# APPLICANT’S INFORMATION PACK

## **C O N T E N T S**

1. Letter from the Headteacher
2. Faculty Information
3. Application and Selection process and timescales
4. The East Manchester Academy School Profile
5. Education and Leadership Trust Information
6. The Education and Leadership Trust Professional Offer
7. Child Protection Policy
8. DBS Information Sheet
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For more information please visit the School’s Website:

[www.theeastmanchesteracademy.co.uk](http://www.theeastmanchesteracademy.co.uk/)



Dear Applicant

The East Manchester Academy is a vibrant 11-16 secondary school serving families in the local community. We are a member of the Education and Leadership Trust, alongside Whalley Range High School and Levenshulme High School in Manchester.

We have high standards and expectations and we take great pride in our students’ achievements. The teaching and support staff are a highly committed team with great skills and expertise.

The successful applicant will join a supportive and talented team of staff and governors who are fully committed to our pupils and to the professional development of all staff. We truly believe in achieving success.

If you have a strong work ethic, are self-reflective and are committed to change and improvement, your application will be gratefully received.

If you would like to discuss the role further, visit the Academy or arrange a meeting with myself, please do not hesitate to contact Miss C Hunt, Headteacher’s PA, on 0161 230 8039.

Visits to the school are warmly welcomed. Completed letters and application forms should be emailed to [jobs@temac.co.uk](mailto:jobs@temac.co.uk).

I look forward to receiving your application. If you have not been contacted within three weeks of the closing date please assume that, on this occasion, your application has not been successful.

Thank you for your interest in The East Manchester Academy.

Yours faithfully



Anthony Benedict

**Academy Headteacher**



**The East Manchester Academy**

**MATHEMATICS FACULTY PROFILE**

This vibrant and exciting faculty consists of eleven Mathematics teachers with between 1 and 8 years’ service at the school; they are a core department within this very popular academy. Within the Faculty Team we have a Head of Faculty, two Assistant Heads of Faculty with responsibility for Key Stage 4 and Key Stage 3, a Head of Mastery and Statistics, as well as an SLT link with responsibility for whole school numeracy.

Students are placed in ability groups in Years 7-11, with between 8 and 9 in each year. Classes range from 15 to 30, depending on the set, to ensure maximum progress can be made. All students sit the linear Edexcel GCSE specification at the end of Year 11.

The department are building to ensure results grow year on year, with a goal to reach better than national average progress over the coming years. Our cohort has lower than average prior attainment and above average deprivation and diversity.

To enable good progress across the 5 years, the department have collaboratively developed an innovative 5 year programme of study – including the recent introduction of a two year ‘Mastery’ scheme of work at KS3. Over the next 12 months we will continue to develop this approach in preparation for the demands of the new Mathematics GCSE.

Within the Maths faculty we have a strong emphasis on developing teaching and learning, with faculty meetings devoted to developing and sharing practice. We encourage a culture of learning where teachers’ continual professional development and areas of interest are supported and cultivated.

The Maths Faculty has 10 classrooms, together with a Maths workroom. ICT is used widely in the Faculty to enhance teaching and learning and each Maths classroom has a visualiser and an interactive Whiteboard. In addition, two of our classrooms are ICT suites; and we have two class sets of laptops and one class sets of iPads. The VLE is developing quickly; as the home of the programmes of study, as a repository of high quality resources, and as a student focused support resource.

As a faculty, we are committed to ensuring all students at every level have the best possible opportunities to succeed in Maths. With consistently high quality practice in every classroom, we enable students to achieve the best results and develop a lifelong love of Maths and learning.

### APPLICATION PROCESS

1. Please complete the enclosed application form.
2. Please return the application form on or before the closing date of 12 noon on Monday,23rd April 2018. Please bring a hard copy to the interview.

### INTERVIEW PROCESS

1. If your application is successful, you will be notified by telephone and confirmation will be sent in a letter.
2. You will not be informed immediately of the final choice of candidate and, therefore will be free to leave the school after the interview.

### FORMAT FOR SELECTION

1. Application Form
2. An interview
3. A detailed task to be confirmed to shortlisted candidates

**DATA PROTECTION STATEMENT**

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Information provided on the Diversity Monitoring Form will be used to monitor the school’s equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 1998.

