



Candidate Information

Head of Department - Mathematics
Harris Church of England Academy

About the Multi Academy Trust (MAT)



The MAT

The Diocese of Coventry MAT Academies are:

- Transformational
- Aspirational
- Sustainable
- Motivational
- Purposeful

They are recognised for their distinctive and inclusive Christian ethos and for the impact this has on raising educational standards. An effective Church Academy will demonstrate its Christian distinctiveness by providing an aspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

Our Vision

To build a better future for all within our Academies who in turn will positively impact their communities.

Our aspirational and measurable outcomes are:

- Every lesson to be good or better
- Every child expected to make progress at least, and for many, above national expectations
- Every Academy to be well led and governed
- All teachers motivated to self-improve and aspire to excellence
- All academies to be judged good or better at Section 48 inspections

About the Role

The trust is looking to appoint an inspirational and highly effective member of staff who is committed to supporting Harris Church of England Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

About the Academy

The academy opened in January 2014 under the leadership of Headteacher, Michael Stoppard. In this role, you will have the opportunity to work with the MAT and other Church School partners to transform the educational experiences of the children of Rugby.

Applications

Thank you for your interest in this post. Candidates are welcome to visit the school. Please contact Ms C Bult, Headteacher's PA on 01788 812549 to make arrangements. Candidates will only be contacted if they are shortlisted for interview.

Completed applications and supporting documents should be sent via email to recruitment@harriscofeacademy.co.uk or posted to Ms C Bult, Recruitment, Harris Church of England Academy, Harris Drive, Overslade Lane, Rugby, CV22 6EA

Our Diocese

The Diocesan Board of Education seeks to serve and equip the Church School family in a variety of ways. The Diocesan Director of Education, Canon Linda Wainscot, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:

- 'be there' for our church school family and act as a central reference point supporting pastorally and professionally;
- Facilitate creative and flexible networking between schools;
- Promote excellence and distinctiveness within the family of church schools/academies and beyond;
- Share best practice collectively;
- Provide professional development for staff at all stages of their careers and for governors;
- Support the development of flexible partnerships;
- Promote the establishment of new church schools;
- Support the process of Academy conversions;
- Work in partnership with schools and other agencies to effect school improvement;
- Represent church schools to the wider church, to diocesan groups, in the press and in the public and community debate
- Ensure equality of opportunity including managing Admission Appeals;
- Protect the status of church schools and promote the importance and the continuation of the voluntary sector

'I believe that schools are at the heart of the Church's mission to the nation and play a very important role in the life of their own parishes and communities.

The Diocese is proud of its Church of England Schools which educate about 17,000 children and young people. The headteachers, staff and governors strive to promote the highest quality in everything they do, living and working in the values of Jesus Christ every day. Our schools are a significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God's love for each person and reflect God's desire for the world to be a better place for us all to live in.'

Bishop Christopher

Linda Wainscot, DDE

Students have a clear understanding of how the outstanding distinctiveness and effectiveness of the school as a Church of England school impacts on their development. Students and staff greatly value the Christian ethos of the school and are committed to its development and flourishing. Students have a mature understanding of the value of daily collective worship and the Student Worship Teams further demonstrate this by their dynamic leadership of worship in other local schools. A creative variety of approaches are used including lively contemporary songs, humour, drama, colourful puppets and resourceful leaders who are spontaneous in responding to questions and answers from the younger children. Effective planning for collective worship ensures all members of the school community can respond in appropriate ways. Students are actively engaged in form worship. They are rightly proud that the school is 'truly a worshipping community' and they are good advocates themselves in ensuring that what this means is understood throughout Rugby and in the wider diocese. **SIAS 2011**

