



GENERAL BACKGROUND INFORMATION

Walton High opened in 1999 with 120 Year 8 students. Since then the school has grown significantly and now has over 2,000 students on roll, including 300+ Post 16. The school has an excellent reputation and is consistently oversubscribed.

In November 2016, Walton High expanded onto a second campus that is two and half miles away from the Walnut Tree Campus at Brooklands. The Brooklands campus opened with 270 students across Years 7 – 9 and now has 636 students in Years 7 – 11 growing to 1,500 students, including 300 Post-16, by 2022.

When both campuses are at capacity, Walton High will be one of the largest secondary school in the country ensuring excellent opportunities for career progression.

A single system of governance, organisation, leadership and management operates across both campuses.

In 2011 the Governors of Walton High founded Milton Keynes Education Trust with the following aims:

Milton Keynes Education Trust Statement of Aims

The educational aims and objectives of Milton Keynes Education Trust (MKET) are based on our commitment to securing social justice through high quality education that promotes inclusion and embraces diversity.

The Trust aims to **enhance** and **enrich** the lives of children and young people by **enabling** them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are **no limits** to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

A clear secular moral framework will promote honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility.

In this way we will bring out **the very best** in our children and young people.

We will realise our aims and secure sustainable school improvement through high quality transformational leadership, professional development and collaborative partnerships.

The schools that are currently part of Milton Keynes Education Trust are:

- New Chapter Primary School, Coffee Hall, Milton Keynes
- Heronsgate School, Walnut Tree, Milton Keynes
- Kents Hill Infant School, Milton Keynes



The creation of the multi-academy trust has enabled more cross phase working and the schools within the partnership have pooled resources to provide additional educational services to support children's learning, e.g. Educational Psychologist, Education Welfare Officer and Speech and Language Therapist.

WALTON HIGH'S APPROACH TO LEARNING AND TEACHING

Walton High is committed to making personalised learning a reality. Our flexible and varied curriculum is an essential foundation for this, providing as it does personal learning pathways which are challenging, relevant and significant.

Personalised learning and teaching is a commitment to ensuring **all learners** reach or exceed expectation, fulfil early promise and develop latent potential. At the heart of personalisation is the expectation of participation, fulfilment and success. Personalised learning sets ambitious objectives, challenging personal targets, rapid intervention to keep students on trajectory and vigorous assessment to check and maintain progress.

Core components of personalised learning are:

Assessment for Learning - the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there;

Developing students' capacity to learn - by building the confidence and capacity of the learner and developing personal skills and strategies to enable self-management and self-direction;

Teaching and Learning strategies that actively engage and challenge learners - Walton High's approach to lesson planning ensures all the key elements of outstanding learning are considered.



Director of Maths

As a result of the growth of the school through our second campus, Walton High is seeking an inspirational and motivational Director of Maths to join our senior leadership team.

Walton High, the founding school of Milton Keynes Education Trust, wants colleagues who wholeheartedly support our aims of enhancing and enriching the lives of young people by enabling them to make the most of outstanding learning opportunities within and beyond the curriculum, instilling an appreciation that there are no limits to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

You will be ready for a new challenge and you will also be keen to make a difference for all students in a truly comprehensive setting. You will be an engaging, visible leader and one who will win the respect of staff, students and parents. You will be able to demonstrate strategic leadership and management skills and have the drive and ambition to take Walton High through its next stage of development. You will be energetic, resilient and good humoured.

In addition to the duties cited in the *Teachers' Pay and Conditions Document* and the level of performance set out in the *Teachers' Standards*, working with the Leading Teachers for Mathematics on the Fyfield Barrow and Brooklands campuses, the Director of Mathematics will:

- provide the vision and strategic leadership for the teaching and learning of Maths across Walton High's two sites
- lead the development of the Maths curriculum, taking account of students' needs and the findings of educational research
- lead the development and application of students' mathematical knowledge and understanding across the curriculum
- create a positive learning environment for students
- establish a culture that enables staff to develop and maintain a creative approach towards teaching and learning
- establish a collegiate approach to the leadership and management of the curriculum area
- lead professional development related to the teaching of maths across the curriculum and contribute to wider CPD activities
- be responsible for the quality of teaching and student achievement in Maths across the school's two sites



- lead the planning and implementation of improvement strategies to raise achievement in Maths for all students
- monitor and evaluate the effectiveness of the teaching of Maths across both campuses and establish a process for self-evaluation and sharing best practice
- support the Leading Teachers' efficient and effective day-to-day leadership and management by developing and monitoring the consistent implementation of curriculum area policies and practices
- deploy staff and manage resources efficiently and effectively, ensuring curriculum resources, including planning documents, are shared, easily accessible and produced to a high standard
- support the induction and development of Middle Leaders and aspiring Middle Leaders within the Maths team
- prepare and present reports for the Governing Body on standards in Maths and priorities for improvement.



