



**Teacher of Maths**  
**Full Time, Permanent**  
**Salary Grade: In line with National Pay Scales M1 –**  
**U3 (£25,714 - £41,406)**



# Teacher of Maths

## Temple Learning Academy, Leeds 15

Temple Learning Academy is an all-through free school Academy in East Leeds. We opened our doors to Reception students in 2015 and we welcomed our first Year 7 cohort in September 2017. In September 2021, TLA became an Academy with approximately 950 students across all Year groups, from Reception to Year 11. Temple Learning Academy are ambitious for change, and our vision is to build a world-class all-through school that serves its local community.

### Our Vision

Our vision is for Temple Learning Academy to be an exceptional, innovative community offering memorable lifelong learning experiences to enable all to achieve their full potential. Everyone will develop the moral values, confidence, skills, resilience and ambition to change the future for the better within their local and global communities.

### Our Core Values

- **Creativity:** We value everyone's ideas, contributions and interests. Embracing the new prepares us for the future.
- **Resilience:** We always learn from our mistakes and keep trying until we achieve our goals.
- **Ambition:** We aim high to be the best we can be; we are confident in the pursuit of this goal and proud of our successes.
- **Inclusivity:** We value the gifts each individual brings and we respect and celebrate our talents, similarities and differences.
- **Care:** We are responsible for ourselves and have a moral responsibility for those around us locally and globally.

### Our Core Expectations for Students

- Are polite, respectful and kind.
- Will arrive on time, ready to learn.
- Will meet the uniform standards, at all times.
- Will follow staff instructions, the first time of asking.
- Will move about the academy calmly and quietly.

### Academy Profile

- The Academy was rated "Good" by Ofsted in May 2018.
- The Academy is virtually full in every year group, with waiting lists in some year groups.
- Prior attainment on entry into Reception and Year 7 is mixed, and below age-related expectations for the majority of students.
- The Academy serves a community in the lowest deprivation quintile.
- Approximately 66% of Academy students are in receipt of Pupil Premium Funding.
- Approximately 25% of Academy students are on the SEND Register.
- Overall, Academy attendance is currently low, with an above-average proportion of students in Persistent Absence. Attendance is strongest in Years 4 and 5, and weakest in Years 9 and 10.

## **Current School Leadership**

- Temple Learning Academy joined the Red Kite Learning Trust in September 2018. Mr Richard Sheriff is the CEO of the Trust.
- Temple Learning Academy is formally linked with Temple Moor High School through the Executive Leadership of Mr Matthew West, the Principal of Temple Moor High School.
- The Principal of Temple Learning Academy is Mr Stuart Huddleston.
- The Academy Leadership Team includes our Principal, two Deputy Principals, four Assistant Principals, two Achievement Directors, an Inclusion Leader, an Early Years Foundation Stage Leader and an Operations Leader.

## **Our Curriculum**

Our entire community, led by our Trustees and Governors, has an ambition for change. This demands an exciting, innovative and first-rate curriculum that delivers exceptional progress and transforms children's lives. Our curriculum is fundamentally inclusive and provides equality of opportunity for everyone: overcoming disadvantage and other barriers to learning to ensure future success for all our students as they progress into adult life and into future education and employment.

Temple Learning Academy is a genuine all-through school and our curriculum must deliver continuous progression and successful learning experiences for all students as they move through each phase of our school. All Learning Phases are equally important, and this is reflected in our Leadership and Governance and throughout our school. Our mission and our passion are about combining the best "primary" practice and best "secondary" practice, and exploring the wealth of opportunities that come from understanding children's learning and progress in our school as one continuous journey from ages 4 to 16.

All children follow a challenging curriculum, assessed against high age-related expectations that are standardised with high-performing, local partner schools and the Red Kite Learning Trust and Red Kite Alliance. During learning, children are challenged to demonstrate the "deepest" learning possible. Further stretch and challenge does not mean moving to a new area of learning; further stretch and challenge means demonstrating deeper learning in that area, moving towards "mastery" of a particular area of learning. Typically, this should involve more complex application of learning in new and challenging contexts.