Our Academies



St Laurence's CofE Academy
Old Church Road
Coventry
CV6 7ED



St Bartholomew's CofE Academy
Bredon Avenue, Coventry
CV3 2LP



Queens CofE Academy
Bentley Road
Nuneaton
CV11 5LR



Stretton CofE Academy
Stretton Avenue
Coventry
CV3 3AE



St James CofE Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF



Harris CofE Academy
Harris Drive
Overslade Lane, Rugby
CV22 6EA



St Nicolas CofE Academy
Windemere Avenue
Nuneaton
CV11 6HJ



Studley St Mary's CofE Academy
New Road, Studley
B80 7ND



St John's CofE Academy
Winsford Avenue
Coventry
CV5 9HZ



St Oswald's CofE Academy
Addison Road
Rugby
CV22 7DJ



St Michael's CofE Academy
Hazel Grove
Bedworth
CV12 9DA



Leamington Hastings CofE Academy, Birdingbury Road Hill,
Leamington Hastings, Rugby
CV23 8EA



Leigh CofE Academy
Plants Hill Crescent
Tile Hill, Coventry
CV4 9RQ



Salford Priors CofE Academy
School Road
Salford Priors, Evesham
WR11 8XD



All Saints CofE Academy LW
Warwick Road
Leek Wootton, Warwick
CV35 7QR



Burton Green CofE Academy
Hob Lane
Burton Green, Coventry
CV8 1QB



Long Itchington CofE Academy
Stockton Road
Long Itchington, Southam
CV47 9QP



Southam St James CofE Academy
Tollgate Road
Southam
CV47 1EE



Central MAT Office
The Diocese of Coventry Multi Academy Trust
The Benn Education Centre
Claremont Road
Rugby, CV21 3LU

Head of Department - Mathematics

Job Description

CORE PURPOSE

Responsibility for teaching and learning, achievement and attainment within the department.

Organisation of the delivery of the subject in the academy. To contribute to the development and maintenance of whole academy strategy, policies and ethos.

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time and Guaranteed planning and preparation time. The academy complies with these requirements in order to make reasonable demands of teachers. The responsibilities outlined in this job description are in addition to those covered in the 'Teacher' job description.

PRINCIPLE RESPONSIBILITIES

Specifically to hold responsibility for:

- The identification of

pupils and teachers requiring intervention to support progress and attainment;

- The development, improvement and implementation of strategies for intervention
- The monitoring and reporting on the effectiveness of the intervention strategies with regards to the progress of individual students.

Other responsibilities include:

Strategic direction and development of the subject:

- To develop and implement policies and practices which reflect the academy's commitment to high achievement through effective teaching and learning.
- To demonstrate an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives.
- To display a developing and professional knowledge base together

with the ability to identify the key implications for subject development.

- To use relevant academy, local and national data to inform targets for development and further improvement for individuals and groups of students.
- To establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular analysis of this data.
- To establish and implement a variety of systems and processes which provide good information gathering about students' prior learning, their progress and achievements and the quality of teaching and learning in the subject.
- To involve all departmental colleagues in the creation and execution of the termly departmental action plan (DAP). This will identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the whole academy short term action plan (STAP).

- To regularly review and evaluate the progress towards the targets set in the DAP and provide regular progress updates to the SLT line manager to ensure that they are fully aware of all successes, issues and concerns.
- To ensure, where appropriate, representation of the department at Middle Leaders meetings. If not attending the Middle Leaders meetings, to keep abreast of debate and contribute through a representative colleague.
- To hold regular departmental meetings; keeping subject staff up-to-date with decisions and proposals made by different groups to seek departmental views of these.

Teaching and Learning

- Provide aspirational and effective learning experiences for students, in which lessons are consistently of at least "good" quality.
- To lead the subject staff in the teaching of the subject, and provide a role model for high quality teaching and learning in the subject.
- To keep abreast of new developments in content and teaching style.
- To monitor and evaluate the department's examination specification and schemes of work.

- To engage all subject staff in the creation, consistent implementation and improvement of the schemes of work.
- To ensure that all subject staff follow the agreed syllabus/specification.
- To ensure that examinations or other suitable methods of assessment are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole year group (except where some sets are following accelerated courses).
- To initiate and, where appropriate, organise curricular and educational enhancement activities related to the subject.
- To provide regular feedback and INSET to all subject staff on teaching and learning which recognises good practice and supports their progress.
- To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff, and take appropriate action to improve further the quality of teaching and learning.
- To provide quality assurance monitoring and intervention with all

subject staff.

