

Recruitment Application Pack

The Spencer Academies Trust – Subject Director Maths

L12-L16

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Welcome

Thank you for your interest in this role within The Spencer Academies Trust (SAT). This is a very exciting time for our Trust as we are entering a new phase of growth; building on our successful and proven track record for school improvement; as well as continually sustaining and improving outcomes for children and young people across our Academies.

The role offers a unique and exciting opportunity for a proven leader to use their skills, knowledge, and experience to lead, develop and inspire the work of the Trust both at strategic and operational levels. We are driven by the values and principles of working in collaboration and together we share high expectations across all areas of our work. Unashamedly, we maintain a hard-edged focus on results and outcomes but balanced with the optimal development of the whole child, so we really can deliver the best start for all our children and young people in a culture of no excuses: we believe everyone can achieve.

We are now seeking to appoint a Trust Subject Director for each core subject, building on similar part-time/ hybrid roles that have been held by key senior curriculum leaders in some of our Trust schools. Employees within our Trust belong to a strong community of collaboration and benefit from a wide range of networks, support and development opportunities. Those we recruit will need to demonstrate that they share our values, are highly motivated to work with all our stakeholders and colleagues, and continually develop their skills, in pursuit of personal and professional excellence.

If you feel you can meet the challenge and be part of a successful and dynamic team, then we would be delighted to receive your application. **Paul West** - *Chief Executive Officer*

About our Trust

We became a Multi-Academy Trust in March 2012 starting with our local feeder primary schools. We have now evolved into a medium-sized Trust – continually learning and developing together. We have made a commitment to work with other schools and share our expertise. We are relentless, in our focus on results, high achievement, and high expectations – our mantra is '*whatever it takes*'.

The Trust currently comprises the following Academies:

| School | Local Authority | Date joined the Trust | Current Ofsted Grade |
|-----------------------------|-----------------|-----------------------|-------------------------------------------------------------------------------------------------------------------|
| George Spencer Academy | Nottinghamshire | 1 September 2010 | Outstanding, May 2015 |
| Chetwynd Primary Academy | Nottinghamshire | 1 April 2012 | Good, October 2014 |
| Wyndham Primary Academy | Derby | 1 September 2012 | Outstanding, May 2014 |
| Fairfield Primary Academy | Nottinghamshire | 1 September 2013 | Good, July 2016 |
| Portland Spencer Academy | Nottingham | 1 February 2014 | Good with Outstanding for Leadership and Management and Personal Development, Behaviour and welfare, January 2017 |
| Glenbrook Primary School | Nottingham | 1 April 2014 | Good, February 2017 |
| Sunnyside Spencer Academy | Nottinghamshire | 1 May 2014 | Good with Outstanding for Leadership and Management, July 2017 |
| Heanor Gate Science College | Derbyshire | 1 September 2014 | Good, March 2017 |
| Long Field Academy | Leicestershire | 1 April 2015 | Requires Improvement, with good for leadership and behaviour Feb 2016 |
| Inkersall Primary Academy | Derbyshire | 1 September 2015 | Good June 2015 - Awaiting inspection since conversion |

Aims of the Trust

To improve the life chances of children and young people by raising aspiration and fulfilling potential, challenging and supporting all the schools within the Trust on their journey to and beyond outstanding and to achieve this by developing world-class system leaders.

Trust Values & Principles

- Schools collaborating "In partnership for excellence" with The Spencer Academies Trust
- A personalised, differentiated approach to conversion and school improvement
- Traditional values: mutual respect, integrity, honesty and openness
- High expectations across all areas
- Positive, optimistic, 'can do', 'have a go' learn from mistakes – creating sense of achievement and success
- Hard-edged focus on results and the development of the whole child
- Best start for students; no excuses: everyone can achieve
- Our goals reflect our Aims, Values & Principles
- Our academies to achieve excellent examination outcomes for all their learners
- All academies currently enrolled within SAT to be capable of good or outstanding judgements from OFSTED when next inspected from 2017 onwards
- Our academies to enjoy a significant upward admissions trend and to be financially sustainable
- The academies to be working closely together within SAT, creating a sustainable model of high quality education for the students who attend them. This will be as a result of a relentless focus on student outcomes and outstanding leadership; but also through the sharing ideas that work, adoption of appropriate common policy and practice, and utilising teachers, leaders and support staff for the benefit of all academies
- Our Trust and Teaching School Alliance Continuous Professional Development Programmes to be producing high quality committed professionals and future leaders for SAT academies and Alliance Schools
- All Academies within SAT developing their own discreet identities and unique characteristics and ethos within their respective communities, but never forgetting that the outcomes of every child in the Trust are a joint responsibility
- SAT to enrich the experience of its students and communities; raise their aspirations and challenge discrimination and prejudice in all its forms



