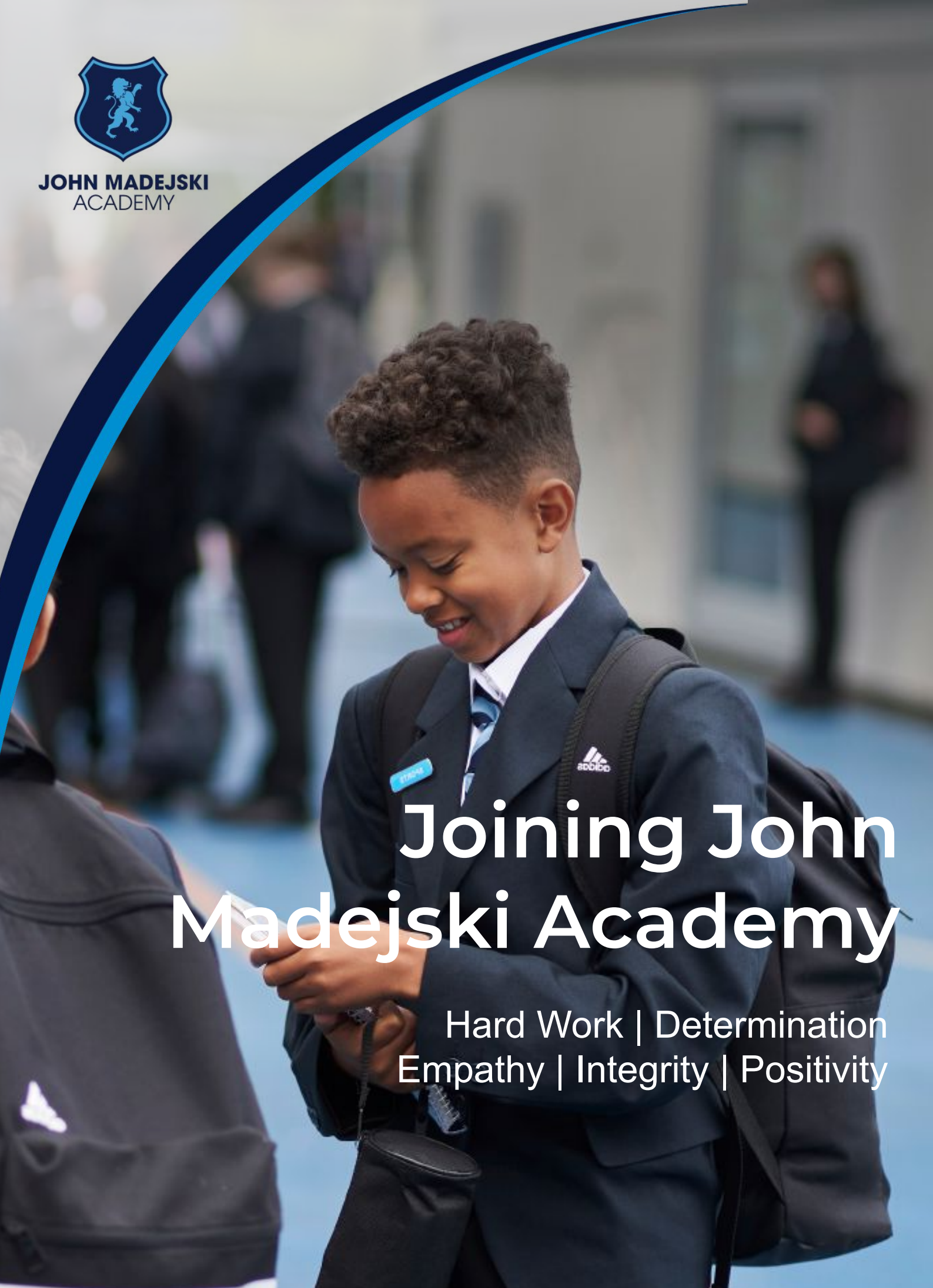
JOHN MADEJSKI
ACADEMY



Joining John Madejski Academy

Hard Work | Determination
Empathy | Integrity | Positivity

Contents

1. Welcome
2. Information
3. Working at JMA
4. Teaching & Learning
5. Welcome from the CEO
6. Why Join Our Family?
7. How to Apply

JOHN MADEJSKI ACADEMY

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Welcome

Thank you for your interest in the Head of Maths post currently being advertised at our school. I thought it would be useful if I gave you a personal perspective of the school to help you to decide whether or not John Madejski Academy (JMA) is a place where you may be happy, thrive, and make a valuable contribution to the students in our community.

