

**Candidate**

**Information pack**

**Teacher of Mathematics**

**Section 1: Letter from the Principal**

Dear Applicant,

Thank you for your interest in our academy. We hope that this letter and the attached information helps you to understand that we are working hard to make our academy stand out from the crowd; we intend to become a school of choice in the local area. To achieve this Fowey River Academy is evolving, and fast. We are doing things differently, on purpose.

I was appointed Principal on March 1st, 2016 and so have been in post for just over a year. FRA has been in existence since June 1st, 2014 when it converted from Fowey Community College. An Ofsted inspection judged that school to have serious weaknesses and by the time that it has converted to Fowey River Academy, under the Adventure Learning Academies Trust, Ofsted judge the school to be ‘Requires Improvement’.

Our job now is simple: gain ‘good’ so that we can become ‘outstanding’.

You will appreciate therefore that the people we appoint are key to that intention and, unsurprisingly, we are very clear about the type of colleagues we now need.

You will be multi-skilled and able to move effortlessly between being a team member who is a genuine collaborator, to an independent expert in your field, to a leader, to a facilitator, to coach. Whatever role you adopt at any given time, you will be positive, enthusiastic and inspirational to those working with and around you.

You will be a creative practitioner who wants to share your talents to develop others. We love innovators and teachers who are able to model perseverance, enquiry and endeavour. We want to employ pioneers who want to create adventurers.

Our students are amazing, but they do not always see the endless possibilities that are out there in the Big Wide World. We need teachers who know how to open eyes, minds and hearts. We want to create global citizens who understand their role in an interconnected world because: everyone matters.

We have a strong sense of what we are about and so I would like to explain to you our philosophy and approach.

FRA believes in a growth mindset. Intelligence is not fixed, but can and will be grown and nurtured. Our Adventure Learning ethos promotes exploration and discovery. We are committed to the idea that everyone is capable of excellence - the first attempt at something is just that, a first attempt. We believe that failure only occurs when you stop trying or there are insurmountable barriers.

Our philosophy is to teach students to persevere in order to master academic knowledge and skills; we need to teach them how to be resilient when faced with a challenge.



So, is FRA the right place for you?

It is if…

* You like change because you understand that it develops you - and you don't want to be someone who stands still.
* You want to get excited about possibilities, develop pedagogy and up-skill, constantly.
* You are the sort of person who insists that learning is memorable and fun.

We admire people who have got themselves out there – we call them ‘magpiers'. These are the people who will bring world-class ideas that work to beautiful Mid Cornwall and change lives.

If this excites you and you want to work hard with us to develop your career then we would love to hear from you.

The application pack consists of:

1. Letter from the Principal
2. Additional Information about the Maths Faculty
3. Salary and CPD
4. FRA’s curriculum and assessment philosophy
5. Job Description
6. Person Specification
7. How to apply

We are looking to recruit the right staff to move our Academy forward to achieve our ambitions. Should you wish to have an informal chat about the position before applying or would like to visit us to find out more about the Academy, please do not hesitate to get in touch. Please contact my PA, Sara Woodrow, swoodrow@fracademy.org.uk or telephone 01726 833484 ext. 290

Yours faithfully,



Martin Dale

Principal



**Section 2: The Mathematics Faculty**

Fowey River Academy is expanding and evolving and we are committed to strengthening and enriching student learning and, as a consequence, we are re-thinking how we deliver our Maths curriculum.

The department has a suite of 6 classrooms and its own ICT suite. Currently, there is a Head of Faculty, a Second in Department, 2 full-time Maths specialists, an Assistant Principal who teaches 0.5 FTE in Maths, a HLTA who works on intervention and catch-up and a Maths Tutor who works with target students.

The outcomes in Mathematics have not been high enough in recent years and too many students have failed to make sufficient progress. Whilst this has been due to non-specialist staffing in part, it is true to say that the curriculum design and pedagogical approaches have also hindered progress.

Last year, we made the decision to begin a restructuring process in order to stabilise finances and create opportunities for new posts that would help us realise our ambition to become an innovative centre for teaching and learning. This has given us the opportunity to re-distribute subjects and we have decided to place ICT within the Maths Faculty.

The academy has a number of ICT suites and two Computer Studies teachers. We currently offer Computer Science, iMedia and ECDL courses. We are looking at options involving ITQ.

We now seek a talented Maths practitioner who will embrace innovative teaching methods that put the student and his or her own goals for the future at the centre of all learning experiences. We believe in real-life learning and want teachers who will empower students to identify and solve problems, bridge content across traditional “subject” domains, and develop an unshakable growth mindset.

We welcome calls from applicants who want to understand more. Ellie Williams, Raising Standards Director for Mathematics, will be happy to discuss this with you. Please contact Sara Woodrow, Principal’s PA, to arrange a call/visit, 01726 833484 ext. 290



**Section 3: Salary and Continuing Professional Development**

Salary

The exact value will be determined based on evidencing your experience and demonstrating a proven track record.

