



Secondary Maths Teacher Candidate information brief

Dear candidate,

Thank you for taking the time to find out more about King Solomon Academy and the possibility of joining us. Included in this information pack is information about the academy and the role of Maths Teacher.

KSA is a pioneering school looking to hire exceptional people. This is a unique opportunity for an ambitious and high-performing Maths teacher who is committed to pushing themselves further and achieving amazing things with and for their pupils. We believe in high expectations and a sense of collaborative and positive enthusiasm which brings out the best in our team. Through weekly coaching and time allocated to professional development we can help our teachers excel in creating a successful environment for our pupils.

We are looking for a teacher who is passionate about achievement in Maths at all key stages, and who has experience of improving attainment. In Key Stage 3 we are building on the Maths Mastery curriculum as part of the Ark network, which gives the curriculum leader access to regular and high quality professional development, and the ability to influence the future of Maths Mastery. KSA has the advantage of being an all-through school with high levels of attainment in our primary pupils, almost all of whom attend Secondary.

We want KSA to be synonymous with excellent maths teaching. We are the founding home of Times Tables Rock Stars and one of the originators and long term proponents of mixed attainment Key Stage 3 Maths teaching. We need a new teacher who is able to aim high and dream big and who is capable of delivering excellence with highly effective leadership around them.

In 2022, we achieved progress of +1 in Maths, with nearly 40% 7 or above. At A-Level, we achieved close to 40% % A*-A in our Maths A-level, as well as strong performance in Further Maths. These courses are passionately studied by a group of committed Sixth Form students who are currently on track for very high grades. Our Key Stage 5 provision is supplemented with Core Maths. We are open to teachers with experience and interest in 6th Form teaching.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline is **11am on Monday 22nd January 2024**. To discuss the role, please feel free to email our HR Officer, Salma Ali, on ksa.hr@kingsolomonacademy.org or phone on 020 7563 6900.

We wish you the best with your application.

Yours sincerely,

Max Haimendorf
Principal

Beth Humphreys
Principal Designate

Job Description: Maths Teacher

Start date: April 2024 or September 2024

Contract type: Permanent

Salary: Ark Mainscale and Upper Pay Spine (£37,667-£59,242)

The Role

To provide outstanding teaching & learning to ensure exceptional progress of their students.

Key responsibilities

- Prepare, deliver and assess learning to a high standard, ensuring great outcomes.
- Provide a nurturing classroom and school environment that helps students to develop as learners
- Helping to maintain/establish discipline across the whole academy
- Contribute to the effective working of the Academy

Outcomes and activities

Teaching and Learning

- To teach engaging and effective lessons that motivate, inspire and transform pupil attainment.
- With direction from the Head of Maths, assist in the creation and development of challenging and innovative schemes of work which are inspiring for learners and teachers alike.
- Use regular, measurable & significant assessments to monitor progress and set targets.
- Respond accordingly to the results of such monitoring.
- Ensure that all students achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level.
- Maintain regular and productive communication with parents, to report on progress, sanctions and rewards and all other communications.
- To develop an exciting and motivating extra-curricular and enrichment offer including university links, trips and residential.
- For candidates who demonstrate that they are ready to do so, the opportunity to coach and develop other members of staff.

Academy Culture

- Help create a strong academy community, characterized by consistent, orderly, caring and respectful relationships
- Help develop a small school culture and ethos that is utterly committed to achievement
- Class teacher (teachers will usually be required to perform the role of form teacher / class teacher):
 - Create and sustain a positive class culture
 - Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially
 - Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents

Other

- Undertake other various responsibilities as directed by the Principal.

Person Specification: Maths Teacher

Qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

Experience

- Experience of raising attainment in a challenging classroom environment

Skills and attributes

We are looking for alignment to our KSA values or at the very least, a candidate's clear, demonstrable capacity to develop them:

“Aiming high”

- Evidence of sustained impact in middle leadership
- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

This post is subject to an enhanced DBS check.



Principal: Max Haimendorf

Max Haimendorf graduated from Oxford and joined the first cohort of the Teach First programme, teaching Science in West London. Following work at Teach First central office he joined the consultants Oliver Wyman where he worked in finance strategy. Whilst there he wrote about the importance of small schools in Teach First's first Policy Paper, Lessons from the Front. In 2008 he was appointed as Secondary Headteacher of King Solomon Academy, starting the Secondary part of the school in September 2009. He has now led KSA through two outstanding Ofsted inspections and to achieve the highest GCSE results in the country for a non-selective school in 2015. He became all-through Principal of KSA and Executive Principal of Ark Paddington Green Primary Academy in September 2016. He was awarded an OBE for services to education in the Queen's Birthday Honours of 2020.



"We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university."

Principal Designate: Beth Humphreys

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth has been appointed to lead King Solomon Academy all-through from September 2024. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.



Vice Principal: Alice Cairns



Alice Cairns graduated from the University of Cambridge in 2010 with a degree in Theology and Religious Studies. She joined the 2011 cohort of Teach First teaching Maths in Coventry. Following Teach First Alice was one of the founding staff at Oasis Academy South Bank where she was Head of Maths, Music and Farming and then Assistant Principal. From 2017 Alice was also the National Curriculum Lead for Maths for Oasis Community Learning where she led the standardisation of Mathematics Mastery across all twenty secondary Oasis academies. She joined KSA in September 2020 as Vice Principal, leading Pastoral, with overall oversight of Maths.

Head of Maths: Robert Millar

Robert Millar graduated from the London School of Economics in 2013 with a first class degree in Economics. He spent 5 years in management consulting, based in London and New York, before joining the teaching profession. He trained at KSA in 2018, holding a variety of roles within the Maths Department before becoming Head of Department in 2023. He is also a form tutor to 11 Cambridge, having taught the Class of 2026 since they were in Year 7! Rob is passionate about helping students achieve their potential about Maths, as well as helping to develop the Maths teaching team to improve their practice.



Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

If you can't fly then run, if you can't run then walk, if you can't walk then crawl,
but whatever you do you have to keep moving forward.

Martin Luther King



Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 37 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCos
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.