The school is going through an exciting stage in its development, and we are seeking to appoint a dynamic, inspirational teacher to join our Maths department. The last two years have seen a great many changes at JMA, which have led to significant improvements. Over the last three years we have seen improvements in our GCSE results, and at A-level we are one of the most improved providers in Berkshire. At A-level there has been a significant increase in top grades; we have received more A and B grades than ever before and almost every student has gained their first choice place at university. At GCSE, our Progress 8 score in a number of subjects has risen and has been on an overall upward trajectory over the past three years. Our most recent Ofsted reports recognised the many strengths of our rapidly improving school; however, as an RI school, we still have a long way to go to achieve our aim.

JMA runs elite programmes in basketball and both girls' and boys' football. Each is designed for young student-athletes aged between 16 and 19 who are committed to developing in both their chosen sport and their academic studies. JMA has a special relationship with basketball thanks to our close connection with Reading Rockets. New in 2013, our elite basketball programme allows exceptional basketball players to refine their skills while still studying. Our elite basketball and football programmes are designed to provide extra support and opportunities to young players who show promise and commitment to their sport and who aspire to become professional players. We ensure the students receive the very best coaching and training for their age and stage.

Our aim as a school is quite simple: we want to be the very best. This means that at the end of their time at JMA, the students could not have had a better educational experience at any other school. We want our students to develop into well-rounded individuals ready to be successful in the next stage of their lives. Realising this aim is entirely dependent on all staff working to the best of their ability, and it's the responsibility of the leadership team to ensure staff are fully supported in doing an outstanding job.

We are unashamedly a caring school, and our ethos is one of our strengths. It contributes significantly to the wellbeing of all members of our community. It is our mission to nurture the students unconditionally and provide them with an education that develops them academically and morally. This relies on staff being exemplary role models in everything we do at school. It is essential that we treat one another with dignity and respect.

Welcome from the Principal

Staff at JMA strive to build on the positive relationships that exist in school and the happy environment in which we work. We recognise that relationships are important, and everyone works incredibly hard at this while continuing to have the highest expectations in terms of work and engagement. Our journey to becoming truly great is only possible if every member of staff contributes each of the 195 days of the year. Staff recognise that they are central to the quality of experience the students receive, and it is crucial that the message we all give is consistent. At JMA, we think of school in terms of a stick of rock — wherever you break it, the same message can be seen!

I truly believe JMA and the Maths department has the potential to be 'good' within the next 12 months. If you are up for the challenge of playing a significant role in helping us achieve this; have a core belief that all students, no matter what their background or ability, can achieve; and have a passion for and a clear understanding of outstanding learning, you are definitely the right person for us.

Please feel free to telephone the principal's PA, Sue Warren, anytime on 01189 370200 if you would like any more information or if you would like to arrange a tour of the school. I hope you apply for this great opportunity because JMA really is a fantastic place to work. I look forward to hearing from you.



Christopher Belli
Interim Executive Principal



Information

JMA is an 11 to 19 mixed academy situated on the fringe of Reading. The school has 631 students with 141 in the sixth form. We currently have 43 teaching staff and 38 support staff. We accept students from 25 primary schools.

The academy is located on a large site and has a sports centre, climbing wall, dance studio, floodlit multi-use games area, and newly laid 3G astroturf. There are excellent ICT facilities located in six fully equipped suites. While we recognise there are some areas of the school site which require further modernisation, the members of our community which make up the school, we feel, make it great. The excellent relationships between students and staff help to create a positive and productive working environment for all.

As a community, everything we do is based on our mission to serve each student. We are an inclusive school and only appoint members of staff who, whatever their own beliefs and backgrounds, will actively support our ethos and put the student first.

Our mission and core purpose statement fully reflects what it means to be part of our school community:

Our core values of hard work, determination, empathy, integrity, and positivity permeate all that we do. In our achievement-orientated culture, teaching and learning is our highest priority. We want our students to be healthy and have a great life. We are deeply committed to opening the hearts and minds of our future-focused young people.

Why Join Our Family?

The White Horse Federation is a not-for-profit multi-academy trust that supports and sponsors many primary, secondary, and special schools across Wiltshire, Gloucestershire, Swindon, Oxfordshire, and Berkshire.

Our shared vision for excellence through partnership means we are also committed to upholding and celebrating the best of what makes a local school great — in other words, the qualities and characteristics that shape the type of school every member of our federation would be proud to send their own children to.