CPD

Our new Performance Management processes will ensure that you get plenty of opportunities to hone your leadership skills. You will have regular career development conversations in which we will discuss how you want to grow over the coming years and you will have access to our MAT's CPD, training and support structures.

Your ability to progress in your career matters to us; we want to recognise your previous achievements transforming the lives of students and challenge you to do this on a whole school level.

**Benefits**

You will be allocated a professional mentor who will be dedicated to helping you grow and will assist you to build a career portfolio with career progression in mind. When you are ready, you will have opportunities to lead projects on pedagogy, curriculum design and innovation.

You will have free access to the academy’s Sports Hub, fitness suite, classes and programmes.

You will receive a MacBook Pro and an iPad to help you plan your lessons and develop and deliver professional resources and presentations.

You will have access to a national network of leading practitioners via our MAT and our memberships to national organisations like Challenge Partners and PiXL.

**Section 4: FRA curriculum and assessment philosophy**

At FRA we are creating a mastery curriculum. Students follow a 5-year programme in each subject area in order to develop academic knowledge, skills and attitudes as well as the cross-curricular dimensions of literacy, numeracy and IT.

Each year is broken down into 4 semesters and each semester lasts for 9 weeks. We start with the end point: the end of semester assessment. We then work backwards and teams work together to ask: what knowledge needs to be taught? what skills need to be developed? and which techniques need to be practised in order to pass? We understand that it is our job, as teachers, to then make that happen over the coming 9 weeks of structured learning.

As teachers and leaders, we understand that our success directly correlates with student success – they are interlinked. We are only as good as the students' results.

**A little more about our assessments:**

The end of semester assessment, in each year group, will always be in the form of a GCSE style question.

Our belief is that through careful curriculum design all students, whatever their age, are capable of accessing, understanding and succeeding in GCSE level content. It simply means that some content is more Year 7 friendly than others. It's all about experts knowing their subject well and ensuring that solid foundations stones are put in place from day 1. Our students, on the whole, have successfully completed KS2 with significant numbers of them at Age-Related Expectations – our job is to acknowledge the great work our feeder primaries have done and build on it from the moment they join us in Year 7: no KS3 dip, no ‘wasted years’.

Every unit starts with a memorable and engaging entry point and students are tested on their prior knowledge on the topic they are about to study. This determines how each curriculum team will then proceed and it affects their planning of what needs to be then done, practised and delivered.

Over the next 7 weeks, teams co-construct learning activities so that all students are able to access the material in order for most to ‘master' the content.

However, teams are only ever asked to do this in 2-week blocks because, after each fortnight of learning, time is given to teams to work on identifying what went well and crucially, what didn't and why. Teams then determine which students are ready to move on and which need additional/ alternative input in order for them to master the previous two weeks' content.

At this point, it is up to teams how they then manage the situation, but the goal is simple: challenge, stretch and deepen the knowledge and understanding of those who have mastered the previous fortnight's content, but ensure that no-one is left behind.



We give subject leaders and teams considerable scope and flexibility at this point: class sets do not have to be fixed, teachers may team teach, someone might run a masterclass or a catch-up group, for example.

We are encouraging teams to classify and explicitly offer different types of lesson experience: lectures (good old-fashioned didactic input from experts), labs (where hypothesis testing and experimentation occurs), masterclasses (where specific skills are practised and refined), reviews (where students and teachers critique, adapt, refine, improve and amend work), circles (where discussion and oracy drive enquiry and new learning)…

For example: as the leader, you could decide to book one of our many large spaces to create a lecture style enrichment opportunity that is delivered by a lead teacher or external speaker (we love the idea of learning linking to real world examples and ‘authentic audiences'). This then allows the rest of your team to be deployed to implement some ‘therapy' to those who need the additional support. (We are a PiXL school and we are embracing DTT – diagnose, therapy, test).

We want people who are passionate about the idea of working like this and we want an academy full of staff who wholeheartedly believe that the job of a teacher is to do whatever it takes for students to legitimately achieve at least their MEG (Minimum Expected Grade) in the end of semester assessment and final examinations.

**People who can think outside of the box, understand the importance of marginal gains, can create specific, planned intervention that impacts are what we are after.**



**Section 5: Teacher of Mathematics: Job Description**

Responsible to: Raising Standards Director

Purpose

* To have responsibility for planning, delivery and assessment of learning activities for identified groups of students.
* To ensure student achievement within these groups is at least in line with expectations (Minimum Expected Grades - MEGs)
* To be accountable for progress and achievement of students within these groups.
* To have responsibility for the pastoral care of an identified tutor group.
* To implement academy policies and procedures as appropriate in day-to-day activities.