Key Facts about our Trust

A medium-sized Trust with around 5,000 pupils covering Nottingham, Nottinghamshire, Derby, Derbyshire and Leicestershire

Nationally ranked 2nd for Primary Teacher Training and 10th for Secondary Teacher Training in 2015

One of the first 100 National Teaching Schools with 4 National Leaders of Education, 4 Local Leaders and a number of Specialist Leaders of Education

Licensee Holder for Leadership Development Training

One of only 23 Regional Maths Hubs in the country

9 out of 10 Schools in the Trust graded 'good' or better by Ofsted – All graded good or better for leadership

About the Role –Subject Director Maths

We are looking to appoint an inspirational Director of Maths to work within the Education Improvement Team, deployed directly into academies to support the raising of standards.

Working closely within a team of Subject Directors, as well as with the senior leadership teams of each academy, you will provide challenge and support to ensure that academies secure rapid and sustainable improvement in your subject area.

You will also enjoy the unparalleled support of our Maths Hub East Midlands West. We are one of only 23 regional Maths Hubs in the country and you will be able to work closely with the Hub to direct our Trust staff to high quality, professional development informed by the latest research led best practice in Mathematics.

It is desirable for the successful candidate to have examiner experience knowledge and understanding of the Ofsted inspection process, and be able to take a strategic lead on a day-to-day basis to respond to the particular needs and context, which may range from leading at a strategic level or running a department. Accreditation of AST / SLE status or similar AST / SLE work experience would be an advantage along with strong organisational and highly effective planning skills, applicants with experience of working at senior leadership level are encouraged to apply.

You will be an outstanding teacher, with a track record of excellent results and will have the potential to embed good practice and build capacity. We require a colleague who is committed to high standards of learning and student progress, who can help our students to reach their potential.

For more information about the Trust: <http://www.spenceracademiestrust.co.uk/>

and the Maths Hub <http://www.mathshubs.org.uk/find-your-hub/east-midlands-west-maths-hub/>

Life in the surrounding areas



Derbyshire is renowned for being a diverse county with town and city nestled in breath-taking countryside with industry and leisure working hand in hand. The county's premier city is Derby, which although steeped in history, is one of Britain's youngest cities, being awarded its Charter by Her Majesty the Queen in 1977. Derby has many unique characteristics with a rich mixture of arts, tourism and cultural venues and a pedestrianised city centre. The Arboretum in Derby was Britain's first public park; it was opened in 1840 at a time when industrialisation and population increased the demand for public spaces. Elvaston Castle Country Park, opened over 100 years later in 1970, was also the first of its kind. Derbyshire can also claim the first national park to be set up in Britain - the Peak National Park which lies at the southern end of the Pennines, between Sheffield and Manchester, its boundaries also spread into several other counties. The park covers over 500 square miles, three quarters of which lie within Derbyshire itself. Heading out of the city there is a choice of bustling market towns such as Ashbourne, Bakewell and Chesterfield; and many picturesque villages nestled in unspoilt countryside such as Buxton. Situated in the heart of the Peak District, this beautiful Georgian Spa town boasts the highest market place in the country. For further information, please visit www.visitderbyshire.co.uk



Leicestershire is a landlocked county within the English Midlands. It takes its name from the City of Leicester, traditionally its administrative centre, although the City of Leicester unitary authority is today administered separately from the rest of Leicestershire. Leicester and Leicestershire is a destination packed with things to see and do ... whatever the weather. Leicestershire cannot fail to inspire you. From great family attractions to top class restaurants, there's plenty to discover. You might prefer to visit a museum or

gallery, or hire a boat on the Grand Union Canal or travel back in time on a steam train at the Great Central Railway. You could enjoy a local festival, or explore a Leicestershire stately home. Experience contemporary, inspirational shopping in Leicester or browse the markets in our market towns, and once you're all shopped out, why not relax in a stylish city bar or restaurant. Alternatively, take life at a more leisurely pace and relax with friends over a pub lunch, or jump on a bike and explore the countryside. For further information, please visit www.goleicestershire.co.uk