The White Horse Federation combines a relentless drive for academic excellence with a shared moral purpose and shared values, while ensuring that fun and happiness are a key attribute of each of our schools. We genuinely believe that partnership — working with our schools, pupils and their parents, and the wider community — helps to create the best possible outcomes for all children. The White Horse Federation empowers its colleagues through support, training, and career opportunities so our schools can recruit, develop, and retain outstanding staff who are leaders in their field. That way, we're able to ensure that every student achieves their full potential, regardless of their background, culture, heritage, or ability.

Safeguarding

The White Horse Federation is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. If successful for this position, you will be expected to apply for a disclosure from the Disclosure and Barring Service before your appointment is confirmed. References will be sought on shortlisted candidates before interviews take place.

Working at JMA

School Curriculum

Our aim is to offer a broad and balanced curriculum, accessible to all students, that helps develop the knowledge, understanding, skills, and attitudes necessary for each student to achieve their full potential. The curriculum prepares students for further study, employment, and adult life. The curriculum aims to enable all students:

- Achieve the very best standards in all subject areas.
- Develop skills which help prepare them for life.

We take every opportunity to ensure that all students, regardless of ability, make the best progress possible and achieve the highest possible standards in subjects and qualifications. We strive to narrow the gaps in achievement and enable those not achieving age-related expectations to catch up with their peers. Our head of learning support/SENCo works closely with all departments in order to support students and ensure they all have access to the curriculum. The school challenges more able and talented students so they achieve their full potential and their progress is sustained and enhanced. We aim to make certain that all young people develop the skills and abilities needed for success in life and have the ability to apply them in a wide range of contexts.

Teaching groups vary in nature, but generally there are mixed ability classes on admission in year 7. A process of setting — in English, maths, science, and modern foreign languages — takes place in year 7.

Curriculum Organisation

We deliver the national curriculum to all students aged 11 to 16 to develop a broad and balanced diet of learning. At key stage 3 (years 7 to 9), the school curriculum consists of core subjects: English, mathematics, science, and religious education; and non-core subjects: modern foreign languages, design technology, ICT, history, geography, art, music, drama, physical education, and PSHE (including sex education).

At key stage 4 (years 10 to 11), the school curriculum consists of compulsory subjects: English language, English literature, mathematics, science, religious education, and physical education; and a broad range of academic and vocational courses leading to external qualifications. At key stage 5 (sixth form), the school curriculum consists of a broad range of courses leading to external qualifications.

Teaching & Learning

This is what we are all about! As a school, we constantly strive to provide excellent opportunities for learning for all of our students, regardless of ability. This can be challenging, but outstanding lessons are based on high-quality relationships between staff and students. We recognise that students excel when lessons are calm, positive, well-prepared and stimulating.

The students' behaviour will generally mirror the quality of the learning experience that is being offered. Our aim is to provide our students with the highest quality of teaching and learning. This is the focus of all our energies. As a school, we do everything in our ability to support each member of staff to achieve excellence. We provide training, support, and guidance so that everyone has a clear understanding of what outstanding learning looks like and, more importantly, the tips and strategies to help facilitate this.

Successful schools operate an 'open door' policy with regard to the experiences which take place throughout the school day. Visible leadership from all members of the school leadership team is paramount to supporting every member of staff to provide our students with an exceptional experience at JMA. Consequently, staff are visited on a regular basis. The purpose of this is to provide opportunities to see and share good practice and to fully support staff.

Our Commitment to Your Career

As a forward-thinking school, JMA provides broad and varied opportunities for staff development. All staff have clear performance management targets which are set in line with standards and provide an opportunity for professional development. Coaching partnerships continue to exist at all levels in the school. The school is committed to sharing best practice and works closely with external agencies and trainers to make this a reality. Staff joining us early in their career will be given a mentor or coach, and we have a nationally recognised NQT programme. The school also has a strong school-to-school focus, working with a large number of local secondary and primary schools to offer opportunities for staff at all schools.

Ultimately, we recognise that great schools look after their staff, and it is without a doubt a key priority to ensure that we challenge and support staff in a nurturing environment to be the best they can be.

Secondary School Improvement Team

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The role of the SSIT is to offer strategic and operational support to schools and colleagues across the trust. The work undertaken ranges from curriculum mapping and planning and subject-specific support around the core offer to leadership of teaching and learning and, of course, supporting colleagues with their career development.

A real benefit of working for a trust which has a large selection of primary and secondary schools is that colleagues benefit from the ‘all-through’ experience and support. The primary and secondary SITs work closely together on curriculum design, staff training, and leadership development in order to support colleagues in both sectors as best they possibly can and ensure transition approaches are consistent and the best they can be.