**THE EAST MANCHESTER ACADEMY**

**A member of The Education and Leadership Trust**

**THE EDUCATION AND LEADERSHIP TRUST**

The Education and Leadership Trust is a newly established multi-academy trust in South Manchester. There are currently 3 schools in the Trust as follows:

**The East Manchester Academy** is a vibrant 11-16 secondary school serving families in the local community. We have recently joined the Education and Leadership Trust, alongside Whalley Range High School and Levenshulme High School in Manchester. As such we share a firm belief in the co-operative values co-operation, self-reliance, team work as absolute keys to success. The school has 950 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

**Whalley Range 11-18 High School** is a popular high performing, multi-cultural inner city girls’ comprehensive school close to the heart of the Manchester City Centre, bordering Moss Side, Hulme, Withington and Chorlton. We have created a school where girls are happy, enjoy their learning and become confident citizens. We enjoy excellent facilities for learning.The school has 1,500 students on roll with 220 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching. We are committed to developing and sharing leadership skills and cooperative values.

**Levenshulme High School** is also a girls’ comprehensive school in south Manchester, with a similarly diverse community. The school enjoys excellent facilities and beautiful grounds. Co-operative values underpin our work as a school and will continue to do so in the new Trust. We are forward looking and want to prepare our young women for active leadership roles in their family, their community and our wonderful city.

The school has 1,000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

All three schools are vibrant and lively learning communities. We work hard to maintain a high quality learning environment. The multi-million pound Building Schools for the Future programme has provided us with ICT rich, state of the art facilities. The schools have well-developed VLEs to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

At Whalley Range, our exam results show a rising trend and match or exceed those of girl’s nationally across a wide range of subjects. Attainment has risen in every aspect of the work of the school. The ethos and atmosphere is conducive to learning. ‘A’ Level courses and vocational courses in the Whalley Range Sixth Form have been extended and are extremely successful

We have a system of vertical tutor groups, which are grouped into a House system. This allows us to monitor every child’s achievement and progress more closely. It also promotes a sense of belonging to a smaller community within our school. Student Leadership in all aspects of our work has made a significant contribution to our improvements.

The schools place great value on the need to work together as a team. Teams of teaching and support staff are all focused on ensuring every child achieves and develops the necessary skills and attitudes they need to thrive in the world. All staff are encouraged to develop their professional skills and leadership opportunities are available to all staff.

The schools are at the forefront of innovative and challenging educational ideas and methods and are keen to continue to lead the field. The school works in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post with the Trust sees their role as more than just a job and appreciates the great privilege of providing young people with the best education possible and a positive start to their lives.

**Safeguarding Children**

Education and Leadership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**The Education and Leadership Trust Professional Offer**

The Trust takes the professional development of all staff very seriously and is committed to providing top quality support, a personalised induction programme, high quality professional training and opportunities for professional development. We encourage all staff to be proactive in taking up opportunities to lead and contribute to events and programmes. We aim to be responsive to any emergent needs and would welcome suggestions from staff about any aspects of training or professional advice which would enhance our offer for groups and individuals.

All staff will have a common induction programme to cover Child Protection and Safeguarding, data protection, e-safety, using SIMS, in-school policies.

**Expectations**

* All staff respect and promote the Trust’s co-operative values.
* All staff respect and promote British values.
* All staff are committed to continually improving their teaching or professional skill set.
* All staff engage positively in training and support programmes.
* All staff read and follow the policies and procedures in the Staff Handbook.
* All staff recognise we work together as a team to enrich students’ learning and improve outcomes.

**The Trust Offer**

**NQTs**

* A member of the Senior Leadership Team as an Induction Tutor who will be responsible for the supervision of the induction year in line with external guidelines.
* A subject mentor and a House mentor to offer direct and practical support.
* A programme of ongoing training and support throughout the year, becoming more personalised after Christmas, led by an experienced member of staff.
* Opportunities for observing more experienced colleagues as well as peer observation.
* A residential with other NQTs from within Manchester, paid for by school.
* Access to the whole school training programme and learning opportunities.

**RQTs**

To reflect the range of skills and experience within any cohort, bespoke RQT training may include:

* A planned programme until Easter with regular meetings led by an experienced member of staff.
* A Lesson Study project to enhance classroom skills and practice.
* Opportunities for observing more experienced colleagues and peer observation.
* A personalised plan linked to their appraisal needs.
* Access to the whole school training programme and learning opportunities.

