Salisbury Plain Academies

AVON VALLEY COLLEGE

HEAD OF MATHS

APPLICATION PACK

To commence 1st September 2019

Salary MPR/UPR + TLR1b £9661

Avon Valley College and Salisbury Plain Academies are committed to safeguarding and promoting the welfare of children. All posts are subject to a Disclosure and Barring Service (DBS) check.

Head of Maths

Role to commence 1st September 2019

Thank you very much for your interest in the role of Head of Maths at Avon Valley College. This application pack is electronic; there is no printed version. Candidates who are successful in being shortlisted will receive further information and details to assist with preparation for interview. We hope you find everything you need and that our Salisbury Plain Academies and Avon Valley College websites will be helpful.

If you have any queries please do not hesitate to contact Mrs. Jo Wakeham, HR and Recruitment Manager for Salisbury Plain Academies.
recruitment@salisburyplainacademies.org.uk

In this application pack you will find the following:

- Role Overview
- Our Requirements
- Job Description
- Person Specification
- Information about how to apply

Role Overview

Owing to expansion we are seeking to recruit a Head of Maths to Avon Valley College, a fast improving 11-18 College within the Salisbury Plains Trust, for September 2019.

The successful applicant will have a belief in the power of strong leadership, a passion for his/her subject, ambitious career goals, and a drive toward continual self-improvement.

Our vision is to create an environment where teachers can plan and deliver the best lessons they can, unimpeded by disruption. This vision can only be realised by a 100% commitment and buy-in from all teachers to the ethos of the Academy. We believe that consistent routines, clear boundaries, and high expectations facilitate creative and engaging lessons. Leaders must believe in that ethos and hold each other to account for upholding the standards that support it.

Our values of honesty, fairness and endeavour feel real, and mutual respect is apparent in strong relationships between pupils, parents and staff. We are ambitious for our students and for our school.

About us

Set in beautiful grounds and surrounding countryside in South Wiltshire, Avon Valley College is within easy reach of the spectacular Jurassic coast, the New Forest, and the historic cathedral city of Salisbury.

Avon Valley College is much valued by its mixed civilian-military community. Owing to the rebasing of troops from Germany, we are in the process of a phased building programme to refresh and renew the entire estate, starting with a brand-new purpose built 18-classroom block for the Arts and ICT, a state-of-the-art gym and specialist Sports Performance Facility.

The school has undergone a significant period of positive change in the last year and standards in all areas are now high. Results in 2018 were significantly better than in 2017 across the board, making it one of the most improved schools in Wiltshire. During 2018-19, there has been a significant investment in improving quality of practice and developing leadership, including National Professional Qualifications, coaching, and a number of bespoke sessions led by nationally recognised speakers. We also place a high value on staff wellbeing with regular after school sessions including yoga, mindfulness, sports competitions, bake-offs and much more to come!

OUR REQUIREMENTS:

HIGH EXPECTATIONS

We have exceptionally high expectations for our pupils and do whatever it takes to achieve these. Our aspirations are just as high for our most vulnerable pupils. We work hard, across the curriculum and in every facet of school life, to ensure that all pupils, including those with special educational needs have appropriate provision and receive the high-quality support they need to achieve their full potential.

EXCELLENT TEACHING

Nothing is more important than excellent teaching, underpinned by high quality professional development. We prioritise learning, for all, and ensure that teaching staff have access to high quality CPD opportunities, at all stages of their career. It is a priority in our job descriptions that teaching staff are active learners, seeking higher accreditation and research opportunities in order to benefit pedagogical practice in the classroom.

EXEMPLARY BEHAVIOUR

There is a clear focus on providing a respectful and orderly atmosphere, where teachers can focus on teaching and pupils can focus on learning. Teachers model their expectations at all times, inside and outside the classroom.

LITERACY AND NUMERACY

We prioritise literacy and numeracy in the absolute belief that all pupils must secure firm foundations in English and Maths as early as possible. At our primary schools and in Key Stage 3, students will receive above average teaching time in English and Maths, with more time for students who are working below year level expectations.
At Key Stages 4 and 5, SPA prioritises academic pathways that will enable the majority of our students to move onto higher education in all its forms. For those for whom this is not appropriate, valuable alternative pathways are provided.

COMMUNITY RELATIONSHIPS

Positive relationships between students, students and staff and staff and parents, must reinforce a culture of excellent behaviour and commitment to learning. In each sector of our Multi Academy Trust, we aim to ensure that all students, pupils, and their families, are well known to the school so no child will go unnoticed.

