



# BOBBY MOORE ACADEMY

Director of Mathematics

## **Bobby Moore Academy**

### **Why work at Bobby Moore Academy?**

Bobby Moore Academy is a new-start all through school, offering a world-class education for the children of east London which is transformational in its impact on their life chances. We are situated across two iconic sites on the Queen Elizabeth Olympic Park: a fitting legacy for the people and children of east London.

Since the school was founded in 2017, we have set ambitious academic standards backed up by exciting enrichment opportunities, whilst nurturing and caring for the wellbeing of every child. At capacity, our two sites will accommodate over 1500 pupils, including a Sixth Form which the successful candidate will plan for and deliver from September 2022. We currently have over 850 pupils on roll across Reception-Year 3, and Years 7-11 in the Secondary phase. The academy will grow year on year to reach full capacity in 2024.

Following the promotion of the current Director of Mathematics to a senior leadership role, there is a chance for you to join and shape the growing mathematics team in the secondary phase at Bobby Moore Academy. We're looking to appoint an ambitious, dynamic and inspirational leader who will harness the enthusiasm and experience of our maths team. We expect the highest standards from our pupils and staff, and we are looking for someone who will be genuinely inspired by the chance to apply their knowledge and experience in a setting designed to be among the best of its kind in the country.



### **Benefits of working at Bobby Moore Academy**

- World-class facilities
- First-class training and development opportunities available
- Supportive working culture
- Competitive salary
- Free staff gym on site
- Interest free loans for season tickets and bicycle purchase
- Access to the London Marathon Community Track
- Local staff discount at the View Tube café
- Opportunities to attend Park events



## About the David Ross Education Trust

The David Ross Education Trust (DRET), of which the Bobby Moore Academy is part, has a passionate belief that by offering young people an outstanding range of opportunities they will discover what they can excel at and thus transform their life chances.

Such an ethos demands that at Trust and individual school level, we bring together best practice from across the independent and state sectors, to ensure high expectations and outcomes for pupils. In practice, this ethos will be driven through four core values, the rules by which our community will thrive:

- Aspiration – Always aiming high
- Ambition – Being the best we can be
- Courage – Nothing holds us back
- Respect – Always leading by example

We are an equal opportunities employer, and as with all roles within Bobby Moore Academy, we welcome and strongly encourage applications from candidates representing ethnically diverse communities.

For more information, please visit [www.bobbymooreacademy.co.uk](http://www.bobbymooreacademy.co.uk). If you would like to discuss this opportunity further, in complete confidence, please contact the Principal, Dan Botting, via [principal@bobbymooreacademy.co.uk](mailto:principal@bobbymooreacademy.co.uk).



## **Job Description: Director of Maths**

**Salary: Inner London L6-10**

### **Purpose:**

The purpose of this role is to lead the provision of excellence in the mathematics faculty here at BMA.

- To provide students at the Bobby Moore Academy with the highest quality mathematics education
- To take a leading role in the development of teaching and curricula within the Mathematics Department to ensure that all students are successful as mathematicians
- To take a leading role in supporting other members of the Mathematics Department in further developing and improving their pedagogy and student outcomes

### **Key responsibilities**

- To lead the Mathematics Department in delivering a world-class education which is transformational in its impact
- To be accountable for student progress and attainment levels within the subject area
- To ensure that strategies are in place to maximise levels of attainment in mathematics for all students
- To take responsibility for mathematics and numeracy development across the Secondary phase of the Academy
- To work closely with the Primary phase lead for mathematics and numeracy development
- To develop and enhance the practice of other members of staff in the subject area
- To contribute to the strategic leadership of the Academy, developing, implementing and evaluating systems, policies and procedures
- To actively promote the academy and liaise with outside agencies as necessary, representing the Academy or DRET as appropriate
- To maintain a presence around the school to ensure that the highest standards of behaviour and are upheld
- To contribute to discussions and decisions at Extended Leadership Team meetings
- To communicate and liaise with staff, students, parents, governors and members of the local community as appropriate
- To be active in issues of staff and student welfare and support
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment
- To demonstrate a commitment to Equality of Opportunity for all members of the Academy's community