Our vision is for all children to make outstanding progress academically and through the unique richness of the life of the school. All of our students will be successful because they will develop enquiring minds and master independent learning skills; they will be responsible, confident, brave, resilient and emotionally intelligent; they will be highly literate and numerate and fully equipped for work and the world around them; they will have a secure future and they will understand their role and responsibilities as local, national and global citizens. They are the leaders of the future and we understand that their unique potential has no limits.

## **Attitudes to Learning**

At Temple Learning Academy we have the highest expectations for all students, staff and stakeholders. We are a special learning community where everyone feels safe, happy, healthy and well cared for. We are an inclusive, diverse, all-through school where every child and every adult feels inspired, challenged and fulfilled in our pursuit of lifelong learning. We have a shared understanding of our core rights and responsibilities, and we nurture a culture that protects and celebrates the wonderful uniqueness of each and every person.

## Red Kite Learning Trust

Temple Learning Academy is a very open, forward thinking and outward facing school and, as such, joined the Red Kite Learning Trust in 2018. Red Kite Learning Trust have a philosophy deeply rooted in professional generosity and in helping young people excel within their own schools, and beyond. Consequently, we feel confident that we have found the right partner to help us improve standards still further for all our students, and secure our long-term vision of becoming a Centre of Excellence at the heart of our community.

The Red Kite Learning Trust was formed in 2015 with three founding schools: Harrogate Grammar School, Oatlands Junior School and Western Primary School in Harrogate whose aim was, and still is, to work together to ensure 'Excellence for All'. Since then, our Trust has welcomed more schools joining:

- In Harrogate, Rossett Acre Primary and Coppice Valley Primary
- In Pudsey, Leeds: Crawshaw Academy
- In Leeds East: Temple Learning Academy joined with 6 other schools as a collective group in Summer/Autumn 2018. Other schools included: Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton Primary and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge of all schools. We look forward to our Trust steadily developing further over the years and delivering excellence for all.

## Red Kite Alliance

We are also members of the Red Kite Teaching School Alliance, a partnership of Yorkshire schools (secondary, special and primary schools) collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

Through the Red Kite Teaching School and SCITT (School Centred Initial Teacher Training), we work with other schools and partners to train and develop new teachers. The Teaching School

helps us to keep pace with national development and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance, at every stage of their careers, including a full range of school leadership development opportunities.





## Our Vacancy

Do you possess a strong and creative subject knowledge, proactive nature and commitment to demonstrating our school's values? We are delighted to offer an opportunity for a skilled and passionate Teacher to join our brilliant department at TLA!

*As a member of our Teaching team, you will have;*

- ✓ A proven record of excellent classroom practice.
- ✓ A commitment to enhancing student learning and experience and an inspiring passion for education and making a difference to children's lives.
- ✓ An inclusive purpose, raising and supporting the achievements of all to reach their potential with a mindset to always lead by example.
- ✓ Excellent interpersonal skills and qualities that inspire and motivate whole school commitment.

*In return we can offer:*

- ✓ An overarching ethos of equality, celebration of diversity and a belief in the individuality and unique potential of each child.
- ✓ Highly rewarding teaching and pastoral relationships with pupils and their parents / carers.
- ✓ A highly supportive environment within a dedicated team of colleagues and an all-through school teaching opportunity.
- ✓ A role in developing our own innovative curriculum, with opportunities for you to teach a variety of lessons, including project-based learning and your own specialisms and interests.
- ✓ Opportunities to develop and grow professionally through work with our partners and within the Red Kite Learning Trust and Red Kite Teaching School Alliance.
- ✓ A modern, multi-million-pound school building!