**All teaching staff**

* A range of bespoke training across the Trust to meet individual need
* A personalised plan linked to their appraisal needs which may include coaching on identified areas of practice
* Opportunities for observing others
* Job shadowing to support career aspirations
* TeachMeets– the opportunity to share and learn with colleagues from across the Trust.
* Special interest working groups – the opportunity to share and develop practice in a particular strand
* Voluntary CPD sessions which occur through the year.
* Induction to new roles – a personalised induction and training plan when moving to a new role with support from a more experienced colleague.
* Using data- this may be through faculty or team meetings as well as additional opportunities for drop-in training
* Using the VLE– each faculty has a VLE Champion, who can be approached for individual advice and support in addition to opportunities for drop-in training.
* External courses – appropriate staff will be considered for external courses such as those offered by the exam boards, PIXL, the Manchester Schools Alliance or the collegiate. It will depend on their role, the school need and staffing needs.

For all staff who consistently teach Good or Outstanding lessons there are a range of leadership and management courses, both in-house and external. These may be run in one school or run with a combined group of staff from across the Trust. These currently include:

* **Aspiring to a TLR course** – covering two terms with a focused project and a report back presentation to Heads of Faculty and SLT.
* **New to TLR course** - covering two terms with a focused project and a report back presentation to Heads of Faculty and SLT.
* **Aspiring to the Senior Team** –how to prepare for Senior Leadership, expectations, developing competencies, opportunities to shadow colleagues.
* **Teaching Leaders –** this is a selective programme for staff in certain TLR posts who the school wishes to nominate. Access is not guaranteed.

**Support staff**

There is a wide range of support staff roles in both schools. We offer separate and joint programmes for particular groups of people, such as teaching assistants. It is important that line managers identify the training needs for their teams and deliver timely and appropriate training as it is needed. This may be in individual schools but can also be across the Trust.

An annual appraisal programme will contribute to determining needs.

**CHILD PROTECTION POLICY**

**AIMS:**

* To establish a safe environment in which children can learn and develop.
* To ensure we practice safe recruitment in checking the suitability of staff and safeguard students when deploying volunteers to work with children.
* To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
* To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
* To support students who have been abused in accordance with his/her agreed child protection plan.

**WE WILL:**

* Follow guidance on procedures and practice set out by Manchester City Council and the DfES and respond to relevant legislation.
* Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
* Ensure children know that there are adults in the school whom they can approach if they are worried.
* Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
* Ensure we have a designated member of the Senior Leadership Team responsible for child protection, who has received appropriate training and support for this role.
* Ensure we have a nominated governor responsible for child protection.
* Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
* Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection, and are aware of the procedures to be followed.
* Ensure Child Protection procedures are included in the Survival Guide and that every member of staff, teaching and support will be given a copy of this document.
* Undertake Child Protection training as part of the induction process for all new staff appointed to the school.
* Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
* Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
* Keep written records of concerns about children, even where there is no need to refer the matter immediately.
* Ensure all records are kept securely; separate from the main student file, and in locked locations.
* Follow procedures where an allegation is made against a member of staff or volunteer.
* Ensure safe recruitment practices are always followed.

**DISCLOSURE**

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| **Post : Teacher of Mathematics** |

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| **Level of Disclosure Required** | **Enhanced** |

The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service before the appointment is confirmed.

The Trust is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE TRUST CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.

The Trust will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Trust’s full Policy on Employment of Ex-Offenders is available upon request from the Personnel Office. The Code of Practice issued by the Disclosure & Barring Service, which guides the Trust’s use of Disclosures in Recruitment, is also available from the Personnel Office upon request.





