**Teacher of Maths**

**Application Pack May 2017**

**Contents**

1. Copy of the Advert
2. Letter from Principal
3. The Sponsors and Vision
4. Employment Specification
5. Person Specification
6. How to Apply
7. Where to Find Us
8. Additional Information

**Title: Teacher of Maths**

**Salary: Career Stage**

**Closing Date for Application: Monday 5th June, 9am**

**It is anticipated that interviews will take place shortly after the closing date.**

**Start Date: September 2017 (or as soon as possible after)**

Kearsley Academy is an 11 – 19 school on an exciting phase of our learning journey. We are a registered John Hattie Visible Learning School and Teaching and Learning is at the heart of our ethos and we are looking for a **Talented and Enthusiastic Maths Teacher, with an expertise in Mathematics** (across KS3, KS4), with **high quality teaching and outcomes**. The successful candidate will **inspire our students, through crafting their Maths expertise and clarity of Numeracy.**

The faculty leader for Mathematics is an experienced and inspiring Head of Mathematics as well as a member of the Senior Leadership Team at Kearsley Academy, committed to developing the teaching and learning of all staff members within the department. As an expert examiner for the exam board as well as a main Mathematics author for BBC Bitesize, we are confident you will develop a full range of skills within the department.

**What our students say:**

*“I love Maths at Kearsley Academy because I have to work hard all lesson. It’s very academic so my answers are either right or wrong, and that can be hard, but there’s always someone to help me.”*

**What our staff say:**

*“Working in the Kearsley Maths department is brilliant. We all support and look after each other whilst making our job fun”.*

*“The maths department has received a fantastic transformation, with pupils excited to learn the subject more than ever before. Being a part of a department like this is so rewarding, holding so many fantastic opportunities for both the staff and pupils.”*

We are looking for a Maths Teacher who will inspire our students, through crafting their Mathematic expertise in Fluency, Reasoning and Problem Solving.

We aim for all students within their Maths learning to be confident specialists in their understanding of **Mathematical language, fluency and skills.** Our vision is for all of our students to leave the academy with an **appreciation of the Maths skills required to ensure social well-being, success and a deeper understanding of the world around them.**

**We can offer you:**

* A supportive, purposeful and forward thinking teaching and learning community.
* Excellent, personalised continuing professional improvement opportunities, including career stage programmes, e.g. Newly Qualified Teachers.
* Training from the Visible Learning School, UK provider OSIRIS (18 months) from September 2016.
* Contemporary and High Quality Teaching, Learning and Assessment facilities within a state of the art building.
* Access to the Health Assured Programme.
* **Please see Candidate Requirements regarding Successful Candidate Criteria**

For further details/application pack please visit our website [www.kearsleyacademy.org](http://www.kearsleyacademy.org)

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| **TEAM KEARSLEY** |
| **WORKING HARD, every minute, every lesson,**  **every day, EVERYONE** |

Dear **Prospective candidate**

Thank you for your interest in the post of **Teacher of Maths** at Kearsley Academy. I hope that you find the post attractive as Kearsley Academy is a special community.

I have been in post for a school term, but already I see the Academy as having immense potential.

Firstly, we provide a fantastic building, which is designed with great innovation. I am biased, but I consider it to be stunning. It provides first-class state of the art accommodation and facilities for all subjects and all students.

Maths has wonderful accommodation for teachers, teaching assistants and importantly, the students.

Kearsley is a smaller than average mixed, fully comprehensive Academy, serving the local 11-18 community in the South East Bolton. Kearsley is ‘a family’, where relationships are forged quickly and are based on mutual respect. The students are both friendly and welcoming.

The staff, both teaching and support are dedicated, hardworking and ‘go the extra mile’ for the students. Relationships between staff and students are first class.

Ofsted inspected the Academy in May 2015, which resulted in a ‘Good’ judgement, with ‘Outstanding’ for safeguarding.

Last August, the Academy suffered a drop in examination results, which has prompted robust action in relation to pupil progress. We are working on various interventions to address this quickly. Therefore, we are seeking an outstanding candidate who enjoys the challenge of making a significant difference.