## Reward Package & Additional Benefits

We offer a comprehensive package of reward including: your membership of our outstanding pension provision via the Teachers' Pension Scheme or Local Government Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work Salary Sacrifice scheme, allowing all staff to:

- ✓ Benefit from huge savings on the cost of a new bike and/or safety equipment, supported by the Trust up to a total value of £2000
- ✓ Spread the cost over a year and make a significant saving on Income Tax and National Insurance contributions on the total salary sacrifice value
- ✓ Choose from over 500 brands from over 2000 partner stores across the UK

Many more staff benefits are available, via an online rewards portal, in areas including: shopping, family, automotive, financial, professional, home & garden, sport, health, beauty and travel.

The Trust provides a 24/7 'Employee Assistance Programme' to aid and support staff and their families. This service provides the additional and independent support which may be needed through times of, for example: bereavement, divorce, separation, significant illness of loved ones, financial issues/difficulties, or parenting issues.

## JOB DESCRIPTION

**Role:** Teacher of Maths

**Contract type:** Permanent, Full Time

**Responsible to:** Head of Maths

**Salary Grade:** In line with National Pay Scales M1 – U3 (£25,714 - £41,406)

### TEACHER OF MATHS ROLE

- The post holder will be expected to provide high quality teaching and learning that meets the needs of all pupils and contributes to the achievement of the Academy's visions and aims.
- The post-holder will meet (or exceed) the Professional Teachers' Standards at a level consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.
- The post-holder will be responsible for monitoring and improving the academic attainment and progress, personal development, welfare and behavior of all pupils in their care.
- The post-holder will be expected to communicate regularly and work closely with parents, carers and families as partners in their children's learning.
- The post-holder will be expected to take a responsible for planning and coordinating specific elements of the curriculum, as directed by the Co-Principals.
- The post-holder will be expected to manage their own performance and professional development.
- The post-holder will be required to exercise their professional skills and judgement to carry out the professional duties set out below in a collaborative manner.

### MAIN DUTIES AND RESPONSIBILITIES

1. Duties as a main scale teacher
  - It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
2. Teaching and Learning
  - To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
  - To develop students' literacy, numeracy, ICT capability and other key skills such as those of working with others, planning their own learning and problem solving. In particular, to help students become confident and independent learners.
  - To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject.
  - To ensure continuity, progression and cohesiveness in all teaching.
  - To use a variety of methods and approaches to match curricular objectives and the range of individual student needs and ensure equal opportunity for all students.
  - To set home learning work regularly, (in accordance with the School home learning policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
  - To work with SEND staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
  - To work effectively as a member of the Science team to improve the quality of teaching and learning.
  - To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.

- To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
  - To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching.
  - Willingness to work with primary colleagues to provide Math's specialist input for Key Stage 2.
3. Monitoring, Assessment, Recording, Reporting & Accountability
- To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their care.
  - To contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
  - To assess students' work systematically to use the results to inform future planning, teaching and curricular development.
  - To be familiar and comply with school and statutory assessment and reporting procedures; to prepare and present informative, helpful and accurate reports to parents; to attend parental consultation evenings.
  - Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
4. Subject knowledge & Understanding
- To have a thorough and up to date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
  - To keep up to date with research and developments in pedagogy and the subject area and to constantly seek to improve the quality of their teaching.
5. Professional Standards & Development
- To be a role model to students through personal presentation and professional conduct.
  - To arrive in class, on or before the start of the lesson and to begin and end lessons on time.
  - To cover for absent colleagues according to the national workload agreement.
  - To cooperate with the employer in all matters concerning Health & Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
  - To support and implement all the School's policies, e.g. those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT.
  - To establish effective working relationships with professional colleagues and associate staff.
  - To strive for personal and professional development through active involvement in the School's performance management procedures.
  - Willingness to be involved in extra-curricular activities such as contributing to after-school clubs and visits.
  - To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
  - To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
  - To undertake any reasonable task as directed by the Head of Science.
  - To be aware of the role of the Governing Body of the School and to support it in performing its duties.
  - To be familiar with and implement the relevant requirements of the current SEND Code of Practice.
  - To consider the needs of all students within lessons (and to implement specialist advice) especially those who:
    - Have SEND
    - Are gifted and talented
    - Are not yet fluent in English.

