



**LAUREATE
ACADEMY**
LIBERTAS PER CULTUM

**Application pack for
Teacher of Mathematics
(Main or Upper Pay Scale, dependent on
experience)**

Information for Applicants



2019

**FUTURE
ACADEMIES**

WELCOME

Dear Candidate,

Thank you for your interest in the post of Teacher of Mathematics at Laureate Academy. We are seeking to appoint a talented, inspirational and highly motivated leader, to work as part of the proactive Mathematics faculty to drive school improvement, and build on the school's many strengths.

This is an exciting time to be joining Laureate Academy as we continue to lay the foundations to provide an exceptional education to all students. The whole staff team are supportive of each other and committed to school improvement, and I am certain that this opportunity will provide you with an exciting and rewarding career opportunity in a school with a bright future.

We hold a commitment to help all students achieve, regardless of their starting points. We are looking for an individual who can play a key role in the next stages of our development, and share our determination to ensure outstanding outcomes for the students at the school. The post holder will have a range of expertise and an ability to deliver outstanding lessons to enable progress across all key stages. They should have innovative ideas, excellent interpersonal skills and be a team player.

As a member of the school, you will often be representing the wider community, so you will need to be proactive and confident, with a flair for problem solving, although there is always plenty of support available from the rest of the staff team.

This is an important position for us and we are looking for highly talented candidates. If you would like to visit the school to find out more about who we are and what we do then we would be very happy to facilitate that and you can contact my PA, Helen Hardy (h.hardy@laureateacademy.org.uk) to arrange a tour.



If you would like to speak to me about the role, then feel free to ring the school and I will return your call as soon as I can - I will be happy to try to answer any questions you may have! In the meantime, thank you once again for your interest in the post and I very much hope that we will be hearing from you soon.

I am determined that each student at Laureate Academy will be able to reflect on their years at the school as being a period of happiness and personal fulfilment. I know that the governing body, teaching and support staff share my commitment in achieving this goal and I look forward to your application if you share my determination.

Hugo Hutchison
Executive Principal

The Trust's Principles

Our work is built on three principles: Knowledge, Aspiration and Respect. These give us a shared language and link the many things we do together.

Knowledge

We believe in the transformational power of knowledge, structured through subjects.

Aspiration

We are ambitious for our students, and set high standards for ourselves.

Respect

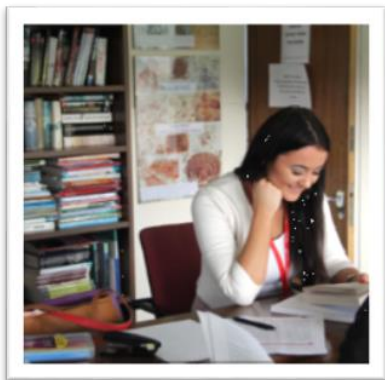
We value every child and each other.
We respect our planet, our history, and British values.

100% Culture
No Excuses
We give 100 percent



**FUTURE
ACADEMIES**

Job Description – Teacher of Mathematics



Job Title: Teacher of Mathematics

Reports to: Director of Learning: Mathematics

Responsible for: Delivering the highest quality learning experiences to students in the Mathematics Faculty and ensuring student progress.

Start date: September 2019

Salary: Main or Upper Scale

Disclosure level: Enhanced

Roles included: Classroom Teacher, Form Tutor

Job purpose

To contribute to developing Laureate Academy into a great school by teaching a knowledge-led and challenging Mathematics curriculum, teaching highly effective sequences of lessons, and constantly reflecting on your practice. There is the potential to offer a TLR for a highly-effective teacher looking to grow their career.

Objectives

1. To deliver consistently excellent sequences of lessons to students to enable them to develop a deep understanding of the subject.
2. To support the development of a knowledge-led disciplinary curriculum.
3. To take responsibility for proactive personal professional development to build own capabilities continuously.
4. To constantly reflect on your practice and commit to the multiple layers of training and development available at Laureate.
5. To make a valued contribution to the school's pastoral and enrichment programmes; including trips and school visits.
6. To hold, as an effective Form Tutor, responsibility for and a 'single-view' of each student in the tutor group and strive to become a true mentor to every student.
7. To epitomise the vision and values of Laureate Academy and at all times adhere to the staff code of expectations.

Principal Accountabilities

A PLANNING AND DELIVERY OF LESSONS

1. Plan and deliver high-quality and challenging sequences of lessons.
2. Ensure planned sequences of lessons respond to results of assessment, reporting and monitoring.
3. Facilitate a learning environment that provides every student with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to maintain an excellent standard of discipline at all times and a classroom atmosphere that is conducive to hard work.
4. Prepare and present students for any internal or public examinations, as directed, in a manner that enables each student to achieve his or her potential.
5. Maintain high expectations of your students and set them challenging but achievable targets.
6. Understand your responsibilities for students with particular needs, including your responsibilities under the SEN Code of Practice. These will include identifying students with special educational needs, adapting your teaching accordingly, seeking advice from the SENCO when appropriate, and maintaining adequate records to enable you to feed into whole-school

and external reporting.

