

Briefing Pack for Applicants Teacher of Mathematics - Primary Specialism



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Teacher of Mathematics – Primary Specialist
Location: Handsworth Grange Community Sports College
Pay scale: Teachers Main Pay Range MPR/UPR
Contract: Permanent, Full-time
Start date: September 2024 or earlier

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. We are above average nationally for pupil progress. We have been nationally recognised for our work with Pupil Premium. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We are the founding school within the Minerva Multi Academy Trust. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint a Teacher of Mathematics to join our outstanding Mathematics Department at Handsworth Grange Community Sports College.

Candidates are encouraged to have an informal discussion about the role with the Subject Leader of Mathematics: rkeys@handsworth-mlt.co.uk.

The closing date is 9am on Wednesday 08 May 2024 and interviews will take place on Tuesday 14 May 2024.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Alison Keeton - Headteachers' PA:
akeeton@handsworth-mlt.co.uk

The application form and information pack are available on the school website www.hgcsc.co.uk
Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.* Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

Here at Handsworth Grange, we understand the power of education to transform lives, communities, and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

We are fully inclusive and have a strong family ethos. Our student population is diverse, and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values: Together we:

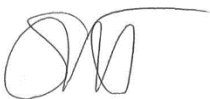
- Be Brave
- Be Kind
- Be Present

We are currently on a rapid improvement journey and are working collaboratively across the school and the wider Trust to make Handsworth Grange the number one school in Sheffield and the school of choice for both students and staff. We are passionate about our school and the progress of all our students, if you have the drive and determination to make a difference, this is the school to make that happen.

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.



Suzy Mattock
Headteacher

Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So.... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.



S Mattock
Headteacher

Section 4: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Teacher of Mathematics – Primary Specialism
GRADE/SALARY	Teachers Pay Range- MPR/UPR
HOURS/WEEKS	Full-time 32.5 hours, term time
LOCATION	Handsworth Grange Community Sports College
RESPONSIBLE TO	Head of Department
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	<ul style="list-style-type: none">• To develop and deliver an innovative numeracy curriculum for targeted pupils in Key Stage 3 and Key Stage 4 as part of our Alternative Learning Pathways.• To effectively use assessment data to coordinate and deliver a programme of numeracy interventions to help close the achievement gap.• To provide coaching for other members of the teaching staff to support the progress of low prior attaining pupils.• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.• To monitor and support the overall progress and development of students as a teacher and group tutor.• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.• To contribute to raising standards of student attainment and outcomes.• To share and support the school and Trust's ethos and culture toward providing and monitoring opportunities for personal and academic growth.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none">• Qualified Teacher Status• A Degree in Relevant Field• Ability to Teach Maths at Key Stage 3 and 4 with primary experience

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

To support the delivery of an alternative learning pathway at Key Stage 3 and Key Stage 4 for pupils below national standards, or pre-Key Stage on entry in English and Mathematics.

- To effectively utilise assessment data to coordinate and deliver a programme of targeted numeracy interventions.
- To teach a primary curriculum to identified nurture groups.
- To teach KS3 and KS4 alternative learning pathways, KS3 and KS4 withdrawal groups and who are still working at a Primary / KS3 Level.
- To provide guidance for other members of the teaching staff to support the progress of low prior attaining pupils, working alongside the SENDCO.
- To contribute to the development an innovative and appropriate numeracy curriculum which accelerates the progress of targeted pupils.
- To ensure information regarding pupils receiving intervention is fed into the whole school provision mapper, in line with school procedures.
- To support the development of high quality and effective numeracy schemes of work; designed specifically to improve basic numeracy skills.
- To keep up to date with current initiatives and developments in literacy and numeracy and to identify key programmes that will help close the achievement gap.
- To work closely with the ALP lead in order to coordinate interventions and share good practice.
- To work closely with the SEND team to ensure the specific needs of pupils are met.
- In partnership with the ALP Lead, to develop effective working relationships with key partner primary schools to ensure pupils are identified for early intervention.
- To play a role in the primary transition programme. To ensure effective communication with the parents/ carers of students in the ALP Pathway.

Staffing

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue personal development in the relevant areas including subject knowledge and teaching methods.
- To actively engage in the Professional Development Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and contribute positively to effective working relations within the school.

Quality Assurance

- Help to implement school quality procedures and adhere to them.
- Contribute to the process of monitoring and evaluation of the department in-line with agreed school procedures.

Data/Assessment

- Maintain appropriate records and provide relevant accurate and up-to-date information for SIMS, registers, etc.
- To complete the relevant documentation to assist in the tracking of pupils.
- To track student progress and use information to inform teaching and learning.

Communication and Liaison

- To communicate effectively with parents/carers of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- Contribute toward the development of effective subject links with external agencies.

Form Tutor

- To be a Form Tutor to an assigned group of students, promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with Pastoral Managers to ensure the implementation of the school's student guidance and support system.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents/carers of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- Apply the behaviour management systems so that effective learning can take place

Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and agreed school priority areas are reflected in the teaching/learning experience of students.
- To maintain discipline in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework.

- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

SAFEGUARDING

To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 5: Person Specification



Minerva Learning Trust Person Specification



Post title: Teacher of Mathematics – Primary Specialism

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Qualified Teacher Status	AF/I
Degree in related Subject	AF/I
Ability to teach Maths at Key stage 2, 3 and 4	AF/I
KNOWLEDGE AND EXPERIENCE	
Previous and recent experience of teaching in a primary setting or experience of undertaking a similar role in a secondary setting.	AF/I
Knowledge of the Key Stage 2 and 3 subject requirements.	AF/I
Involvement or interest in cross-curricular teams/projects.	AF/I
Experience of delivering and organising targeted literacy and numeracy interventions, which have had a proven impact on pupil progress.	AF/I
A thorough knowledge and understanding of the subject area.	AF/I/A
Knowledge of the requirements of the National Curriculum as applied to the subject area.	AF/I/A
Up to date knowledge of methods used to close the educational achievement gap.	AF/I/A
SKILLS	
Ability to plan and teach engaging, motivating lessons with clear objectives and student learning outcomes matched to departmental schemes of work.	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students.	AF/I
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students.	AF/I
Ability to assess student achievements against course objectives and provide outstanding feedback, which enables students to maximise their talents and abilities.	AF/I
Ability to keep excellent administrative and student achievement records.	AF/I
Ability to relate well to students, staff and parents in a professional manner	AF/I
Ability to use ICT as an integral part of teaching and learning programmes.	AF/I
Willingness to actively participate in professional learning	AF/I

QUALITIES AND ATTRIBUTES	
High expectations of self	AF/I/R
The ability to act on advice and be open to coaching	AF/I
A commitment to extra-curricular activities.	AF/I
A continued interest in developments in teaching and learning.	AF/I
The ability to motivate others.	AF/I/R
The ability to establish effective working relationships with individuals, groups and organisations.	AF/I
The ability to remain calm and diffuse situations.	AF/I
The demonstration of a concern for excellence in one's professional work and the achievement of students.	AF/I
A commitment to support the school's aims, vision and ethos.	AF/I/R
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion.	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students.	AF/I
A willingness to contribute to the wider life of the school.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 6: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
9. Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to akeeton@handsworth-mlt.co.uk by the closing date.