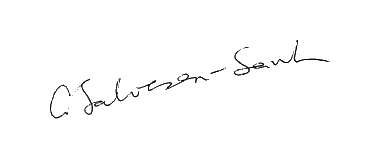
Teaching and Learning is dramatically improving across the Academy; we are blessed with a good number of gifted and talented teachers who are already making the required difference. Therefore, the Teacher of Maths is an important part of the jigsaw. This post would be suitable for an NQT or a more experienced teacher who is seeking a career change.

I hope that you like the ‘flavour’ of the post, which, in turn, prompts you to apply.

Please note that the closing date for applications is **Monday 5th June at 9am**.

I look forward to hearing from you and reading your application. If you would like to speak directly to me about the role, please telephone my PA, Allison O’Connell on 01204 570000.

With kind regards



Gavin-Salvesen-Sawh

Executive Principal

**The Sponsors and Vision**

**Northern Education Trust** is the sponsor. It has a wide range of expertise and experience to call upon, having access to FE, University, private and voluntary sectors as well as schools and local authorities. Directors and Associates have worked on school improvement as SIPs (piloting the programme in Newcastle) and National Challenge Advisers. We deliver cutting edge leadership training and consultancy across a wide range of schools, and have a wide range of expertise in organisational effectiveness. We are involved in regional leadership of 14 to 19 provision and partnerships and have worked on projects with the DCSF, including recently the development of the Post-16 Progression Measure.

Northern Education Trust will be able to provide direct expertise and support on curriculum development, teaching and learning, leadership and organisational effectiveness, performance management and 14 to 19 developments.

**Northern Education Trust Vision – Academy One Rule**

“Every student and adult is expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times.”

**Kearsley Academy Mission Statement**

In support of Northern Education Trust and Kearsley Academy we pride ourselves in ensuring that all of our students will reach their full potential, both academically and socially. We are ‘Team Kearsley’.

***WORKING HARD:* *every minute, every lesson, every day,* *EVERYONE.***

**JOB DESCRIPTION**

**TITLE: Teacher of Maths**

**EMPLOYER: Academy Trust**

**RESPONSIBLE TO: Line Manager and Academy Trust**

**SALARY IN RANGE: Career Stage**

The Teacher shall carry out the professional duties as described in the School Teachers Pay and Conditions document. For more information regarding Teachers’ standards visit:

**https://www.gov.uk/government/publications/teachers-standards**

**Job Purpose**

* To provide outstanding teaching and learning of Maths to ensure high attainment of students and be responsible for the standards attained, maximising progress and the safeguarding of students
* We are looking for a Maths Teacher who will inspire our students, through crafting their Mathematic expertise in Fluency, Reasoning and Problem Solving.

**Key responsibilities**

* To provide a 21st Century learning experience which is fully inclusive, enabling all learners to maximise their progress
* To provide high quality teaching which engages and inspires learners, promoting scholastic excellence and a ‘thirst for knowledge’
* Contribute to the School Improvement of the Faculty team and Kearsley Academy

**SECURING THE ACADEMY VISION**

1. To contribute to the assurance that the agreed vision and strategic direction of the Academy is understood, defined and implemented by all stakeholders.
2. To support the Academy in maximising its Improvement Plan and achieving its performance targets.
3. To follow and endorse Academy procedures regarding raising attainment and quality assurance within your teaching role.
4. Ensure that raising student engagement, attainment and aspiration for all sub groups are the key drivers of your vision.
5. To promote the Academy to a range of audiences and maximise opportunities to share excellence with external stakeholders.
6. Promote an ethos of enthusiasm, commitment and courtesy between adults and young people.
7. Ensure that the safeguarding of students is central to all areas within your practise.

**RAISING ASPIRATION, ACHIEVEMENT AND ATTAINMENT**

1. To have systems in place to ensure students in your classes make at least 3 levels of progress from KS2 to KS4, ensuring that students are ready for the next stage in their education.
2. Use and analyse assessment data to set challenging targets and maintain an overview of their impact on teaching and learning and attainment and progress.
3. Help to address the needs and aspirations of each student by personalised, differentiated learning.
4. Foster a culture of challenge, support and high expectations for all students in maximising their achievements.
5. Ensure that all students are able to understand the targets they are set and how they can achieve them.
6. Place a strong emphasis on raising levels of attainment in literacy, mathematics and ICT skills across the school for all young people.
7. Maintain a focus on Academy-wide priorities to ensure they are consistently and effectively implemented
8. Ensure quality summative and formative assessments take place within your teaching, ensuring reliable data processes.