7. Follow all relevant school and departmental policies in the planning and delivery of lessons.

B ASSESSMENT, REPORTING AND COMMUNICATION

1. Implement the Academy approach to marking and feedback to inform planning, develop learning and evaluate students' progress.
2. Make effective and regular use of the Academy's assessment criteria and reporting procedures to inform learning.
3. Set targets for raising student attainment in the context of whole school targets and work towards their achievement.
4. Maintain regular records of students' attainment and progress.
5. Attend parents' evenings and Open Evenings as required.
6. Assess how well learning objectives have been achieved and use this assessment and Academy provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address student underachievement.
7. Liaise with external agencies about individual students as required.

C PROFESSIONAL DEVELOPMENT

1. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your effectiveness.
5. Engage, positively, with the GFS performance-management system.
6. Support colleagues when working in your teacher learning communities.

D. NON-SUBJECT RESPONSIBILITIES

1. Demonstrate consistently high expectations of all students and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.
2. Develop strong and positive relationships with students.
3. Implement all Academy policies, including the Academy's behaviour policy.
4. Contribute to the design and delivery of the Academy's enrichment curriculum in line with your timetable.
5. Model the ethos and vision of the Academy at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
7. Contribute to the Academy's liaison, marketing and student recruitment activities, e.g. the collection of material for press releases.
8. Help to develop effective subject links with partners and the community, including attendance where necessary at liaison events in partner Schools and Academies and the effective promotion of your subject at Open Days/Evenings and other events.
9. Establish and maintain effective working relationships with colleagues including support staff.
10. Be familiar with and comply with the Academy's Health and Safety policies
11. Be responsible for the health & safety of students when they are authorised to be on Academy premises and when engaged in authorised activities elsewhere
12. Adhere, at all times, to the expectations of teachers at Laureate Academy, outlined on the final page of this document.

13. Any other duties as required by the Headteacher commensurate with the post.

E. FORM TUTOR RESPONSIBILITIES

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
2. Develop strong, trusted, relationships with each tutee to act as his or her mentor.
3. Deliver the Tutor Time curriculum to tutees in tutor time.
4. Implement Laureate's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
5. Identify the need for, and support the design of, interventions to support students who are not meeting expectations.
6. Monitor the safeguarding and welfare of tutees.
7. Engage tutees' teaching staff to facilitate the sharing of relevant student specific strategies, information and best practice.
8. Make specialist staff (SENCO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
9. Proactively engage parents of tutees and endeavour to build positive home-Academy relationships. Act as the primary point of contact for parents of your tutees.
10. Model the ethos and vision of the Academy.
11. Keep the form register and monitor patterns of student attendance/ absence.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/ Deputy Headteacher.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified to at least degree level in the subject being taught. • Qualified to teach in the UK. • Qualified to work in the UK. • QTS or equivalent. 	<ul style="list-style-type: none"> • Further professional qualifications. • Experience of teaching A Level in this subject.
Experience	<ul style="list-style-type: none"> • Ability to deliver consistently outstanding lessons in this subject to students of all ages and abilities. • Proven record of significantly raising achievement with all groups of students across the age and ability range and of helping them achieve impressive examination outcomes. • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. 	<ul style="list-style-type: none"> • Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching students from backgrounds of socio-economic disadvantage. • Successful experience of working particularly with high ability or SEN students.
Knowledge	<ul style="list-style-type: none"> • Thorough knowledge of the requirements of the National Curriculum in the subject. • An understanding of the ways children learn and how individual needs may be assessed and met. • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. • Knowledge & experience of Safeguarding & Child Protection issues. 	<ul style="list-style-type: none"> • Thorough knowledge of Key Stage 4 and Key Stage 5 specifications in the subject. • Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels.
Skills	<ul style="list-style-type: none"> • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Sound judgement and problem solving skills. 	<ul style="list-style-type: none"> • An ability and willingness to teach across more than one subject. • A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment. • Competent user of ICT.

Motivation	<ul style="list-style-type: none"> • Willing to be fully engaged in the whole life of the school including extracurricular activities. • Willing to be a form tutor. • Committed to team work and working collaboratively with colleagues. • A commitment to the safeguarding and welfare of all students. 	<ul style="list-style-type: none"> • Experience of leading successful enrichment and extracurricular activities, which inspire and motivate learners.
Attributes	<ul style="list-style-type: none"> • A clear passion for your subject. • The ability to enthuse and inspire others. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • A high level of honesty and integrity. • Personal stamina & energy including a good record of attendance and health. • A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision. 	

- This post is subject to an enhanced DBS disclosure.
- The post holder must be committed to safeguarding the welfare of children.

