



Mill Chase Academy

Teacher of Mathematics Information Pack

Start date: April or September 2018

Salary: MPR/UPR



Contents

3	Welcome from Paul Hemmings, Principal
4	Message from Head Boy and Head Girl
5	Relocation to new premises in 2019
6	The University of Chichester Multi-Academy Trust and Sponsor
7	Together we make a difference
8	Job Profile
10	Person specification
13	Application Procedure

Welcome from Paul Hemmings, Principal

Welcome and thank you for your interest in working with us at Mill Chase Academy (MCA).

MCA is a small, friendly, vibrant academy with high standards and expectations. We pride ourselves on knowing every young person well. Student welfare is at the heart of all our work and we have the highest aspirations for every child in our community.

We are at a pivotal point in our history. In our first inspection since becoming an academy we were judged as being good in all areas in October 2016. GCSE results have improved year on year and we are determined that we will become an outstanding academy.

In September 2019, it will be an exciting time as we relocate to a purpose built new-build academy in Bordon. Currently under construction with an investment in excess of £30M, it will include state of the art facilities for all departments.

Mathematics is a very popular subject at Mill Chase and one of the Academy's specialisms with an excellent track record of success. The Department is well resourced and staffed by 4 full time and 3 part time experienced members, having over 60 years teaching between them! Mathematics teaching is a team effort with many opportunities to share resources, observe and learn from each other.

Examination achievement is consistently strong; the last two sets of GCSE results have been outstanding. In the summer 2016 results, 79% of students achieved the government's expected progress putting us in the top 6% of schools in the country based on progress 8. The summer results 2017 showed that the department had made progress from the previous year with 78% of students achieving a Grade 4 and 59% a grade 5 or above. More importantly to note is the department's progress 8 score of 0.45. In addition to the exam success, last year the Year 8 and Year 9 mathematics challenge team came 2nd in

the regional qualifying round of the UKMT Maths Challenge out of 34 schools earning them a place in the national final in London.

Students are taught in ability sets which are relatively small in comparison to other schools giving each teacher an opportunity to personalise their teaching to meet the needs of the students. Students are assessed termly giving staff an accurate process to track progress.

The Year 11 pupils follow the Edexcel GCSE Mathematics with the most able also having the opportunity to sit the AQA Level 2 Further Mathematics Certificate. Students have ample teaching time throughout their time at Mill Chase with all students having 9 hours each fortnight.

I extend an invitation for you to visit our academy and discuss the post with me in more detail. Corinne Tutton, PA to the Principal, will be pleased to make arrangements for you and can be contacted at c.tutton@millchase.hants.sch.uk or telephone (01420) 472132.

Yours sincerely



Paul Hemmings
Principal

Welcome from the Head Boy and Head Girl

We would like to welcome you to Mill Chase Academy. We are delighted to say that during our five years at Mill Chase Academy we have really valued the experiences and education that we have been offered. Our academy is a small, vibrant and caring establishment that believes in having high expectations and achieving excellence.

At Mill Chase Academy our teachers work hard and really care about each of us and our education as individuals. There are many opportunities to extend our learning to ensure that we really do achieve our best.

Student Leadership is very important within the school and starts from Year 7 onwards with our Student Leadership programme and School Council. We feel that we have a voice and can make a valuable contribution to the decisions being made within the academy.

The student body behave well and fully engage with their learning, something that is noted and commented on by the many visitors that we welcome into the academy.

Our students really do have **Ambition** and **Courage** in order to achieve **Excellence**.