**Application for Employment**

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| **Vacancy details** | | | | | | | | | | |
| Post: | | | Teacher of Mathematics | | | | | | | |
| Closing date: | | | **Monday 28th April 2018 @ 12 noon** | | | | | | | |
| **Personal Details**  *Please ensure these are accurate as it is the only way we have to get in touch with you. It is important that you supply a National Insurance Number.* | | | | | | | | | | |
| Title: Mr/Mrs/Miss/Ms:  Forename(s): | | | | | | Surname:  Former Surname:  (if applicable) | | | | |
|  | | | | | | | | | | |
| Present address: | | | | | | | | | | |
|  | | | | | | | | | Postcode: | |
| Telephone No. (Home): | | | | | | Telephone No. (Work): | | | | |
| Mobile No: | | | | | | Email: | | | | |
| NI Number: | | | | | | Preferred form of contact: | | | | |
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| **References** | | | | | | | | | | |
| Please give details of two people who have agreed to act as referees; one of which should be able to comment on any employed work with children, if applicable. **One must be your current or most recent employer, and if the reference is from a school; it must be from the Headteacher**. References will not be accepted from relatives or from people writing solely in the capacity of friends. Referees of short-listed candidates will be approached prior to interview. | | | | | | | | | | |
| Name:  Position:  Organisation:  Address:  Postcode:  Telephone:  Email address:  *Please tick here if you do not wish this*  *referee to be contacted at this stage:* | | | | |  | | Name:  Position:  Organisation:  Address:  Postcode:  Telephone:  Email address:  *Please tick here if you do not wish this*  *referee to be contacted at this stage:* | | | |
| Are you currently employed by Manchester City Council? Yes No | | | | | | | | | | |
| Are you a qualified teacher Yes No  *If Yes please supply the following information:*  DCFS Teacher No.  QTS Registered Yes No | | | | | | | | | | |
| **Work experience** | | | | | | | | | | |
| *Please give details of your current or previous work (if applicable), starting with the most recent. This can be paid work, voluntary work or work from home.* ***Please ensure that any gaps in the timeline are explained.*** *CVs will only be accepted with a fully completed application form.*  £  Current Scale: Additional Points: Current salary: | | | | | | | | | | |
| **From** | **To** | **Employer’s name and address** | | **Grade/salary** | | | | **Job title and main duties** | | **Reason for leaving** |
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| **Qualifications** | | | |
| Please give details of your qualifications relevant to the post applied for. If offered a post, you will be asked for original evidence of your qualifications on appointment, and the School reserves the right to approach any number of education providers to verify qualifications stated. | | | |
| **Date** | **Level** | **Qualifications** | **Where obtained** |
|  |  |  |  |
| *Please continue on a separate sheet if necessary* | | | |

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| **Training** | | |
| Include any short courses that you have undertaken | | |
| **Date** | **Level** | **Qualifications** |
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| *Please continue on a separate sheet if necessary* | | |

**Access to work**

If you are a disabled applicant, you may be entitled to aids and adaptations to assist you in the working environment. Access to work is available to help overcome the problems resulting from disability. Practical advice and help is offered in a flexible way that can be tailored to suit the needs of an individual in a particular job. If you require information on this service, please contact your local Jobcentre Plus.

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| Are you related to any member of Manchester City Council, Governor or member of staff at The East Manchester Academy? Yes No  If ‘yes’, please give name(s) and relationship:  *NB the canvassing of any Members or Officers/Employees of the Council or school in connection with this appointment will disqualify your application for this post.* |
| **Information in support of your application** | |
| Please provide information that demonstrates you can do the job successfully.  **From your submission, the recruitment panel will need to gain enough evidence about how you might meet the requirements of the person specification to be able to shortlist you.** | |
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| *Please continue on a separate sheet if necessary.* | |
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| *This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as spent, must be declared.*  **Declaration** | |
| I (print name in box):  Confirm that to the best of my knowledge the information I have provided in this application (including present address and self-declaration) is correct and true. I understand that if it is found that I have deliberately given false or misleading information I am liable to be disqualified from further consideration or, if appointed, to be dismissed without notice.  Signature: ……………………………………………………………………………………. Date: ..........................................  *Applicants who return the application via email or online will be asked to sign the above declaration at interview, if invited to attend.* | |
| **IMPORTANT:**  Please email the completed application form to [jobs@temac.co.uk](mailto:jobs@temac.co.uk) or return by post to  The East Manchester Academy, 60 Grey Mare Lane, Manchester, M11 3DS | |

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| **EQUAL OPPORTUNITIES MONITORING FORM** |
| The information on this form will be treated in the strictest confidence and the results will be used to produce overall statistics about recruitment and selection. This form will be detached from your application before shortlisting. |