The Mathematics Faculty at Laureate Academy

Director of Learning: Mathematics Tim Richardson
t.richardson@laureateacademy.org.uk

The Mathematics Faculty is a vibrant and dynamic team and Teaching and Learning is strong across all key stages within the faculty. We pride ourselves on being an approachable and dedicated Mathematics faculty, who deliver engaging lessons in which our students are able to thrive. We are committed to all students making progress and the sharing of ideas, good practice and innovative resources.

Staff in the faculty work collaboratively in all aspects of their planning and practice; the new member of staff would be expected to lead and be an active member of such a team, whilst being responsible for implementing and monitoring a high standard of teaching and learning. The new member of the faculty would also need to be flexible in their approach to such a diverse faculty which draws upon a number of skills and areas of subject knowledge.



Safer Recruitment at Future Academies

Future Academies is committed to safeguarding and promoting the welfare of children and young people. We undertake very thorough checks to ensure that we meet our obligations to protect the children attending our schools. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an Enhanced DBS and barred list check. We also ensure teaching staff are not subject to a prohibition order or an interim prohibition order.

1. Candidates should be aware that all posts at Future Academies involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. All members of staff will have access to the DfE Keeping Children Safe in Education guidance, July, 2015.
2. Longlisted candidates will be required to complete a Disclosure of Criminal Record form and bring the completed form to interview. If the job involves contact with children up to age 8 you will also be required to make a Disqualification Declaration. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a "regulated position" under the Criminal Justice & Courts Services Act 2000.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Independent Safeguarding Authority.

Invitation to Interview – please bring with you:

- Disclosure of Criminal Record, or Disqualification Declaration form in a sealed envelope. This form will be sent to candidates invited to interview.
- Documentary evidence of identity that will satisfy DBS requirements such as a current UK Photo card driving license and/or a current passport and/or a full birth certificate
- Documentary proof of address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Original certificates confirming any educational or professional qualifications that are necessary or relevant for the post
- Evidence that you have the right to work in the UK

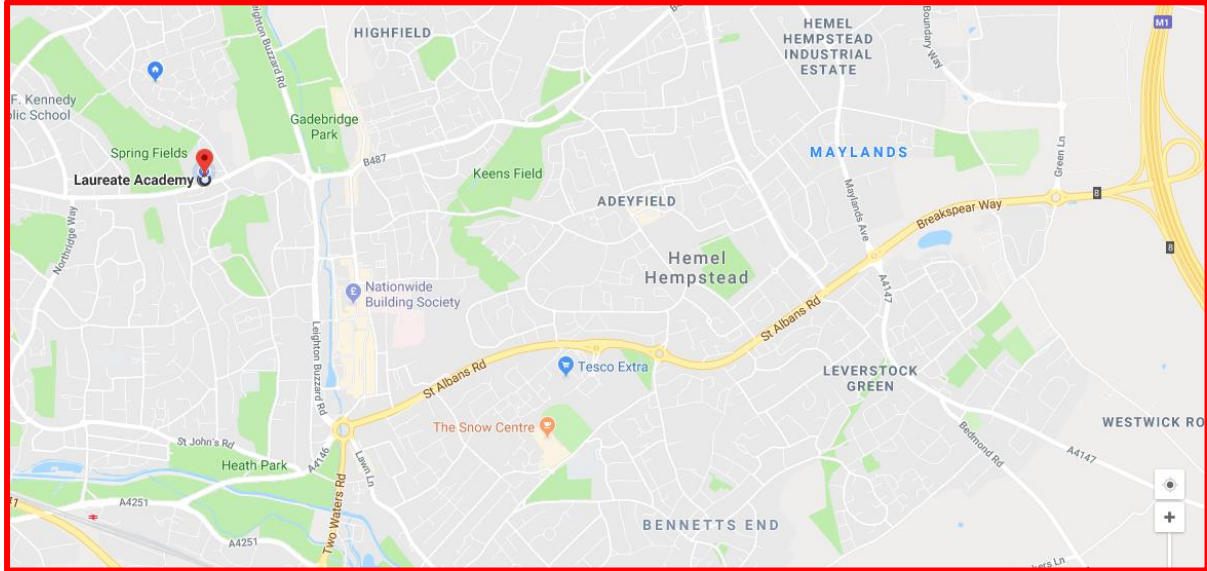
Please note that originals of the above are necessary. Photocopies are not sufficient.

Candidates will be asked to account for any gaps in their employment history and to address any discrepancies or anomalies in their application form. We will require information in accordance with statutory guidance for anyone who has worked or been resident overseas in the previous five years.

We will seek references on longlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Laureate Academy – the area

The area has fantastic transport links, including a mainline station direct into Euston. It is a 28-minute walk from the station to the school, or there is a taxi rank right outside and 5 min journey by car. There is ample free parking on-site.



The M1 and A41 have junctions in Hemel Hempstead and the nearest M25 junction is Kings Langley.