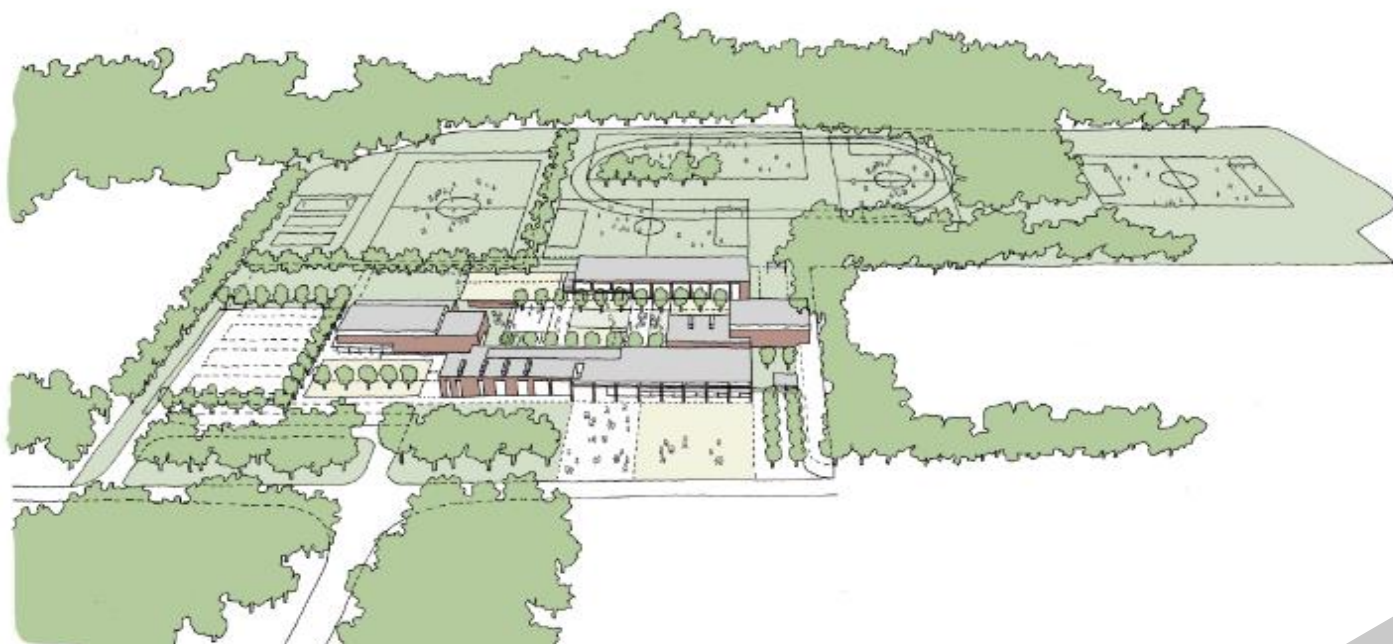
Relocation to new premises in 2019

Mill Chase Academy will be opening its new building a short distance from its current location in September 2019, creating a vibrant and exciting learning environment.

With an investment in excess of £30M, the facilities will be cutting edge, including science and technology laboratories, performing arts centre, 300 seat theatre, 4G pitch, a 6 court sports hall and forest school learning area.

It is a rare opportunity and an exciting time to join the academy, collaborating with the Trust, architects, designers and local community to create a legacy for the future. Our location will be at the heart of a new learning community which will continue to grow as we welcome families locating to a new developing community in Bordon, Hampshire.

We work within a supportive learning community of staff, parents and students, enabling a world of learning opportunities which will inspire and motivate students of Mill Chase Academy to achieve excellence and create the successful path for their future. We are creating an academy where each day will be a journey of discovery to fire their imagination, establish their sense of worth, and to gain the confidence and courage to take a full part in the wider world.



The University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust is uniquely placed to make a difference to the local education landscape. With access to the University's extensive resources, we provide both educational expertise from the University's Institute of Education and expertise from professionals within HR, Finance, ICT, Estates and Communications.

The Trust has an inclusive and an aspirational vision. People and relationships matter to us and we share the University's belief that education has the power to transform society.

Our Vision is for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

Our Mission is to create a vibrant inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Our Shared values are:

- **Aspirational**
- **Inclusive**
- **Collaborative**
- **Dynamic**
- **People-focused**

University of Chichester as sponsor

As a University we believe education has the power to transform society and we should play a role in enabling people to exceed their own expectations, creating a positive impact on our local and regional communities.

Our belief is all schools can be successful and that student progress and the retention and growth of high-quality teachers should be at the heart of our work. We have years of experience in working with outstanding and improving schools as well as those less successful and were proud when we established the Academy Trust in 2012.

“high quality, centre-based training which is creative and innovative”

Ofsted Inspection (2010)

We believe there are five key factors that distinguish the University of Chichester as an academy sponsor:

- Teacher training and schools have been fundamental to the University since 1839;
- Tailor-made solutions designed on merit not a one size-fits-all compliance model;
- Wide ranging experience of working in partnership with a rich variety of schools backed up with school focused CPD and classroom-based action research;
- The University is a high quality provider of Initial Teacher Training;
- High quality teaching and learning, recruitment, training, development and retention are all at the heart of the University ethos, which is shared by the Trust.

‘The headteachers and chairs of governors of all of the schools play an important role in the leadership of the trust through forums such as the termly advisory group. Consequently, officers, headteachers and members of local governing bodies share a strong sense of common purpose.’

