculum areas.
- 10.2 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.
- 10.3 To contribute to PSHEE and citizenship and enterprise according to college policy as and when required.
- 10.4 To ensure the behaviour management policy is implemented so that effective learning can take place.

Teaching

To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

- 11.1 To teach, students according to their educational needs, including the setting and marking of all class work and coursework carried out by students in academy and elsewhere.
- 11.2 To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 11.3 To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 11.4 To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- 11.5 To undertake a designated programme of teaching.
- 11.6 To ensure a high quality learning experience for students which meets internal and external quality standards.
- 11.7 To prepare and update subject materials.
- 11.8 To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 11.9 To maintain discipline in accordance with the academy procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 11.10 To undertake assessment of students as requested by external examination bodies, curriculum areas and academy procedures.
- 11.11 To mark, grade and give written/verbal and diagnostic feedback as required.

Personal Responsibilities

- 12.1 To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- 12.2 To support the academy in meeting its legal requirements for worship.
- 12.3 To actively promote academy policies and procedures.
- 12.4 To be responsible for your own continued professional development.
- 12.5 To comply with the academy's Health & Safety policy and undertake risk assessments as appropriate.
- 12.6 To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- 12.7 To undertake duties before academy, at break, at the end of the lunch period and after academy on a rota basis.
- 12.8 To attend calendared meetings punctually.
- 12.9 To set cover work during leave of absence.

Specific Responsibilities

- 13.1 To lead, develop a vision and to inspire the following teaching and learning areas: Mathematics

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

Essential	Desirable
<p><i>Qualifications and Experience:</i></p> <ul style="list-style-type: none"> • A good honours degree or equivalent and QTS. 	<ul style="list-style-type: none"> • A good honours degree or equivalent and PGCE. • Evidence of further subject-based professional development.
<p><i>Teaching:</i></p> <ul style="list-style-type: none"> • Evidence of good classroom practice that has secured consistently excellent levels of student achievement. • Good understanding of effective and engaging teaching methods. • The ability to engage, enthuse and motivate students. 	<ul style="list-style-type: none"> • Proven track record of outstanding teaching and learning that has led to outstanding levels of student achievement.
<p><i>Raising Achievement</i></p> <ul style="list-style-type: none"> • An understanding of the use of assessment to inform planning. • Awareness of using different measures to track student achievement in the department at all year groups e.g. using transition matrices, APS etc. • Understanding on different strategies that lead to improved student outcomes in the department. • Commitment to seeking out best practice from other schools, organisations in the UK and abroad. 	<ul style="list-style-type: none"> • Track record of using rigorous interrogation of data to secure improved student achievement. • Ability to manipulate data provided to suit the needs of the department
<p><i>Securing Accountability</i></p> <ul style="list-style-type: none"> • Have a commitment to secure accountability with staff. • Establish robust and rigorous processes in order to monitor the quality of 	<ul style="list-style-type: none"> • Track record of having improved teacher performance through monitoring and intervention. • Experience of the staff appraisal

teaching and learning. <ul style="list-style-type: none"> • Be prepared to have difficult conversations with staff. • Manage the appraisal process of performance management. 	process.
<i>Working with Others</i> <ul style="list-style-type: none"> • Have a commitment to invest time in others and want to be succeeded. • Confident at communicating with both staff and parents. 	<ul style="list-style-type: none"> • Track record of having improved teacher performance through coaching and mentoring.
<i>Professional Attributes:</i> <ul style="list-style-type: none"> • Highly motivated. • Maintain high professional standards. • Excellent communication skills. • Commitment to own professional development 	

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 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 for Education

Google for 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!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

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

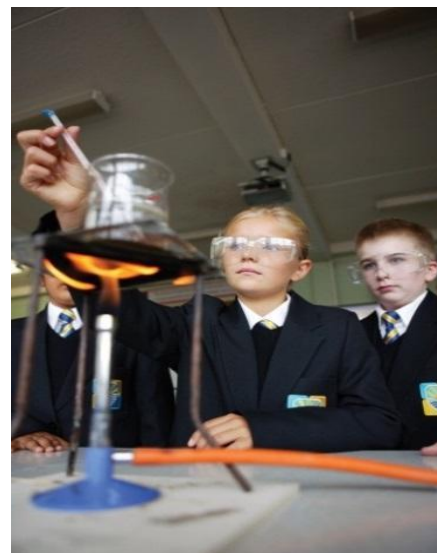
- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

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.
- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits.



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. The 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. The 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.