



Astrea Academy Trust

INSPIRING BEYOND MEASURE



Astrea Academy Woodfields

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Lead Practitioner - Maths

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Open Letter from our Principal



Dear Candidate,

Thank you for your interest in Astrea Academy Woodfields.

Astrea Academy Woodfields is on an exciting journey towards excellence. Offering provision for 750 students from Year 7 through to Sixth Form, there is much to be celebrated within the academy and, for the successful candidate, this position offers a fantastic opportunity to shape and enhance the life chances of our students so that they go on to be successful in their next stage of their educational journey.

To ensure that we continue and strengthen the trajectory of rapid improvement, we are keen to attract exceptional colleagues to join the staff community to realise the potential which Woodfields clearly has. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

The ideal candidate will be fully aligned to our vision and be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We are seeking someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. We want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Woodfields get the very best we can offer them.

If you would like to visit the academy, please contact Beth Harwood- Beth.Harwood@astreawoodfields.org - to arrange a visit or to find out more about the role.

Yours sincerely,

David Scales

Principal - Astrea Academy Woodfields

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Job Description

JOB TITLE:

Lead Practitioner Maths

REPORTING TO:

SLT/ Curriculum Leader

SALARY RANGE:

Lead Practitioner Scale 4 – 9
(£52077-£58918)

CONTRACT TYPE:

Permanent

WORKING PATTERN:

Full time

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Role Description

Purpose

Lead Practitioners will implement and deliver and appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high-quality teaching and learning for which the teacher is accountable. They will lead on specific responsibilities within the department and drive high quality teaching and learning strategies across the subject area through coaching and developing staff to maximise student outcomes.

Main Duties and Responsibilities

Key Responsibilities and Duties

Lead Practitioners will

- Use coaching to develop teaching and learning strategies to improve whole school provision and student outcomes.
- Use the outcomes of learning walks, Learning Enquiries, work scrutiny, student and teacher voice to plan and deliver high quality CPD to enhance practice in the subject area and the whole academy
- Meet regularly with colleagues receiving coaching and actively monitor and celebrate improvements, addressing misconceptions and addressing further improvements as required.
- As part of the subject team, embed a clear vision for assessing learning and progress which embodies high expectations of staff and learners, ensuring that all groups of learners meet or exceed national expectations.
- Consistently model the teaching of engaging and effective lessons that motivate, inspire and improve student attainment and embed an Open Door ethos across the school

Planning, Development and Co-ordination

- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.
- To lead teaching teams, meetings, and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To lead the subject development plan in conjunction with line manager.
- To develop and audit schemes of work and other documentation related to the subject area and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies to promote new teaching methods in the subject area and improve learning throughout the academy and monitor their effectiveness in raising standards of teaching and learning.
- To lead professional development activities as part of the planned programme for the school and to promote the sharing of good practice.

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Role Description

Monitoring and Assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
- To involve students in reflecting on, evaluating and improving their own performance and progress.
- To assess student progress accurately against appropriate standards.
- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for students learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record student progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on student attainment to parents, carers, other professionals and students as appropriate.

Teaching and Class Management

- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe and secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.

Teaching and Class Management cont...

- To teach clearly structured lessons or sequences of work which interest and motivate students.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To 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.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements. of the post.

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Person Specification

Experience

- Expertise in teaching throughout the age and ability range including evidence of excellence in own work as practitioner
- Experience of leading others , or a willingness to undertake training in this area
- Displays excellent teaching skills with a range of strategies
- Evidence of a commitment to self-improvement as a professional

Education and Qualification

- Qualified Teacher Status
- Good Honours Degree
- Further academic qualifications or management training for example National College
- Evidence of outstanding teaching
- Personal success in delivering strong academic outcomes across Key Stages 3 and 4.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to this vacancy.

Skills and Knowledge

- Excellent knowledge and understanding of current issues in Maths
- The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome
- A thorough understanding of current educational issues
- The ability to manage change effectively
- High level personal IT skills and the ability to use these effectively in a range of situations
- Ability to work under pressure and to deadlines
- High expectation of self and others
- Strong classroom management skills
- An understanding and commitment to the protection and safeguarding of children and young people
- Excellent organisational skills
- Ability to establish and maintain good relationships with students, teachers and parents
- Energy, imagination, loyalty and personal commitment
- Ability to formulate clear and effective mid and long term plans
- Expertise in value-added analysis and / or target setting is desirable
- Ability to inspire the trust, confidence and respect of pupils, staff and the community.

This is not exhaustive.

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About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

