



Applicant Information Pack Teacher of Mathematics



The Archer Academy is an outstanding secondary school at the heart of our community, providing students from all backgrounds with the inspirational education they need to live successful and fulfilling adult lives

Summer Term 2022 www.thearcheracademy.org.uk

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Realising potential. **Inspiring creativity.** Engaging with our community.

The Archer Academy
Stanley Road Campus
Eagans Close
East Finchley
N2 8GA

May 2022

Dear Candidate,

Thank you for your interest in the Archer Academy and the post of **Teacher of Mathematics**. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further background information is available on our website and in our prospectus – I would encourage you to review both.

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for local children that will prepare them for adult life. We cannot know exactly what the future will bring for our students, but by giving them a love of learning, adaptable skills and the determination to succeed, we will enable them to rise to whatever challenges they face.

We are a maturing 11-16 secondary school which opened in September 2013 in East Finchley, serving families in the surrounding areas of North London. The school was created to meet the needs and desires of parents, primary school governors and the local community, for a first-choice, non-denominational, coeducational secondary school.

We are significantly over-subscribed, with over 1100 applications for entry in September 2022. We became a complete school in September 2017 for the first time, with students in years 7 through to year 11. Our pioneer year group sat our first set of GCSE examinations in the summer of 2018. We have now secured four sets of GCSE results, which confidently place us in the top 10% of all schools nationally. We were graded 'outstanding' by Ofsted in June 2019.

We are a campus school, a model which we believe allows us to create a distinctive atmosphere on each site. Our students complete Lower School, Years 7 to 9, at our Stanley Road campus, a state of the art building with incredible facilities. Our students graduate to our Upper School at Beaumont Close, just a few minutes' walk away, in Year 10. Our campus provides each cohort the chance to grow and develop amongst their closest peers and creates a real sense of progress when students graduate to the college-like atmosphere of Upper School, a rite of passage they aspire towards. Our campus model also reinforces the small, community feel of our school.

We currently have 486 students in years 7-9 and 324 students in year 10-11. We are currently an 11-16 school working in a strategic partnership with Woodhouse College and Barnet and Southgate College for post 16 education. This partnership is dynamic and evolving rapidly, securing a third transition point for our students and professional development opportunities for our staff. We are ambitious to continue to develop this provision over the coming years and see ourselves very much as an evolving 11-18 school.

We are now confidently in our ninth year as school, we are firmly established, with a strong and experienced team in place. We are excited about the opportunities ahead of us as a school as we seek to be beyond outstanding.

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This role represents a unique opportunity to join our thriving Maths Department. Maths is one of the specialisms of our school and results across the key stages are outstanding. The Maths Department has a high profile across the school, with an ambitious agenda and broad extra curricular provision. Alongside, outstanding classroom teaching and learning the department leads on a broad spectrum of special opportunities. Maths is one of the most popular subjects that our students go on to study at A Level. The department is led ambitiously with a strong vision and capacity for sustained and exciting growth as our school continues to evolve.

We welcome applications from experienced teachers and ECTs but opportunities are also available for colleagues seeking to complete their teacher training. A variety of accredited teacher training programmes are led by the school, such as HCUK and E Qualitas.

As Headteacher one of my greatest responsibilities and priorities is the recruitment and development of staff. At the Archer Academy we are evolving our exceptional school and to do that, of course, we need an exceptional, fulfilled staff team. I ask a lot from my staff, but in return I can promise extensive support and development opportunities, and the space and freedom to extend your skills which would be hard to find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at www.thearcheracademy.org.uk within the "Join us tab". Tours of the school are encouraged, with an opportunity to meet staff and students, and we would be delighted to welcome you to our school. Please contact Jessica Scott (details below) to arrange a visit.

Please submit your application by email to, Jessica Scott, Headteacher's PA & HR Manager, at recruitment@thearcheracademy.org.uk. Please do not hesitate to contact Jessica with any questions or to arrange a tour of the school.