- To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside subject staff, analysing work and outcomes.
- To provide regular feedback to the SLT line manager to help the academy evaluate its practice.
- To assist the SLT line manager in the regular review of the standards of leadership, teaching and learning in the subject area
- To ensure that subject staff are aware of the implications of equality of opportunity which the subject raises.

Leading & Managing staff

- To give necessary help and guidance to all subject staff.
- To help in the selection of teaching staff for the department.
- To be responsible for inducting NQTs and new staff.
- To ensure that all subject staff understand, and are actively implementing, the key aspects of the academy's behaviour and inclusion policies.
- To assist members of the department in discipline matters.
- To secure, maintain and integrate the collaborative effort of the subject staff so that

involvement, commitment and team spirit are promoted.

- To ensure that subject staff are familiar with and follow all academy and departmental policies e.g. reports, disciplinary procedures, setting and marking of work.
- To assist the Headteacher in drafting reports and references on present and past members of the department.
- To manage the support staff in the department.
- To alert the SLT line manager of any complaints regarding subject staff and discuss strategies for the support of teachers as required.
- To implement and promote the use of performance management to develop the personal and professional effectiveness of subject staff.
- To act as a performance management team leader for identified teachers
- To ensure the performance management arrangements are effectively discharged by the other team leaders in the department.
- To ensure that all subject staff have high quality professional development opportunities.
- To monitor and evaluate the contribution and impact of other staff to academy improvement.

- Take initial responsibility for the pastoral care and welfare of all departmental staff.

Resource Management

- To maintain efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject.
- To administer efficiently and effectively the resources and capitation of the department.
- To ensure that the teaching area allocated to the department is kept in good order.
- To ensure colleagues create a stimulating learning environment for the teaching and learning of the subject.
- To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.
- To discuss departmental timetable schedules with all members of the department and to ensure a fair and realistic distribution of teaching load in accordance with information issued by SLT.
- To plan the deployment of staff expertise to achieve the targets in the STAP.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust all staff will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities

- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the

school to enhance and enrich the school and its value to the wider community.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. All staff play a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Headteacher will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are full implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated

person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	Degree	✓		✓		✓
2	Qualified Teacher Status	✓		✓		✓
3	Recent Professional Development	✓		✓		✓
4	Good honours degree in Mathematics		✓	✓		✓
5	Further qualifications or training relevant to the post		✓	✓		✓
Professional Experience and Knowledge						
1	A proven track record as a good classroom practitioner, teaching across the 11-16 age and ability range	✓		✓	✓	✓
2	Experience of and ability to initiate and manage change successfully	✓		✓	✓	✓
3	Knowledge and understanding of the National Curriculum frameworks for teaching and learning	✓		✓	✓	✓
4	Development of assessment, recording and reporting systems	✓		✓	✓	✓
5	Use of data to raise standards and improve rates of progress	✓		✓	✓	✓
6	Ability to teach Mathematics	✓		✓		✓
7	Managing an initiative across the curriculum area		✓			
8	Resource Management, including budget management		✓	✓	✓	✓
9	Supporting the professional development of colleagues		✓	✓	✓	✓
10	Target setting and monitoring pupil progress		✓	✓	✓	✓
11	Leadership and management of others, including performance management review		✓	✓	✓	✓
Professional Knowledge and Understanding						
1	Understanding of current curriculum development issues in Mathematics and new technologies	✓		✓	✓	✓
2	Staff development and quality assurance processes	✓		✓	✓	✓
3	Evidence of coherent CPD over the last five years	✓		✓	✓	✓
4	Departmental planning and evaluation processes		✓	✓	✓	✓
5	Knowledge and experience of strategic planning		✓	✓	✓	✓
Personal Qualities						
1	Reflective practitioner	✓			✓	✓
2	Good attendance record	✓			✓	✓
3	Good organisational, interpersonal and communication skills	✓			✓	✓
4	Resilience and good humour	✓			✓	✓
5	Ability to motivate, inspire and encourage colleagues and students	✓			✓	✓
6	Commitment to team work	✓			✓	✓
7	Commitment to working within a Church of England Academy	✓			✓	✓
8	Time management skills		✓		✓	✓
9	Ambition for further professional development on whole school leadership		✓		✓	✓