**TEACHING, LEARNING AND ASSESSMENT**

***The Curriculum and Learning Opportunities***

1. Implement a rich, relevant, broad and balanced curriculum plan appropriate to all key stages, which meets the needs of all students and fulfils statutory requirements within your teaching area.
2. Promote an ethos of ‘scholastic excellence’ and a culture of high expectations through a curriculum that challenges and excites students.
3. Ensure that prior knowledge is mapped into your teaching and transition-learning points are clear, such as KS2 – 3, 3-4, 4-5 mapping.
4. In conjunction with your Faculty Leader, help to establish intervention and enrichment programmes to maximise progress for students.
5. Ensure that there are homework / extended learning opportunities for all students in your teaching classes.
6. Place a strong emphasis on promoting SMSC and Big Picture’ thinking within your teaching and when devising programmes of study.
7. Ensure that opportunities are made available that support every young person to develop confidence in literacy, mathematics and ICT skills.
8. Build in opportunities for experiences of later life in Modern Britain and look for opportunities to promote British values and global viewpoints (including other faiths and cultures).
9. Ensure that opportunities are made available that support every young person to develop self confidence and build their self esteem
10. Support the development of a lifelong love of learning and a ‘thirst for knowledge’.

***Support for Learning***

1. Manage the ‘day to day’ safeguarding and welfare of all students within your classes and ‘Family of Students’.
2. Foster and develop an inclusive and supportive approach so the Academy is a place where all young people feel welcome and where all academic, social and emotional needs are met.
3. Have effective grouping procedures within classes to ensure that all students can maximise their learning according to ability.
4. Ensure that lessons are clearly differentiated to maximise challenge and progress for all students.
5. Ensure that high quality feedback for learning and marking is developmental and focuses on ‘next steps’ for learning with students understanding and gaining knowledge in how to improve their work, going beyond their ‘current grade’.
6. Embed the Academy ethos of ‘Team Kearsley’ and the PLTS within ‘day to day’ practice for your Faculty and ‘Family of Students’ in supporting Behaviour for Learning.
7. Ensure Behaviour for Learning policies are acted upon in order to minimise low level disruption and embed a culture of high expectation.
8. Ensure student voice opportunities are built in to learning and students have clear guidance as to how to voice their opinions and responses.
9. Foster and develop an inclusive approach to support for post-16 students, when applicable encouraging their high achievement, motivation and participation.
10. Communicate effectively with parents/carers ensuring that they have full information about the progress of their children and wherever possible are involved in the processes of decision - making.

***Quality of Teaching and Learning***

1. Be an outstanding teacher and professional role model to colleagues and young people.
2. Promote high quality teaching and learning in your Faculty area.
3. Ensure that effective planning of individual lessons is paramount to students making sustained progress and achievement within your teaching.
4. Reflect upon your practise and be aware of up to date Government and Ofsted requirements.
5. Promote a culture of teaching and scholastic excellence within your teaching, commanding the respect of classes with clear expectations.
6. Quality assure assessments, marking and data so that students within your classes share evidence of what they know, understand and can do.
7. Engage in CPI to maximise professional knowledge and skills, as well as adopting the culture of ‘sharing good practise’.

**SECURING ACCOUNTABILITY**

1. To be responsible for the support, progress, monitoring, evaluation and review of all students in your classes.
2. To be accountable for the standards attained by students in your classes in line with both Academy and National standards.
3. Be aware of the requirements of the Academy’s policy and procedures for: Health and Safety, Safeguarding, Equality and Diversity and that these are followed.
4. To be responsible for your teaching environment and the ethos promoted within it, including behaviour for learning.
5. To follow and implement Kearsley Academy policies and philosophies to ensure consistency in delivery.