JOB DESCRIPTION: HEAD OF DEPARTMENT

Reports to : Vice Principal
Start date : 1st September 2019
Salary : Salary MPR/UPR + TLR 1b

MAIN PURPOSE:

- To ensure high standards of provision in the [Faculty area] department so that students make very good progress
- To work in partnership with other members of the faculty and with the Senior Leadership Team in providing a high level of strategic management and operational direction for the College
- To share with other members of staff the responsibility for setting, maintaining, monitoring and improving standards in the College
- To provide leadership, in the main areas of responsibility detailed below, including planning, monitoring, reviewing and evaluating outcomes in those areas
- To work with other Faculty Improvement Leaders, to contribute to the success of the college and to ensure improved outcomes

MAIN DUTIES:

- To take overall responsibility for the quality of the curriculum and the quality of teaching, learning and assessment in the Faculty area
- To monitor and evaluate working practice to ensure high standards
- To set and review the progress against appraisal targets of Faculty area staff as detailed in the appraisal structure and policy
- Establish an appropriate and coherent curriculum in Faculty area, which links to student's prior studies through key stages and cross phase and to recognised progression routes
- Ensure progression of skills/competencies through schemes of work to support improvement across flight paths
- To quality assure assessment procedures and data
- Analyse progress data and implement, monitor and report impact on intervention strategies
- Make decisions on appropriate student groupings and staffing
- To ensure the environment within Faculty area is conducive to learning
- To support staff in maintaining high standards of behaviour for learning in Faculty area
- To support, organise, and deliver CPD to the Faculty area team
- To ensure smooth individualised transition of new students
- To manage and monitor the Faculty area budget and to ensure that the Faculty area is appropriately resourced
- To share best practice and information with colleagues

- To support and challenge staff adherence to professional standards and school policy and procedures
- To be responsible and accountable to the Principal for all matters relating to Health and Safety, staff well-being, facilities, use and development of ICT systems within the department
- To ensure alignment of Faculty area action plan priorities with School Improvement Plan
- To be mindful of safeguarding procedures in supporting the welfare of our young people

SUPERVISION AND MANAGEMENT:

The jobholder will line manage staff within the Faculty area.

KNOWLEDGE/SKILLS:

The jobholder will have a track record for achieving excellence and will possess the necessary skills to deliver high quality lessons.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the College's published Policy and have regard to the Teachers' Conditions of Employment.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

PERSON SPECIFICATION: HEAD OF DEPARTMENT

Attributes	Essential	Desirable
Qualifications	Qualified teacher status B.Ed. or degree with PGCE or similar qualification	Evidence of participation in professional development or further study. Achieved or working towards, a middle leadership qualification
Skills and Abilities		
Leadership Skills	Ability to develop, use and understand assessment data Knowledge and understanding of the factors that impact on students' progress Knowledge of effective intervention strategies An ability to lead staff in order to improve outcomes for students through developing a culture of improvement. Experience of curriculum planning to promote student progress	Experience of having improved student outcomes Experience of using intervention strategies effectively Experience of having successfully led other staff in an educational or school initiative Evidence of innovative practice Evidence of successful change management
Teaching Skills	Ability to deliver good or better teaching and learning and to motivate, challenge and inspire students Commitment to raising attainment and achievement Commitment to high quality evidence-based teaching and learning Willingness to learn, develop and share skills High expectations of all pupils Ability to create an effective learning environment for all students	Experience of teaching students in Key Stages 3, 4 and 5 Evidence of highly effective classroom practice Evidence of leading the successful implementation of Learning and Teaching strategies
Communication Skills	Ability to communicate sensitively, imaginatively and effectively with young people and members of staff Ability to communicate effectively with parents, to	Experience of communicating effectively and collaborating with colleagues in other schools

	represent the school clearly and positively and feedback information as appropriate	
Interpersonal Skills	Ability to work independently and as an integral member of a team (listening, being open to discussion, valuing contributions of others) Good skills in liaising with associate staff, and professionals outside School	Ability and experience of working collaboratively and successfully with colleagues in other schools
IT Skills	Ability to use IT effectively as an integral component to the role	Commitment to developing IT skills in relation to aspects of the role
Personal Attributes		
Personal Qualities	Enthusiastic and determined Able to work under pressure and recognise and manage stress. Have flexibility, sensitivity and tact High expectations of students and colleagues	Potential for further promotion
Professional Development	Demonstrable commitment to own continued professional development	Commitment to contribute to the continued professional development of others
Ethos	Demonstrable commitment to promoting the safety and wellbeing of children and young people Total commitment to upholding the core values of the College	Commitment to contribute to enrichment activities across the College.

Other

This post is subject to a Disclosure and Barring Service (DBS) check.
The post holder must be committed to safeguarding the welfare of children.

Safe Recruitment Procedure

SPA is committed to safeguarding and promoting the welfare of children and young people on its sites. In order to meet this responsibility, SPA follows a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to a Disclosure and Barring Service (DBS) check.

Applicants are required, before appointment, to: disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Shortlisting

Only those candidates meeting the requirements of the role, as outlined above and including a fully completed application form, will be taken forward from application.

Interview

1. Shortlisted candidates will be subject to a reference checking process and 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.

HOW TO APPLY

If you decide to apply for this post, please complete the application and monitoring form which can be found at www.avonvalleycollege.org.uk or by emailing recruitment@salisburyplainacademies.org.uk. Please also submit a personal statement, which should be no longer than two sides of A4, and should explain why you are applying for the post, why you are suitable for the post and what qualities and experience you will bring to the role. A Curriculum Vitae is not required and will not be accepted.

Under the reference section, you should provide the names, positions, organisations, email addresses and telephone contact numbers of at least two referees, one of whom **must be** your current employer. Please note, we will be seeking references during the short listing process.

Most of our communication will be done via email but we would appreciate it if you could provide daytime, evening and mobile contact numbers.

All posts are subject to a Disclosure and Barring Service (DBS) check. We are committed to the safeguarding of children.

Our prospectus is available on our web site: www.avonvalleycollege.org.uk