### **Curriculum and Assessment**

- To design an engaging and challenging mathematics curriculum that enables all students to enjoy the subject and achieve at the highest level, supported by detailed schemes of work which ensure consistency and coherence across mathematics teaching
- To teach and model the delivery of outstanding lessons that motivate and inspire students, equipping them with the knowledge needed to achieve at the highest levels
- To review and develop the curriculum, involving subject staff and students
- To keep up to date with national developments in the subject area at each key stage and teaching practice and pedagogy
- To liaise with partner schools, feeder schools, universities and HE institutions, sharing and gathering best practice and using it to inform the practice of the subject team

- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels and to disseminate this knowledge to staff
- To set, oversee and evaluate regular, relevant and diagnostic assessments for students ensuring that they are carried out consistently by all subject staff and standardised thoroughly
- To ensure that all student data is understood, interpreted and utilised by all subject staff to modify planning and personalise support
- To ensure that a comprehensive and rich programme of enrichment and extension activities and trips and visits are offered to and taken up by students
- To play an active role in the DRET Maths community
- To ensure that statutory requirements are met
- To ensure that all subject staff are assessing and providing feedback in line with best practice and Academy policy at all times
- To be a teacher of literacy (along with all Academy staff) and to promote and encourage literacy through the mathematics curriculum

### **Monitoring and Evaluation**

- To monitor the effectiveness of teaching and learning within the subject area, through regular lesson observations, book looks and other data collection methods
- To ensure that all staff have short, medium and long term plans to deliver highly effective lessons and schemes of work
- To regularly and forensically review the attainment and progress of all students, groups and subgroups with subject staff and plan, implement and oversee support and interventions
- To produce reports as required on student attainment and progress
- To liaise with all appropriate personnel regarding support for student progress, including the Director of Inclusion, Leadership Team and parents/carers
- To ensure that all Academy policies are implemented consistently by subject staff

### **Strategic Leadership**

- To lead colleagues in the subject area in formulating aims, objectives and strategic plans for the team which support and complement those of the Academy
- To produce a short term Faculty Review document, and monitor and evaluate its delivery and impact
- To plan the deployment and development of staff expertise to achieve their appraisal objectives, Faculty review and Academy Improvement Plan objectives

### **Staff Development**

- To support the development and training of subject staff (teaching and operational), ensuring that their CPD needs are met
- To establish a structure for mentoring, coaching and line managing staff in the subject area, including NQTs and ITTs as appropriate
- To act as the appraisal reviewer for members of the subject area, carrying out appraisal reviews in line with the Academy's policy and setting challenging and appropriate targets
- To support other members of the team in discharging their appraisal duties and to monitor the effectiveness of appraisal arrangements within the subject team
- To participate in the recruitment process for members of the subject team
- To ensure effective induction of new staff in line with Academy procedures
- To promote teamwork and to motivate staff to ensure effective relations
- To be responsible for the deployment of staff and the day to day management of subject colleagues, acting as a positive role model
- To provide advice to colleagues on threshold progression, career development etc.
- To support and challenge team members, including in circumstances when they are underperforming
- To organise effective team meetings with relevant agendas centred on curriculum development, teaching and learning, and raising attainment