**LEADERSHIP AT ALL LEVELS**

1. Promote leadership at all levels through leading through example and providing leadership opportunities for students.
2. Lead and promote engagement and ‘thirst for knowledge’ for your subject.
3. Assist the management to implement a firm and fair performance management framework whilst maximising CPI opportunities.
4. Ensure effective use of financial, technological and other resources.
5. In conjunction with other colleagues support the development of new technologies to enhance and extend the learning experience of the students.
6. Contribute to sharing good practice and promoting excellence, finding opportunities to work with colleagues and external stakeholders, such as primary schools.

**Support for NQTs at Kearsley Academy**

We would be delighted to be considered to play a part in your personal and professional career development. Appointing and developing NQTs is an approach that is personalised and we aim to create a career development plan suited to each teacher’s needs. Obviously we provide a reduced timetable, and mentoring meetings. We provide observation of good practice as part of a timetable commitment. We provide a balanced timetable (i.e. across ranges of age and ability).

NQTs are welcome as part of the overall vision of the Academy and we would welcome you to contribute to the development of the leadership of the Academy overall. A member of the senior leadership team leads the NQT programme and we see it as a central part of the Academy’s responsibility, to ensure you develop and grow in your role and develop in your leadership talent.

Kearsley Academy is on the threshold of a great future where all people thrive. We hope that you will come and find out more.

***Because of the nature of this job, it will necessary for the appropriate level of Criminal Record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are “spent” under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, binds-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.***

**PERSON SPECIFICATION**

Elements required to undertake the job are provided under specific headings.

**Each element is essential or desirable as indicated by an E or D in the “E/D” column.**

**A:- Application Form** **I:- Interview/Presentation** **R:- References**

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| **A** | **TRAINING AND QUALIFICATIONS** | **E/D** | **A** | **I** | **R** |
| 1 | Qualified Teacher Status | **E** | **√** |  |  |
| 2 | Degree (or equivalent) | **E** | **√** |  |  |
| 3 | Evidence of recent professional development | **E** | **√** |  |  |
| 4 | Higher Degree or post graduate curriculum or leadership qualification | **D** | **√** |  |  |
| 5 | Right to work in the UK | **E** | **√** |  |  |

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| **B** | **EXPERIENCE OF TEACHING AND SCHOOL LEADERSHIP** | **E/D** | **A** | **I** | **R** |
| 1 | Recent experience in secondary education | **E** | **√** | **√** | **√** |
| 2 | Recent successful experience of raising attainment within a challenging learning environment. | **E** | **√** | **√** | **√** |
| 3 | Evidence of making a positive impact on the development and school improvement of your specialist area | **E** | **√** | **√** | **√** |
| 4 | Evidence of successful strategies used to maximise pupil progress, achievement and attainment for all students | **D** | **√** | **√** | **√** |
| 5 | Evidence of promoting scholastic excellence and a ‘thirst for knowledge’ within your practice | **E** | **√** | **√** | **√** |
| 6 | Evidence of using data effectively to monitor, evaluate and review student performance | **E** | **√** | **√** | **√** |
| 7 | Evidence of planning effective, exciting and challenging lessons | **E** | **√** | **√** | **√** |
| 8 | Evidence of outstanding teaching | **E** | **√** | **√** | **√** |
| 9 | Evidence of effective time management and organisation skills | **D** | **√** | **√** | **√** |
| 10 | Evidence of effective relationships with colleagues and team work | **E** | **√** | **√** | **√** |
| 11 | Evidence of effective relationships with parents, guardians and carers | **E** | **√** | **√** | **√** |