Interview dates are as advertised.

Deadline for application: Noon on the 16th May 2022

Planned interview date: Friday 20th May 2022

This is undoubtedly an exciting time to join the Archer Academy, as we move confidently into our next phase. We very much look forward to hearing from you and thank you for your interest in our school. With my very best wishes,



Lucy Harrison

Headteacher

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Our vision

Our three-fold vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and ambitious education for local children, an experience that they will relish and that will prepare them for adult life. It underpins every aspect of life at the Archer Academy, and is the benchmark against which we measure our success.

Realising potential:

Helping students to achieve personally, socially and academically to the best of their abilities. Our outstanding teachers set high standards and challenge each and every student to fulfil their individual potential, both in their studies and through extra-curricular activities.

Inspiring creativity:

Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated. This commitment to creativity and analytical thinking applies across the whole curriculum as well as our extra-curricular opportunities.

Engaging with our community:

Ensuring that students respect others and value working with others for mutual benefit. The Archer Academy is a school with its roots in the community and so responsibility and participation are fundamental to our ethos.

Supporting our students

We create a culture that celebrates achievement in all aspects of school life. For the school, good behaviour and firm discipline underpin a happy, respectful and productive learning environment.

We also offer an extended day twice a week, during which students take part in extra-curricular activities. We provide a broad enrichment programme that covers: sports clubs and teams; creative arts societies; media and politics; vocational and entrepreneurial societies; voluntary work and awards schemes.

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Job description Teacher of Mathematics, MPS/UPS

Our vision for Maths at The Archer Academy is that students learn to think and act as real mathematicians, developing exceptional creativity and resilience in tackling challenging mathematical problems, deep conceptual understanding of the curriculum underpinned by rich imagery and most of all the love of learning mathematics that every true mathematician has.

Our Maths Curriculum is built around this vision, based around the Kangaroo Scheme of work. It supports teachers with rich questioning, suggested pedagogical approaches and resources which develop students' mathematical thinking. We are collaboratively building a resource bank for KS3 and KS4, building towards a point where each module contains a hand picked selection of very high quality resources which are mathematically challenging, pedagogically exciting, and will support students to develop their conceptual understanding. The proportion of teaching judged "Outstanding" is growing rapidly in the department.

Maths results last year were "Outstanding". This has been supported by a rigorous, tightly targeted intervention programme, including for example 400 hours of small group tuition provided to Year 11 by sixth formers from our linked sixth form college over the year with particularly high participation from PP students, Boys, and Lower and Middle Attainers. The programme has resulted in exceptional progress in terms of student grades, and has had a substantial impact on students' attitude in lessons, especially at the lower end of the year group. Students have also benefited from tightly targeted tuition from our specialist Maths tutor, "Grade 5" and "Grade 4" Maths days in Year 11, and a Passport to Success program for Years 9 and 10 ensuring that these students stretch to reach high targets with comprehensive support at the end of each year.

Maths is highly regarded by students and parents. Over one third of Year 11 and nearly half of Year 10 have chosen to take optional Further Maths or Statistics GCSEs during the school Enrichment slots, and our results in these subjects are also very strong. This reflects Archer students' commitment to and enjoyment of Mathematics, across the full prior attainment spectrum, and the strong parental support we enjoy as a department.

Our Maths Festival is a highlight of the academic year, previous events have included an evening event with Alex Bellos for parents and students, 600 students taking part in Mathemagician presentations, and our Year 8 and 9 students building a 15m balloon Sierpinski Triangle, alongside investigations into Fibonacci and other exciting elements of Maths.

The Maths team benefits from using cutting edge technology to increase the impact of our marking. Students undertake diagnostic and end of unit tests for each module, and the program enables us to: use the same high quality comments for every student with the same misconception; analyse class results quickly to inform our planning; and email parents and print for students a copy of their feedback, complete with learning objective level progress tracking, at the click of a button. Maths teachers value the system, finding it much quicker and more efficient than traditional marking, and our students are well trained in acting on their feedback to ensure it has maximum impact.