University of Chichester Multi-Academy Trust
Ofsted Report, 2017

Together we make a difference

Our Promise to you:

- Be a member of a high performing team
- An Academy which is committed to continued rapid progress and the achievement of excellence
- Involvement in a brand new, purpose-built academy with carefully planned internal and external spaces, well-equipped ICT resources, learning resource area and state of the art technology


A focus on you:

- Opportunities for shared learning and collaboration across the University of Chichester Academy Trust and the wider network
- Extensive professional and personal development opportunities
- Access to current research and expertise from the University of Chichester

Reward and Benefits:

- A pay and reward package which values all staff and recognises the importance of staff in contributing to the achievements and success of the Academy and Trust
- Eligibility to join NUS Extra saving you £££'s on a range of goods and services
- Teachers' Pension Scheme
- Childcare Voucher Scheme

Be part of something bigger:

- The support of the University of Chichester Academy Trust, its Board and colleagues from the University of Chichester
 - Security of knowing you are joining an organisation whose sponsor has been promoting education for the past 150 years!
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Job Profile

Job Title: Teacher of Mathematics

Job No:

Reports to: Head of Department

Location: Mill Chase Academy, Bordon

Function of the post

To plan and deliver high quality engaging and challenging teaching and learning across the full ability and age range of students, ensuring all students make rapid and sustained progress.

Principal Accountabilities:

1. Plan and deliver high quality engaging and appropriately challenging lessons that inspire all students to share a passion for your subject and become independent learners.
2. Ensure all students make rapid and sustained progress in line with the assessment criteria for the scheme of work or qualification.
3. Effectively assess student progress and understanding to inform future planning and make formative and summative assessment, including data for reporting purposes in line with academy procedure.
4. Provide high quality marking and constructive feedback so that students are informed of how to improve their work.
5. Set and assess appropriate homework that matches individual student needs.
6. Take responsibility to ensure teaching assistants understand the aims and outcomes of your teaching to ensure an effective and collaborative contribution for the benefit of all students.
7. Attend scheduled meetings of the academy and parents' evenings as directed by your line manager or senior staff.
8. Make a positive contribution to the strategic aims, values and ethos of your subject area/s, the academy and the University of Chichester Academy Trust.
9. Contribute to the wider life of the academy, such as leading on extra curricula activities.

University of Chichester Academy Trust:

The Trust's vision is "for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives"; and it is our mission "to create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning".

With a supportive and collaborative approach it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the academy's own identity.

The following may be adapted according to career stage:

Teaching and Learning Support:

- Plan, resource and deliver effective schemes of work and lessons, setting clear lesson objectives, specifying how children will be taught and clarifying how learning will be differentiated;
- Evaluate own teaching and planning critically and use this to improve own effectiveness;
- Mark and monitor students' class and homework, providing written and oral feedback, and set targets for student progress;
- Develop innovative and engaging high quality teaching, along with robust assessment for learning that meets the needs of all students and leads to improved learning outcomes and raised standards of education;
- In liaison with colleagues, ensure appropriate educational provision is in place for students with SEND and for students in other vulnerable groups;
- Develop and apply appropriate teaching techniques, providing high quality resources, planning adult intervention, and creating real and relevant experiences, to inspire interest, and nurture understanding and enthusiasm amongst students;
- Encourage children to think about and reflect upon their own learning, becoming resilient, independent, co-operative and adaptable learners;
- Show commitment to creativity and innovation in the effective use of appropriate technologies to enhance provision, engagement and student progress;

Planning and Managing Resources

- Contribute to the overall development of the academy which may include resource management, budget management, programme planning and the strategic planning process;
- Contribute to whole school student assessment and target setting procedures, and moderation and monitoring systems, to ensure a robust analysis of student progress is maintained and used to inform intervention and future planning;
- Report on progress to parents and carers regularly including at consultation meetings and through an annual written student report;
- Maintain accurate student records, working with parents, carers and agencies as required, and with other colleagues.

Communication

- Communicate effectively with staff at all levels, students, parents and carers, visitors and stakeholders.

Liaison and Networking

- Develop links with external contacts such as other educational, authoritative and professional bodies to foster collaboration and share good practice;
- Contribute to a community where parents and carers are valued and in which they have access to appropriate up-to-date information, to support and improve their child's progress.