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| **GENDER** | | | | | | | | | | | | | | |
| **What is your Gender?** | | | | | | | | | | | | | | |
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| Female |  | Male | |  |  | Non Binary | |  |  | Prefer not to say | | |  |  |
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| **Does your gender identity match your sex as registered at birth?** | | | | | | | | | | | | | | |
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| Yes |  |  | No |  |  | Prefer not to say | | |  |  |  |  |  |  |
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| **AGE** | | | | | | | | | | | | | | |
| **What is your Age?** | | | | | | | | | | | | | | |
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|  | Under 16 | |  |  |  |  | 16 - 25 years | | |  |  |  |  |  |
|  | 26 - 39 years | | |  |  |  | 40 - 64 years | | |  |  |  |  |  |
|  | 65- 74 years | |  |  |  |  | 75+ years | |  |  |  |  |  |  |
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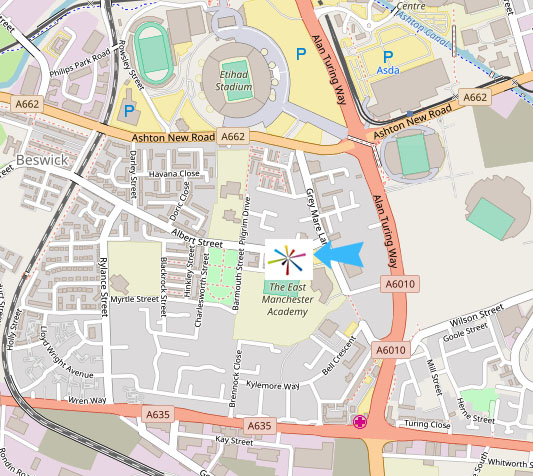
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| **SEXUAL ORIENTATION** | | | | | | | | | | | | | | |
| **How would you describe your sexual orientation?** | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Bisexual | |  |  |  |  | Heterosexual/Straight | | | |  |  |  |  |
|  | Gay |  |  |  |  |  | Other | |  |  |  |  |  |  |
|  | Lesbian | |  |  |  |  | Prefer not to say | | |  |  |  |  |  |
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| **DISABILITY** | | | | | | | | | | | | | | |
| The Education and Leadership Trust adopts the Social Model of Disability. Do you consider yourself to have a disability or health condition which is covered by the Equality Act? | | | | | | | | | | | | | | |
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|  |  | Yes |  |  | No |  |  | Prefer not to say | | |  |  |  |  |
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| **ETHNIC ORIGIN** | | | | | | | | | | | | | | |
| **How would you describe your ethnic origin?** | | | | | | | | | | | | | | |
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| Irish |  |  |  |  |  |  | White & Black Caribbean | | | | |  |  |  |
| White British |  |  |  |  |  |  | White & Black African | | | |  |  |  |  |
| Other White, Please specify: | | | |  |  |  | White & Asian | | |  |  |  |  |  |
| Prefer not to say: | |  |  |  |  |  | Other mixed origin, please specify | | | | | |  |  |
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| Black British |  |  |  |  |  |  | Bangladeshi | | |  |  |  |  |  |
| Caribbean |  |  |  |  |  |  | Chinese | |  |  |  |  |  |  |
| Somali |  |  |  |  |  |  | East African Asian | | | |  |  |  |  |
| Other African |  |  |  |  |  |  | Indian | |  |  |  |  |  |  |
| Middle Eastern | |  |  |  |  |  | Kashmiri | |  |  |  |  |  |  |
| Other Black, please specify | | | |  |  |  | Pakistani | |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Vietnamese | | |  |  |  |  |  |
|  |  |  |  |  |  |  | Other Asian, Please specify: | | | | |  |  |  |
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| Print Name (Employee): | | |  |
| Signature: |  |  |  |
| Date: |  |  |  |

Map of the Academy and surrounding area



**PERSON SPECIFICATION**



**POST: Teacher of Mathematics**



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| **QUALITIES AND ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **EVIDENCED BY** |
|  |  |  |  |
| **TEACHING** |  |  |  |
| Qualified Teacher Status at Secondary Level | ✓ |  | Application |
| Honours degree or equivalent | ✓ |  | Application |
| Consistently good and outstanding teaching | ✓ |  | Application/Interview |
|  |  |  |  |
| **KNOWLEDGE/UNDERSTANDING** |  |  |  |
| Knowledge and understanding of the current OFSTED model of T and L judgements | ✓ |  | Interview |
| An appreciation of current research on Teaching and Learning | ✓ |  | Application/Interview |
| Secure knowledge and understanding of all Curriculum requirements, the Behaviour, Attendance and Safeguarding strategies | ✓ |  | Application/Interview |
| Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4 and of how this relates to other Faculty subjects and the whole school curriculum | ✓ |  | Application/Interview |
| Knowledge and understanding of how a VLE and can be used to impact on learning outcomes | ✓ |  | Application/Interview |
|  |  |  |  |
| **MANAGEMENT** |  |  |  |
| Evidence of good student management and behaviour | ✓ |  | Interview |
| A commitment to raising standards and evidence where this has been achieved | ✓ |  | Application/Interview |
| Evidence of good people management skills | ✓ |  | Application/Interview |
| Excellent organisational and planning skills | ✓ |  | Interview |
| Ability to analyse data for form and teaching groups | ✓ |  | Application/Interview |
|  |  |  |  |
| **GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS** |  |  |  |
| An effective team player, but can think and work independently | ✓ |  | Interview |
| Able to motivate students and staff | ✓ |  | Interview |
| Commitment to undertake personal and professional development | ✓ |  | Interview |
| Strong interpersonal skills, with good sense of humour | ✓ |  | Interview |
| Enthusiastic, ambitious and resilient | ✓ |  | Interview |
| An effective decision maker | ✓ |  | Interview |
| A good health and attendance record | ✓ |  | Application |
| Willingness to support colleagues | ✓ |  | Interview |
| Able to work under pressure and meet deadlines | ✓ |  | Interview |
| Commitment to school’s co-operative values | ✓ |  | Interview |
| Behave in a way which will not bring the school into disrepute | ✓ |  | Interview |
| Commitment to staying fully informed of IT developments and their potential for raising standards | ✓ |  | Interview |
| Commitment to the school’s aims and strategies for improving standards | ✓ |  | Interview |