Nottinghamshire. If you want to escape the busy city lifestyle and get away from the stress of everyday life, then within a few short miles of Nottingham you can admire hidden spots of scenic beauty, search out local tastes and delights and spot inspiring English wildlife and there are some spectacular sites awaiting you. Head out of the city centre, around 20 miles, and you will find Sherwood Forest – internationally linked to the county’s legend of Robin Hood. The Forest extends over 450 acres, and with more than 1000 veteran oaks producing a strong, woody aroma that mingles with the delicious scent of the countless number of trees. In north Nottinghamshire, The Dukeries is a prestigious area surrounding some of the county’s finest former Ducal estates and countryside. There is so much to explore and enjoy: Welbeck Abbey, Thoresby Hall, Clumber House, and Workshop Manor are amazing historic stately homes all housed in the Dukeries region and are all steeped in history. Nottinghamshire also boasts numerous country parks including and picturesque nature reserves. Wollaton Park (pictured), Rufford Abbey Country Park and Attenborough Nature Reserve are amongst the many that provide a spectacular outdoors experience throughout all the seasons. For further information, please visit www.experiencenottinghamshire.com

How to Apply

Thank you for your interest in this exciting opportunity with our Trust.

To apply, please complete the on-line application form available at <http://vacancies.spenceracademiestrust.co.uk/> attaching a CV and making sure you clearly evidence your achievements against the person specification.

For us to adhere to safer recruitment guidelines and best practice, please ensure your completed application form:

- (i) accounts for any gaps in employment, and
- (ii) provides detail of all your employment by month as well as year.

Please also include the names, addresses, phone numbers and email contact details of two professional referees who must be your current and previous employers.

If you have any questions regarding the role or would like an informal discussion with the CEO, Paul West please contact Lynne Hoptroff on 0115 9170100.

Application closing date: Monday 16th October at 9a.m

All applications will be acknowledged.

Successful short-listed candidates will be invited to an interview between 17th and 31st October 2017.

The Spencer Academies Trust is an equal opportunities employer. The Spencer Academies Trust is committed to safeguarding and promoting the safety and wellbeing of children and young people. This post will be subject to all relevant pre-employment checks including enhanced DBS with children barred list and completion of Level 2 safeguarding training.

Job Description and Person Specification

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|--------------------------------------------------------------------|
| Establishment: The Spencer Academies Trust (SAT) |
| Post Title: Subject Director |
| Grade/Pay Range: L12-L16 |
| Hours/weeks: Full Time |
| Reporting to: Chief Executive Officer (CEO), Director of Education |
| Department: SAT Education Improvement Team |

Overall Purpose of Post:

The Director of Subject is part of a team of lead professionals that take responsibility for the quality of individual subject provision, curriculum teaching and assessment. Directors of Subject are jointly accountable for subject performance improvement, attainment and progress in their discreet subject areas. The Director of Subject will work across the Trust Academies, and with the Maths Hub. They will have a target group of assigned Academies where they work closely with the Senior Leadership and Subject Leadership Teams to accelerate improvement and raise standards. Directors of Subject plan and teach high quality lessons, deliver intervention programmes and challenge and support subject teams to achieve stretching targets for outcomes. Subject Directors analyse performance data to ensure that students are appropriately targeted for support and work across the Trust to ensure consistency of subject quality and delivery throughout the network of Academies. All core subjects share the same examination board.

Main Duties and Responsibilities

- to promote and be committed to The Spencer Academies Trust's aims and objectives
- to maintain and contribute to the development of strategies in their subject area, working in tandem with the Maths Hub
- to promote and be committed to securing high expectations for learning and the raising of achievement within our academies.

To assist with the effective operation of subject teams, Maths Hub, individually and with others to:

- deliver highly effective teaching and impactful intervention
- design curriculum plans appropriate to curricular and exam board requirements
- develop schemes of work, resources, teaching and learning strategies
- mark and moderate work; assess, record and report student progress
- provide a stimulating learning environment
- have due regard for maintaining health and safety and security in the area s/he uses

- contribute to department and academy enrichment programmes
- contribute to review, monitoring and evaluation and the development of working practices
- participate in working groups and projects
- take part in other professional development activities

Working with the Subject departments in SAT's academies to improve achievement, classroom practice, and professional development, accessing the Maths Hub where appropriate;

- leading the Subject team as a model of outstanding teaching
- raising student aspirations at all levels.
- raising achievement across the department through leading improvements in teaching and learning

Working with other teachers on classroom organisation and teaching methods/providing model lessons;

- leading continuing professional development activities
- holding workshops on classroom management, differentiation, pace and challenge
- co-coaching
- matching teaching approaches to students' prior attainment, context and learning styles
- demonstrating model lessons
- team teaching
- developing strategies with colleagues to use with students experiencing difficulties
- keeping abreast of the new teaching and learning strategies
- identifying educational research to enhance existing practices
- developing action planning based on the needs of the department