Teamwork

- Maintain a high standard of professionalism that enables effective working with colleagues to deliver school improvement;

Pastoral Care

- Take responsibility for ensuring effective and competent management of resolving student issues and ensuring support is in place as required;
- Create a positive culture where staff and students feel safe and are valued, where all students' needs are supported and where all stakeholders work together effectively for the benefit of the students;
- Take responsibility to ensure students are aware of and adhere to the expected behaviour and conduct within both the classroom and around the academy, in accordance with the academy's behaviour policy and in line with best practice;
- Be committed to safeguarding all children and staff at the academy, in accordance with child protection and safeguarding policies;
- Ensure all practices relating to safeguarding and child protection are effective.

Other duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, the School or the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

The University of Chichester Academy Trust and the academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation. The School has a number of policies to support this commitment that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. For further guidance and information contact www.cathr@chi.ac.uk

Health & Safety:

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their potential impact on their own work and that of others. You should familiarise yourself with the School's Health and Safety policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The University of Chichester Academy Trust will support the School in continuously seeking to find ways to improve its environmental performance. Staff are required to support these aims.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	<p>Qualified Teacher Status/ PGCE or NQT</p> <p>Evidence of continual professional development that is relevant and appropriate to the post</p> <p>Very good knowledge of pedagogy, research, initiatives and technologies in learning and child development</p> <p>Knowledge of the national curriculum in relation to the post</p> <p>A good knowledge of emerging technology and the use of ICT to enhance learning and engage students</p> <p>Understanding of assessment for learning and its use to raise standards</p> <p>Current knowledge of safeguarding legislation and government guidance relevant to the post</p>	<p>An understanding of the role of parents and the community in school improvement and how this can be promoted and developed</p>	<p>Application/ Documentary evidence</p> <p>Interview</p> <p>Teaching task</p>
Skills	<p>Demonstrable evidence of the skills required to be an excellent classroom practitioner</p> <p>Ability to challenge and differentiate teaching and learning for students of all abilities and needs</p> <p>A skilful communicator with strong interpersonal and presentation skills, both verbal and written</p> <p>Ability to make learning exciting, relevant and cross curricular</p> <p>Ability to create a vibrant, collaborative, happy and challenging learning environment</p> <p>Ability to plan and implement a cohesive, creative and innovative curriculum</p>	<p>Ability to analyse data for the effective monitoring and assessment of student performance and target setting</p> <p>Creative and innovative approach to using the latest technologies within the curriculum for enhanced student learning</p>	<p>Application/ Interview</p> <p>References</p> <p>Teaching task</p>
Experience	<p>Experience of successfully raising attainment and increasing student progress</p> <p>Experience of systematically</p>	<p>Experience of participating in extra-curricular activities and visits to enrich learning experiences.</p>	<p>Application/CV</p> <p>Interview</p> <p>References</p>

	<p>assessing, monitoring and evaluating student attainment, and adjusting provision in order to accelerate progress</p> <p>Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community</p> <p>Successful experience of teaching children with SEND and other vulnerable groups</p>		
Personal attributes	<p>Enthusiastic, positive and approachable with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop</p> <p>Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups</p> <p>Adaptable and sensitive to challenging situations, forming positive relationships with students, parents, carers, colleagues and the wider community, and adopting a reflective approach, with the ability to be self-critical when receiving feedback</p> <p>Committed to the academic, spiritual, moral, social, emotional and cultural development of students, recognising and valuing the richness and diversity of students and the school community</p> <p>Commitment to excellence in learning and teaching and a willingness to share expertise, knowledge and skills, supporting and encouraging others whilst recognising the importance of work-life balance.</p>		<p>Application</p> <p>Interview</p> <p>Presentation</p> <p>References</p> <p>Teaching task</p>

Application Procedure

Applicants should complete an Application Form along with a Statement in Support of Application and Equality Monitoring Form which can be downloaded from the Academy's website www.millchase.hants.sch.uk or the Trust's website www.unicat.org.uk/find-job and submit it, so that it is received no later than 9.00am on 11 December 2017.

Mill Chase Academy
Mill Chase Road
Bordon
Hampshire
GU35 0ER

T: (01420) 472132

E: c.tutton@millchase.hants.sch.uk

Statement in Support of Application

In addition to completing the application form, please inform us in no more than 250 words what you have achieved that best demonstrates your alignment with the academy and Trust's beliefs.

Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification. Indicate, giving evidence, how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

Selection Procedure

The shortlist will be drawn up on 13 December 2017. Further details will be sent to those candidates called for interview.

Failure to send your application form to the above address may invalidate your application.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

Safer Recruitment

University of Chichester Academy Trust and Mill Chase Academy are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Data Protection Act 1998

You should be aware that the information you have provided will be stored on the HR secure database and will only be used to process your application. It will not be passed to any other organisation.