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| **C** | **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING** | **E/D** | **A** | **I** | **R** |
| 1 | A clear understanding of what constitutes good practice in delivering inclusive education | **E** | **√** | **√** | **√** |
| 2 | A clear commitment to identifying, praising and sharing excellent teaching practice | **E** | **√** | **√** | **√** |
| 3 | Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of young people (including the use of new technologies) | **E** | **√** | **√** | **√** |
| 4 | Knowledge of curriculum updates and developments within your subject area. | **E** | **√** | **√** | **√** |
| 5 | Knowledge and understanding of highly effective strategies to raise attainment in your specialist subject area | **E** | **√** | **√** | **√** |
| 6 | Knowledge of the use of data to establish benchmarks and set targets for improvement | **E** | **√** | **√** |  |
| 7 | Knowledge of all associated transition phases of education within your subject area, including KS2 and HE | **E** | **√** | **√** |  |
| 8 | Evidence of effective knowledge, understanding and application of risk management | **E** | **√** | **√** |  |
| 9 | Evidence of effective knowledge, understanding and application of safeguarding issues | **E** | **√** | **√** |  |
| 10 | A clear understanding of delivering the Every Child Matters agenda | **E** | **√** | **√** |  |
| 11 | Knowledge and understanding of the well-being, care, guidance and support of young people | **E** | **√** | **√** | **√** |
| 12 | Evidence of being customer focussed with ability to see the whole child to support their achievements and attainments | **E** | **√** | **√** | **√** |
| 13 | Evidence of a logical approach to problem solving | **D** | **√** | **√** | **√** |

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| **D** | **PERSONAL SKILLS & ATTRIBUTES** | **E/D** | **A** | **I** | **R** |
| 1 | A profound commitment to the ethos of the Academy and the maintenance of excellent standards. | **E** | **√** | **√** | **√** |
| 2 | A commitment to equality and diversity | **E** | **√** | **√** | **√** |
| 3 | High standards of integrity and a positive role model for students and staff | **E** |  | **√** |  |
| 4 | Ability to be creative and innovative | **D** | **√** | **√** | **√** |
| 5 | Excellent oral and written communication with a wide variety of audiences across professional and social boundaries within the Academy and in the community | **E** | **√** | **√** |  |
| 6 | An ability to analyse and interpret information to make calm, informed decisions and exercise good judgement even when under pressure | **E** | **√** | **√** |  |
| 7 | An ability to evaluate quality and implement actions that lead to improvement | **E** | **√** | **√** | **√** |
| 8 | Good self management, to include time management, working under pressure and to deadlines | **E** |  | **√** | **√** |
| 9 | An ability to influence key stakeholders, particularly families and the wider local community | **E** | **√** | **√** |  |
| 10 | Stamina, resilience, reliability and integrity | **E** | **√** | **√** | **√** |
| 11 | An understanding of the value of a successful work life balance for self and others | **E** | **√** | **√** | **√** |
| 12 | A high level of interpersonal skills with the ability to empathise with different points of view | **E** | **√** | **√** | **√** |
| 13 | An ability to win respect of colleagues, students parents/carers and co – professionals without necessarily being most popular both inside and outside the teaching environment | **E** | **√** | **√** | **√** |
| 14 | An ability to work from principle to practice with high levels of integrity acting as a role model to students, staff and colleagues | **E** | **√** | **√** | **√** |
| 18 | Excellent ICT skills | **E** | **√** | **√** | **√** |

**How to Apply**

**Closing date:** Monday 5th June, 9am

**Interviews:** It is anticipated that interviews will take place shortly after the closing date.

**Job Description**

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

**Person Specification**

This specification sets out which criteria will be used to shortlist candidates for interview.

If you decide to apply for this post please complete the attached application form. Your formal letter of application (supporting statement) should be no longer than 3 sides of A4 and should address the selection criteria detailed in the Person Specification. Please return your completed application by email only to [**aoconnell@kearsleyacademy.org**](mailto:aoconnell@kearsleyacademy.org)

**Additional Information**

Northern Education Website

http://www.northerneducation.com/

Bolton Council Website

http://www.bolton.gov.uk/home/Pages/default.aspx

University of Bolton Website

http://www.bolton.ac.uk/

House Prices in Bolton

http://www.home.co.uk/guides/house\_prices\_menu.htm?location=bolton

Kearsley Academy Website

www.kearsleyacademy.org

**Where to Find Us**

Kearsley Academy • Springfield Rd • Kearsley • Bolton • BL4 8HY

1. Leave the M61 at junction 3 and exit towards the A6053/Farnworth/A666/Kearsley
2. At the roundabout take the 3rd exit onto A666/Bolton Rd heading to Kearsley/A666
3. Turn right at Pilkington Rd and continue to the top
4. Turn right at Springfield Rd
5. The school is on the right

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