Maths staff at the Archer Academy are motivated, enthusiastic, and absolutely committed to providing the very best Maths experience for our students. Successful applicants will be joining a friendly, welcoming department, who embrace innovation and are keen to do whatever it takes to improve our students' Maths experience.

This job description is in addition to the National Standards expected of all who have attained Qualified Teacher Status. This job description is subject to review and change as the school grows and develops.

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All members of staff at the Archer Academy are expected to:

- Sustain and improve the quality of education offered to students in the school.
- To embed the Academy's values into day-to-day life.
- Promote the Academy's culture of independent learning.
- Promote educational opportunities, equality of access to opportunities and an appropriate safe and healthy working environment for all members of the school.
- Share responsibility in the school's development and to contribute to the planning and direction of the school.
- Recognise that the ethos of the school is a shared responsibility to which they can make a significant contribution and which they should uphold.
- Have a thorough and up to date knowledge and understanding of their subject specialism.
- Have a detailed knowledge of the relevant aspects of the National Curriculum, including national standards and other statutory requirements.
- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work collaboratively with other staff to plan and deliver an inspirational thematic learning curriculum which seeks to secure outstanding learning outcomes for all students.
- Plan and deliver the school's Enrichment Programme.
- Be aware of, support and ensure equal opportunities for all.
- Prepare all students confidently for the next step in their educational journey.

In addition, all teachers at the Archer Academy will carry out the professional duties of a teacher (as set out in the Teachers' Pay and Conditions document) including those duties particularly assigned to the teacher by the Headteacher.

Principal Responsibilities:

Within the guidelines and policies of the school and under the direction of their Head of Department, the post-holder will:

- Contribute to the teaching within their department and the school.
- Be willing and able to offer a second subject at KS3 and to contribute to thematic learning projects.
- Participate in the development of appropriate specifications, materials and schemes of work.
- Plan and prepare schemes of learning that meet the demands of the Key Stage Four and Key Stage Five curriculum, ensuring examination success for all students.
- Develop teaching strategies which, through appropriate and relevant learning experiences, reflect the range of learning styles of individuals which are necessary for the development of the individual student in the curriculum areas.
- Assess how well learning objectives have been achieved and use this assessment to inform future planning and teaching.
- Assess students' strengths and weaknesses and their performance against potential targets.
- Mark and monitor classwork, homework and assessments providing ongoing constructive written and oral feedback, setting targets for students' progress.
- Through the process of assessment for learning, review students' work and set targets for improvement.
- Monitor progress and use appropriate strategies to motivate students to achieve targets.
- Identify and support low-achievers, using specialist help where needed.

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- Identify the needs of SEN students including drafting and running individual education plans with the Head of SEN & Inclusion.
- Identify the needs of all identified groups of students and plan appropriately to meet their needs.
- Foster a happy, disciplined working environment in which students may grow socially, physically, emotionally and intellectually, as well as developing their individual talents and fostering an appreciation of the gifts and needs of others.
- Secure good behaviour in the classroom throughout the school in line with the school Behaviour & Rewards policy.
- Take advantage of opportunities created by ethnic and cultural diversity.
- Liaise with parents by oral and written reports, discussing progress and encouraging them to support their child's learning.
- Deploy support staff in the classroom effectively.
- Secure a stimulating and orderly classroom environment.
- Contribute effectively to school improvement.
- Take responsibility for your own professional development.