## Person Specification: Director of Maths

| Area of Focus               | What do we need? (Essential)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What do we want? (Desirable)                                                                                                                                                                                                                                               | How will we assess?                    |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>Qualifications</b>       | <ul style="list-style-type: none"> <li>- Qualified Teacher Status</li> <li>- A good honours degree</li> <li>- Evidence of ongoing professional development</li> </ul>                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- Graduate from high-tariff university</li> <li>- Evidence of postgraduate study</li> <li>- Upper Second or First Class undergraduate degree</li> </ul>                                                                             | Application                            |
| <b>Experience</b>           | <ul style="list-style-type: none"> <li>- Excellent middle leader with demonstrable experience of raising standards and leading developments in maths</li> <li>- Experience of delivering GCSE and A level maths programmes to a high standard</li> <li>- Experience of working in high-performing contexts</li> <li>- Experience of line-managing and coaching staff across a range of levels</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>- Experience of working in areas of high economic and social deprivation</li> <li>- Experience of faculty leadership</li> <li>- Experience of coaching and developing maths teachers to deliver to the highest standards</li> </ul> | Application<br>Interview<br>References |
| <b>Knowledge and Skills</b> | <ul style="list-style-type: none"> <li>- Commitment to research-informed pedagogy</li> <li>- Relentlessly high expectations of staff and pupils</li> <li>- Excellent subject knowledge</li> <li>- Familiarity and comfort with recent developments in maths education</li> <li>- Ability to draw meaningful and actionable interpretations from data</li> <li>- Ability to motivate inspire and develop others</li> <li>- Ability to develop the teaching practice of other colleagues</li> </ul>                                   | <ul style="list-style-type: none"> <li>- Familiarity with cognitive psychology and its application to education</li> <li>- Knowledge of contemporary debates around pedagogy and curriculum</li> </ul>                                                                     | Application<br>Interview<br>References |
| <b>Character and Ethos</b>  | <ul style="list-style-type: none"> <li>- Aligned with BMA's commitment to transformational education</li> <li>- Values-driven with a strong moral purpose</li> <li>- Motivated, enthusiastic and flexible</li> <li>- Willingness to give and receive constructive feedback</li> <li>- Excellent interpersonal skills</li> <li>- Reflective practitioner, with a commitment to self-improvement</li> <li>- Ability to work under pressure</li> <li>- Commitment to co-curricular education as well as academic programmes</li> </ul> |                                                                                                                                                                                                                                                                            | Application<br>Interview<br>References |



For more information, please visit [www.bobbymooreacademy.co.uk](http://www.bobbymooreacademy.co.uk).

If you have questions about applying please get in touch with Dan Botting (Principal) at [principal@bobbymooreacademy.co.uk](mailto:principal@bobbymooreacademy.co.uk).

In your application, please outline how your experience, skills and training to date enable you to meet the qualities in the person specification. Please ensure that you are clear as to how your actions have led to excellent outcomes for students.

***Start date – September 2022/June 2022 by negotiation***

## **Secondary Site**

The site has state of the art facilities which includes:

- Classrooms and practical facilities;
- ICT suites;
- Fitness studio;
- Science labs;
- Outdoor science / experiment zone with outstanding views (on the 5th floor);
- Library;
- Communal area for dining;
- Roof top veranda located on top of the sports hall;
- Maths seminar room;
- Music studios; and much more



## **Primary Site**





## **Further Information**

**Tel:** 0203 146 8000

**Email:** [contactus@bobbymooreacademy.co.uk](mailto:contactus@bobbymooreacademy.co.uk)

## **Postal Addresses**

### **Primary site**

Bobby Moore Academy  
23 Marshgate Lane  
London  
E20 2AA

### **Secondary site**

Bobby Moore Academy  
1 Siding Street  
London  
E20 2AE

## **Directions**

The Olympic Park is very well connected and there is a great deal of detail to be found at:

<http://www.queenelizabetholympicpark.co.uk/the-park/plan-your-visit/getting-here>

- Bus routes which stop on Carpenters Road and at the Aquatic Centre
- Pudding Mill Lane, Stratford or Stratford International (DLR)
- Hackney Wick Station

The primary site is opposite Bridge 3 of the London Stadium.

The secondary site is opposite the West Ham Store and is situated next to the London Marathon Community Track.