Producing high quality teaching materials, accessing the support of the Maths Hub:

- updating existing and creating new schemes of work and supporting their introduction
- providing robust and rigorous assessment opportunities across the Trust including regular mock examinations
- leading the introduction of new technologies
- sharing good practice with members of staff

Advising on Professional Development in liaison with the Maths Hub;

- designing and delivering professional development activities
- participating in the planning and delivery of focused in-service training days

Helping teachers experiencing difficulties;

- observing and feeding back on the teaching of colleagues experiencing difficulties
- providing a structured programme of advice and support
- giving constructive criticism

If required, mentoring Newly Qualified Teachers;

- providing a weekly discussion and overseeing personal action planning

Initial Teacher Training:

- providing exemplar lessons for trainee teachers
- contributing to the assessment of students' teaching practice
- participating in the training of teachers within teacher training institutions
- acting as mentor to trainee teachers

Intervention

- provide workshops for students on key borderline grades
- provide targeted support for disaffected or more able students
- support strategies for helping particular groups such as underachieving disadvantaged students or high prior attaining boys, for example

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes as appropriate to the role.
- Be aware of, and comply with, all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Performance Management process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of The Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above mentioned duties are neither exclusive nor exhaustive, the post holder may be required to carry out other duties as required by the Trust.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Person Specification – Subject Director

| | Essential | Desirable |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Qualifications and knowledge | | |
| Graduate with qualified teacher status | ✓ | |
| Hold AST / SLE status or equivalent | | ✓ |
| An awareness of current issues in Subject education | ✓ | |
| Knowledge of national curriculum requirements at KS3 | ✓ | |
| Knowledge of courses and requirements at KS4 and KS5 | ✓ | |
| Understanding of use of data to assess and inform teaching and learning | ✓ | |
| Experience of exam board subject marking | | ✓ |
| Experience and skills | | |
| Experience of leading, developing and enhancing the teaching practice of other staff | | |
| Experience of teaching A level Subject | | ✓ |
| An excellent classroom practitioner that can model best practise | | ✓ |
| Relevant management experience | | |
| Teach intervention groups at KS3 and KS4 | ✓ | |
| Excellent classroom practitioner | | |
| Good organisational and personal management skills | ✓ | ✓ |
| Effective planning and teaching | ✓ | |
| Effective behaviour/classroom management | ✓ | |
| An ability to demand high standards | ✓ | |
| Ability to lead | ✓ | |
| Ability to work independently and be a team player | ✓ | |
| Ability to develop and support other staff to develop a variety of teaching strategies | ✓ | |
| Ability to enthuse and direct students and staff towards raising expectations and levels of achievement | ✓ | |
| The ability to meet deadlines | ✓ | |
| Good ICT skills | ✓ | |
| Personal qualities | | |
| Flexible and committed to work across our group of partnership schools | ✓ | |
| Takes the initiative | ✓ | |
| Is self-motivated | ✓ | |
| Work in ways that promote equality of opportunity, participation, diversity and responsibility | ✓ | |
| A commitment to abide by and promote The Spencer Academies Trust (SAT) Group Equal Opportunities, Health and Safety and Child Protection Policies | ✓ | |
| A commitment to the ethos and values of the SAT | ✓ | |
| To display a responsible and co-operative attitude to working towards the achievement of the SAT's aims and objectives | ✓ | |
| An ability to respect sensitive and confidential work | ✓ | |
| Commitment to own personal development and learning | ✓ | |
| The post holder will require an enhanced DBS | ✓ | |

Terms and Conditions

| | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term | Permanent from 1 January 2018 |
| Salary | L12-16 |
| Pension | Teachers' Pension Scheme |
| Hours | Full time position |
| Holidays | School holidays are in place, but Subject Directors can expect to work or run sessions within them, and be aware that different holidays across counties within the Trust make this highly likely. |
| Expenses | Approved travel expenses are paid in full at agreed rates. |
| Office Accommodation | <p>The registered place of work will be:</p> <p>George Spencer Academy, Arthur Mee Road, Stapleford, Nottingham, NG9 7EW.</p> <p>However, the person appointed will be regularly required to work at the different locations within the Trust. In future the Trust Executive Team may relocate to a location within the boundaries of the Trusts Academies.</p> |
| Right to work | The successful applicant will need to provide proof of the right to work in the UK before taking up the post |
| Safeguarding | The successful applicant will need to complete level 2 basic safeguarding training (online) prior to taking up the post. |