JOHN MADEJSKI ACADEMY

Welcome from the CEO

I am delighted that you are expressing an interest in joining The White Horse Federation family. I hope you find the information contained within this pack useful and, having read it, you decide to proceed and submit an application.

The White Horse Federation is currently comprised of more than 22 primary schools, an SEN primary school, 5 secondary schools, 2 SEMH secondary schools, and the Swindon Teaching School, our centre for professional development and education for teaching staff. These schools are located throughout five neighbouring geographical locations: Wiltshire, Gloucestershire, Swindon, Oxfordshire, and Berkshire. Across these schools, we are proud to deliver first-class education from early years to advanced level study.

Our future looks very positive, with rapidly expanding pupil numbers, strong budgets, and other schools seeking to become trust members. If you are successful in your application, you will join a welcoming, vibrant, and ambitious community of education professionals and learners who will prioritise your individual professional development and wellbeing while empowering you to fulfil your potential.

I wish you luck with your application.

Dr Nicholas Capstick OBE
Chief Executive Officer, The White Horse Federation



JOHN MADEJSKI
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JMA BASKETBALL
ACADEMY

READING ROCKETS

JMA READING
20 08
FOOTBALL CLUB

Contract Details

Job Title: Head of Maths

Salary Scale: Up to £40,490 plus a TLR

Line Manager: SLT

Job Purpose: To support the students within assigned classes by providing high-quality teaching to raise student achievement and provide the appropriate support to students and staff to ensure provision within the school is of the highest standard.

Responsibilities

As a classroom teacher:

- To undertake any and all duties as laid out in the School Teachers' Pay and Conditions Document and meet the professional standards for practising teachers.
- To plan and prepare lessons, schemes of work, and assessment materials.
- To teach, according to their educational needs, students assigned to allocated classes, utilising key skills as appropriate.
- To control and oversee the storage of books and other resources required for class usage.
- To ensure positive behaviour management in accordance with agreed school policies, including the administration of rewards.
- To set homework in accordance with agreed whole-school and departmental policies.
- To monitor and assess student performance so that targets can be set for individual student improvement, including IEPs.
- To report to parents in accordance with the whole school policy.
- To take registers for each lesson.
- To contribute to departmental meetings, discussions, and management systems necessary to coordinate the work of the department and integrate this into the work of the whole school.
- To participate in the performance management review cycle as per the school policy.

...continued

As a form tutor:

- To take the register each morning session.
- To provide general support and guidance to students and monitor performance in accordance with the school's policies.
- To monitor students' attendance and conduct and liaise with heads of year, heads of school, and the attendance officer.
- To liaise with parents regarding issues as they arise.
- To complete student reports in accordance with the schools policy on assessment and reporting.
- To deliver and contribute to the planning of PSHE lessons as part of published scheme of work.

Performance management:

- To demonstrate a clear commitment to your own professional development.

Other:

- To undertake any other duties, commensurate with the grade, as requested by the headteacher.

Voluntary professional development:

- Training and continuous professional development is available through JMA and the White Horse Federation

Personal Specification

The successful candidate must:

- Have a good, subject-specific honours degree.
- Have strong numeracy and literacy skills.
- Have the potential to be an 'outstanding' classroom practitioner.
- Have knowledge and understanding of recent developments in high-quality teaching.
- Have good ICT skills.
- Be fully committed to supporting the core purpose of the school as outlined in our mission statement.
- Be a team player.
- Be proactive.
- Enjoy working with young people.
- Have the capacity to work hard and under pressure.
- Be a motivator.
- Be a good communicator.
- Have personal integrity and the drive to do what is best for the students.
- Have ambition.
- Be committed to providing students with a first-class education.
- Have a sense of humour.

How to Apply

JOHN MADEJSKI ACADEMY

We are thrilled you would like to apply to join our trust! Should you wish to have an informal chat regarding the role, please contact Christopher Belli, Interim Executive Principal

Mobile: 07495 491869

Email: cbelli@twhf.org.uk

Alternatively, please complete an application form via our applicant tracking system, Networx, on our careers page via:

thewhitehorsefederation.org.uk/careers

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"Mankind owes to children
the best it has to give.
Their life is fragile.
If they are to have a tomorrow
Their needs must be met today.
Many things can wait,
but not the children.
Now is the time that their
bones are being formed.
Their blood composed, and
their senses developed.
We cannot answer their 'tomorrow'.
Their name is 'today'."

Gabriela Mistral