**JOB DESCRIPTION**

**Role: Teacher of Mathematics**

**Accountable to: Head of Mathematics**

**Grade: Teachers’ Main Pay Scale**

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| --- | --- | --- |
| **PURPOSE** | **The post holder will be expected to match the characteristics described in the Teachers’ Standards Framework for a subject teacher and will be required to exercise his/her professional judgement to carry out, in a collaborative manner, the professional duties set out below.** | |
|  | | **Key Standards or KPIs** |
| **Key Performance Area 1** | **Knowledge, Understanding and Personal Development** | |
| **Knowledge and understanding of:**   * safeguarding practice; * the relationship of the subject to the curriculum and the development of literacy and numeracy skills; * the characteristics of high quality teaching and learning and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students; * professional responsibilities in relation to all school policies and practices; * the implications of the Code of Practice for Special education Needs (SEN) for teaching and learning; * the need to take responsibility for your personal professional development and keep up to date with research and development in pedagogy and in the subject/s taught; * how to achieve challenging, professional goals; * how to be a good role model to the students in all aspects of the professional role. | * Lesson plans in place * Professional handbook updated regularly * IEPs and differentiated lesson plans in place * Lesson Observations |

|  |  |  |
| --- | --- | --- |
| **Key Performance Area 2** | **Planning, Assessment and Evaluation** | |
| * Ensure that good quality lesson plans with clear learning objectives are in place. * Mark and monitor students’ class and homework, providing constructive oral and written feedback, setting clear targets for students’ progress, in line with faculty/whole school practice. * Analyse school data, including prior attainment or achievement, Raise on Line and FFT to inform policy and practice, target setting, Teaching and Learning, always ensuring high expectations. * Work with the Inclusion Faculty to set subject specific targets for identified students who have SEN or who are G & T. * Contribute to the production of the Faculty Improvement Plan, as required. | * Lesson plans in place * Books marked regularly and curriculum targets set, in line with school and faculty policy * Action is taken to support delivery of IEPs |
| **Key Performance Area 3** | **Teaching, Learning and Achievement** | |
| * Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge is maintained and best use is made of teaching time. * Set high expectations of student behaviour, establishing and maintaining a good standard of classroom management, through well focused teaching and positive relationships. * Use teaching methods which keep students engaged and challenged, including stimulating students’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. * Through concise and consistent planning and assessment of lessons, secure progress towards student targets. | * Lesson plans/   Observations   * School procedures followed re: Behaviour for Learning * Feedback provided to students via marking/   assessment and discussions   * Assessment data on SIMS |

|  |  |  |
| --- | --- | --- |
| **Key Performance Area 4** | **Resource Management** | |
| * Promote an ethos of team work and a culture of sharing good practice. * Provide an effective role model in terms of classroom practice. * Select and make use of textbooks, ICT and other learning resources which enable teaching objectives to be met. | * Meeting with support staff, colleagues and others |
| **Key Performance Area 5** | **Developing Others and Wider Responsibilities** | |
| * Establish effective working relationships with professional colleagues, including support staff. * Through whole school assessment practice, develop secure ‘reporting to parents’ practice. * Develop additional learning opportunities through extra-curricular practice. * Contribute to the impact of the school’s co-operative values. | * Assessment procedures followed |

**This Job Specification may be reviewed by the Headteacher, as necessary,**

**and may be amended at any time after consultation with you.**