6. Pastoral

- Every subject teacher will be expected to have pastoral responsibilities.

- Note: *This job description reflects the present requirements of the post and is not intended to be exhaustive. As duties and responsibilities change and develop, the job description will be reviewed and may be subject to amendments to reflect the changing needs of the service and statutory requirements.*

### TEACHER OF MATHS - PERSON SPECIFICATION

EXPERIENCE	ESSENTIAL	DESIRED
Demonstrate excellent teaching skills.	✓	
Ability to teach all age and ability levels in your subject specialism i.e. Key Stage 3 to Key Stage 4.	✓	
Specialist in Mathematics	✓	
Other subject expertise.		✓
KNOWLEDGE	ESSENTIAL	DESIRED
Up-to-date knowledge of curriculum related issues 11-16.	✓	
Detailed knowledge of pedagogical practice in relation to Teaching and Learning.		✓
Thorough understanding of best practice in raising student attainment.		✓
Knowledge of current guidance and regulations in relation to inclusion.		✓
QUALIFICATIONS AND TRAINING	ESSENTIAL	DESIRED
Degree level qualification.	✓	
PGCE or relevant qualification/QTS (Qualified Teacher Status)	✓	
APTITUDES	ESSENTIAL	DESIRED
Skilled classroom practitioner.	✓	
Highly effective communication skills	✓	
Ability to form good working relationships & influence others.	✓	
Ability to work within and contribute to an effective team.	✓	
Capacity to evaluate and improve.	✓	
Willingness to try out new ideas and contribute to the development of department strategies	✓	
Keenness to continue and improve upon professional development.	✓	
Competent in ICT including knowledge & application of Management Information Systems.	✓	
High level of skill in dealing with issues relating to student behaviour.	✓	
Ability to contribute to wider school life.	✓	
CHARACTERISTICS	ESSENTIAL	DESIRED
Passionate belief in the ability of every student to achieve.	✓	

A clear educational vision and sense of direction.	✓	
Good organisational skills and high levels of self-motivation.	✓	
Energy, self-confidence and the ability to 'give more' when the occasion demands it. Ability to work under pressure and to meet deadlines.	✓	
Good sense of humour & ability to maintain a sense of perspective in all working conditions.	✓	
Record of good attendance and punctuality.	✓	
<b>SAFEGUARDING CHILDREN</b>	<b>ESSENTIAL</b>	<b>DESIRED</b>
Full commitment to safeguarding and promoting the welfare of children and young people	✓	
Discretion at all times in the disclosure of information about the Academy and a clear awareness of confidentiality	✓	
Appropriate Motivation to work with students	✓	
Emotional resilience in working with challenging behaviors; and appropriate attitudes to the use of authority and maintaining discipline.	✓	

'Essential Requirements' indicate the minimum requirements and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. These may be used to distinguish between acceptable candidates.

## Application Details

This is a superb opportunity to join our team at Temple Learning Academy! We understand the importance of securing the right role and believe our Academy will not disappoint you. We are confident that our Trust and TLA, offer an outstanding environment to both work and learn.

If you would like to arrange a visit before you apply, you are welcome to do so. If you have any questions about the role or to arrange your visit, please contact Rahul Sharma: [Sharmar@tla.rklt.co.uk](mailto:Sharmar@tla.rklt.co.uk) in our HR team who will be happy to help.

For more details and access to our on-line application form: [www.rklt.co.uk/vacancies](http://www.rklt.co.uk/vacancies)

**Closing date: 9am, Friday 10 December. Assessment day arranged for**

**Wednesday 15 December 2021.**



**We look forward to hearing from you!**