Person Specification Director of Maths

Specification	Essential	Desirable	Evidence
Qualifications	<p>A good honours degree in Mathematics or related discipline.</p> <p>Qualified teacher status</p>	<p>Postgraduate degree and/or further relevant professional studies.</p>	<p>Application form</p>
Experience	<p>Experience of successfully teaching Maths across age and ability range.</p> <p>Experience of subject leadership and management.</p>	<p>Teaching, leadership and management experience in a school with a sixth form.</p> <p>Experience of teaching Maths at A level.</p> <p>Experience as a GCSE and/or A level examiner/moderator.</p>	<p>Application form and interview</p>
Philosophy	<p>Commitment to the aims of MKET and Walton High.</p> <p>Commitment to self-evaluation and continuous improvement.</p> <p>Commitment to sharing best practice.</p> <p>Belief in the positive difference high quality educational opportunities make to peoples' lives.</p>		<p>Application letter and interview</p>



Specification	Essential	Desirable	Evidence
Leadership and management	<p>Involvement in the development, implementation and monitoring of subject area policies.</p> <p>Experience of successfully inducting and/or training staff.</p> <p>Experience of successfully planning for improvement and managing change.</p>	<p>Involvement in the development, implementation and monitoring of whole school policies.</p> <p>Leading initiatives with partners, e.g. parents, governors, the local community.</p> <p>Experience of working collaboratively with other schools /organisations.</p> <p>Experience of budget management and prioritisation.</p>	Application letter and interview
Professional knowledge / understanding	<p>Understanding of the Maths National Curriculum at KS3 and requirements of GCSE & A Level syllabi.</p> <p>Awareness of different learning styles and learning behaviour.</p> <p>Understanding of what constitutes added value in an educational context.</p> <p>Thorough understanding of current initiatives in Maths education and their</p>	<p>Experience of working with other agencies to enrich the education of students.</p>	Application letter and interview



Specification	Essential	Desirable	Evidence
	<p>appropriate implementation.</p> <p>Awareness of how to use comparative data for benchmarking and target setting.</p> <p>Understanding of the pastoral role of schools and the work of external agencies.</p>		
Community links	<p>Commitment to providing high quality learning opportunities for the whole community.</p> <p>Commitment to working in partnership with parents.</p>	<p>Experience of working with other organisations to provide learning opportunities.</p> <p>Successful experience of promoting parental involvement.</p>	Application letter and interview
Skills, attributes and personal qualities	<p>Ability to inspire, challenge and motivate staff and students.</p> <p>Excellent interpersonal skills.</p> <p>Ability to give and receive effective feedback and act to improve own performance and that of others.</p> <p>Ability to explain ideas clearly and succinctly.</p>		Interview



Specification	Essential	Desirable	Evidence
	<p>Competent user of ICT.</p> <p>Ability to ask for advice and support where necessary.</p> <p>Self- motivating with a positive outlook.</p> <p>Ability to work to deadlines and under pressure.</p> <p>Excellent attendance and punctuality record.</p>		
Skills, attributes and personal qualities	<p>Ability to inspire, challenge and motivate staff and students.</p> <p>Excellent interpersonal skills.</p> <p>Ability to give and receive effective feedback and act to improve own performance and that of others.</p> <p>Ability to explain ideas clearly and succinctly.</p> <p>Competent user of ICT.</p> <p>Ability to ask for advice and support where necessary.</p> <p>Self motivating with a positive outlook.</p> <p>Ability to work to deadlines and under pressure.</p>		Interview



Specification	Essential	Desirable	Evidence
	Excellent attendance and punctuality record.		

Dress Code

Principles

Walton High recognises the importance of personal appearance in setting high expectations and a positive tone. This is reflected in our Dress Code for staff and students.

Practice

All members of staff at Walton High follow a professional dress code. The formal standard of dress required of students has implications for how we as staff dress.

Male staff are expected to wear a jacket and tie when working with students in a classroom context. Similarly, whilst business suits are not essential for female staff, a similar level of smartness is expected. Extremes of fashion in clothes, hairstyle and jewellery should be avoided. In warmer weather the Principal may inform male staff that jackets and ties are not necessary. All staff should ensure that in warmer weather they are still suitably attired in smart professional dress, this means that flip-flops, short skirts and cropped tops / trousers and shorts should not to be worn.

General Requirements

All school based posts are defined as Regulated Activity and therefore the post is subject to an Enhanced with Barred List DBS check.

All employees are expected to share this commitment, to follow MKET's safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

Commitment to uphold MKET's Equality and Health and Safety policies.

All staff must follow the MKET Code of Conduct.

All staff must have an understanding of the requirements of Data Protection and confidentiality in the workplace.