Delivery

* Plan fun, engaging and suitably challenging learning experiences for all allocated groups of students; use knowledge of prior attainment and on-going assessment data to ensure activities are appropriate for all students
* Read, comment and advise on students' work regularly in accordance with published academy policies.
* Undertake regular assessments of students' progress, in accordance with published academy assessment requirements; report the outcomes of such assessments to the subject leader, students and parents as appropriate; ensuring all appropriate deadlines are met.
* Attend parental consultation evenings for all groups of allocated students.
* Consistently teach at least good lessons, with the aim of improving to consistently delivering outstanding lessons.
* Manage the classroom behaviour of allocated groups of students, using the academy's published procedures for rewards and sanctions.
* Undertake the role and responsibilities of a tutor and Crew leader.
* Attend all subject team meetings as directed by the subject leader; attend all year team meetings as directed.
* Contribute to developments within the subject/year team, as agreed with the relevant leader.
* Contribute to the delivery of revision, coursework, catch-up and enrichment programmes.
* Ensure you play a full role in keeping the academy’s VLE up-to-date so that it is a relevant teaching and learning tool.

General

* Play a full part in the life of the academy community; support the academy's priorities and ethos and require students to follow this example.
* Undertake continued personal professional development activities
* Participate in subject team activities.
* Undertake duties as per the published rota.
* Undertake a reasonable share of cover lessons in accordance with the published cover policy.
* Undertake any other responsibilities or tasks as reasonably requested by the Principal.

Upper Pay Spine

* In addition to the above, teachers who have progressed to the upper pay spine will be expected to undertake additional responsibilities. The scope of these should increase along with UPS progression as outlined in academy Performance Management documentation, specifically the ALAT Career Stage Expectations documentation.
* Teach consistently good or better lessons, with the understanding that your experience requires that an ever increasing number of your lessons are outstanding.
* Contribute to developments within the subject/year team and lead on appropriate aspects/ projects.
* Undertake induction, coaching and mentoring of identified staff or trainees, as agreed in line with the academy’s policy.
* Contribute to the whole academy professional development programme as appropriate.
* Provide guidance, support and mentoring for identified students.

Footnotes

1. The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to him/her by the Principal or his representative.
2. This Job Description may be reviewed at any time via consultation between the SLT and the post-holder, as may be necessary and appropriate to the needs of the academy. It will be reviewed annually.



**Section 6: Teacher of Mathematics: Person Specification**

This post is suitable for an NQT or experienced teacher.

Essentials:

* Good Honours Degree
* DfE recognised QTS Experience
* Experience of teaching Maths at KS3 and KS4.
* A proven track record of students making excellent progress in your lessons.
* Appropriate in-service training and professional development undertaken.

Demonstrable Classroom Skills and attitudes:

* Clear thinking; the ability to incisively cut through misconceptions and achieve clarity of understanding.
* Modelling the process; the skill of sharing both expected outcomes and the steps needed to get there.
* High-challenge, low stress; the ability to establish and sustain a positive learning environment where students are encouraged to stretch themselves in a supportive atmosphere.
* Pedagogy rooted in deep understanding of how information is learned, retained and recalled.
* Growth mind-set; the ability to promote an ethos where failure is learned from, not feared.

Required professional and personal qualities and mind-sets

* Self-awareness – you make time to consider how others see you.
* Multiple perspectives orientated – you are aware of the dangers of a single story.
* Emotional intelligence – you manage your own feelings when interacting with others and are aware of others’ thoughts and feelings.
* Relentless positivity – you bring solutions, not problems, to the table; you are a ‘can-do, will-do’ person.
* Humanity and humour – you remember why you came into teaching in the first place and you smile in the face of adversity and ambiguity.
* Resilience – you are a starter-finisher and always see a task through to completion.
* Flexibility – you adapt constantly to new situations and embrace evolution.
* Authenticity – you are believable enough to command the respect of others.
* Avoider of labelling – you believe that intelligence is not fixed, there are not high/middle/low ability students, there are high, middle and lower prior-attainers.
* Deadline keeper – you do what you should do, on time.

**Section 7: How to apply**

We hope that you like what you have read, and subsequently are inspired and motivated to apply. If so, please:

1. Download a copy of the prospectus – this sets out our Adventure Learning philosophy
2. Complete the application, self-declaration and equal opportunity form. Please note CVs will not be accepted.

Please send completed applications to Ali Honey, [ahoney@alat.org.uk](mailto:ahoney@alat.org.uk)

Should you require alternative formats please contact Sara Woodrow on 01726 833484 ext. 290.

Closing date**: 9.00am on Friday 13th October 2017**

Proposed interview date**: Friday 20th October 2017**

**Fowey River Academy is an equal opportunities employer and is committed to Safeguarding and promoting the welfare of children and young people. The post is subject to satisfactory receipt of all statutory requirements in line with safer recruitment, inclusive of an enhanced DBS check.**