General Duties:

- To carry out a share of supervisory duties in accordance with published schedules and any other reasonable duties at the request of the Headteacher and wider SLT.
- To participate in appropriate meetings with colleagues and parents relative to the above.
- To be Tutor of an assigned tutor group and to carry out related duties.
- To get to know each individual student in the group, to monitor his/her attendance, punctuality, dress, behaviour, academic progress and homework; to report on these as required to the Head of Year and to parents.
- To be responsible for initiating discussion, work and study of the Lifelong Learning curriculum within the tutor period, encouraging all students of all abilities to participate and on occasions to take a leading role.
- To prepare reports for parents as and when required and comment on behaviour and progress in a tutor's summary of subject teachers' reports.
- To act as the direct link between the staff and the students. Information must be passed regularly and promptly to the students by the Tutor.
- To attend assemblies with their group (unless specifically excused) and to assist the SLT in carrying out its duties regarding collective worship as laid down in the Education Acts of 1986 and 1988
- To promote and embed social, moral, spiritual and cultural education.
- To keep records in the tutor group. Registers must be kept in accordance with legal requirements, authorised and unauthorised absences recorded and notes of explanation filed, suspected truancy to be reported immediately to appropriate staff. Other returns of a routine nature should be dealt with as required, together with the distribution of information to parents.
- To care for the furniture and fabric of their tutor room.
- To keep a general eye on the personal appearance and behaviour of students and to insist on a reasonable standard in line with school policies.
- To attend meetings associated with this role as required.

Professional Skills and Experience:

- Possess a good degree and QTS.
- Be an excellent teacher with the ability to inspire students to become effective, self-directed learners.
- Have the skills and experience necessary to achieve outstanding examination results.
- Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
- Have experience of teaching a range of year groups including examination classes.
- Show evidence of having developed the learning capacity of students.

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- Be an enthusiastic and effective form tutor who is fully committed to embracing the Academy Vision.
- Show evidence of continued professional development.
- Have relevant experience of working in comprehensive and multicultural environments.
- Have sound understanding of strategies to raise attainment.
- Have the capability to lead others in successful school improvement and innovation.
- Demonstrate the ability to set up and operate effective self-evaluation systems.

People, Relationships and Communications:

- Be committed to maintaining the distinctive and inclusive ethos of the Academy.
- Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
- Have qualities which earn the trust and respect of students, staff, parents, governors and the wider community.
- Possess integrity, optimism, credibility, resilience and calmness.
- Possess excellent written and verbal communication skills.
- Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
- Be able to build constructive working relationships with local schools and colleges, employers, the local community and the local authority.
- Appreciate the balance between the academic, social and emotional development of young people needed to create an outstanding school.

Responsible to: Head of Department/Year

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Person specification

Skills, Qualifications and Training	Essential	Desirable
Qualified Teacher Status	✓	
Good degree in the relevant subject	✓	
Courses of further study relevant to the post		✓
Evidence of active involvement in professional development		✓
Excellent organisational skills	✓	
Excellent ICT skills	✓	
Teaching Quality & Experience	Essential	Desirable
Have experience of teaching a range of year groups including examination classes	✓	
Possess a thorough understanding of the requirements and opportunities of the secondary curriculum	✓	
Be an excellent teacher with the ability to inspire students to become effective, independent learners	✓	
Ability to plan lessons effectively and have sound understanding of strategies to raise attainment	✓	
Have the skills and experience necessary to achieve outstanding examination results	✓	
Good awareness of current educational developments	✓	
Be an enthusiastic and effective form tutor	✓	
Personal Qualities	Essential	Desirable
High levels of integrity and professionalism	✓	
Ability to work well in a team	✓	
Ability to think originally and creatively	✓	
Enthusiasm, energy and commitment	✓	
Possess excellent written and verbal communication skills	✓	
An understanding of and commitment to the Archer Academy vision	✓	
Have the ability to relate positively to students, parents and other stakeholders to engage them successfully in the life of the Academy	✓	
Be committed to maintaining an inclusive ethos in the Academy	✓	
Appreciate the balance between the academic, social and emotional development of young people needed to create an outstanding school	✓	

Safeguarding:

The Archer Academy is committed to safeguarding all children.

Candidates must be suitable to work with children and young people. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and a criminal record disclosure will be required prior to appointment- DBS/CRB check.

Members of the Panel have undergone Safer Recruitment training.