



# Candidate Pack

## Associate Assistant Headteacher Responsibility for Mathematics

HELSTON COMMUNITY COLLEGE  
ASPIRATION · AMBITION · ACHIEVEMENT



Self Help	Self Responsibility	Equity	Equality	Democracy
Solidarity	Social Responsibility	Honesty	Openness	Caring for Others

## Message from the Headteacher – Mr W N Jenkins

Dear Applicant

Thank you for showing an interest in the position of Associate Assistant Headteacher, with responsibility for Mathematics starting in September 2021. Whilst the most important aspect of this role is to bring about rapid and sustained improvement in outcomes, you will also have the opportunity to work alongside a member of the Senior Leadership team on one of the key areas of the College Development Plan.

At Helston Community College, our students matter: each one an individual, valued and appreciated. We are ambitious for all of our students and are committed to providing a learning experience that consists of high challenge combined with appropriate support, and effective teaching in a safe and disciplined environment.

Our College is a place where doors of opportunity are opened for young people, and we encourage them to make the most of every opportunity that comes their way. We provide a diverse curriculum, allowing students to develop knowledge, skills and talents in a broad range of subject areas. We challenge students' thinking and encourage them to learn from setbacks, so that they become resilient learners who can respond effectively to future challenges. We urge our students to believe in themselves, to take responsibility for their own learning and personal development, and to work hard so that they achieve their very best. We are committed to **promoting aspiration, encouraging ambition and ensuring achievement** within a values-driven ethos.

Helston Community College is part of the Southerly Point Co-operative Multi-Academy Trust, which was established on 1<sup>st</sup> June 2017, and we are one of 19 schools situated around Helston and the Lizard – the most southerly part of Cornwall. Our work is underpinned by the co-operative values: **self-help, self-responsibility, equity, equality, democracy, solidarity, social responsibility, openness, honest and caring for others**. The Trust works together to improve and enhance opportunities for all young people in the local community. Teachers collaborate in cross-phase groups through a range of curriculum networks, including Literacy, Mathematics and Science. Helston co-ordinates the Science network.

There is a wealth of information about the College and the Trust available online, and we recommend that you review what is available via the College website : [www.helston.cornwall.sch.uk](http://www.helston.cornwall.sch.uk)

Our new Associate Assistant Headteacher will play a vital role in securing future progress towards our vision through a relentless focus on high quality teaching and learning. We are fortunate to have a committed Mathematics Faculty that prides itself on its friendly, cooperative and dedicated ethos. The successful applicant can look forward to joining a supportive and welcoming team.

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment and undergo an enhanced DBS check as part of our Safer Recruitment and Selection procedures.

I look forward to receiving your application.

Best wishes

**Mr Wayne N Jenkins**  
Headteacher

## **Mathematics Faculty**

The Mathematics Faculty is a cohesive team comprising nine highly qualified and experienced professionals. Whilst our previous years' examination results at Key Stage 4 have been strong, our most recent results have been disappointing. We have revisited our teaching and learning, reviewed and developed our Schemes of Work and used Faculty Workshops and the experience within the team to promote good practice and improve outcomes. Our outcomes at Key Stage 5 are consistently strong and every year we have a number of students who go to university to study courses with mathematical content, or who are successful in securing employment in jobs where they are using mathematics.

At Key Stage 3, students follow the White Rose Maths Scheme of Work, which covers the five main areas of mathematics: Algebra, Number, Shape, Space and Measure, Data Handling, Using and Applying Mathematics.

At Key Stage 4, most students follow the Higher or Foundation Tier Schemes of Work, depending on their ability. Some students on the Higher / Foundation borderline follow an 'Intermediate' Scheme of Work, which focuses on the topics common to both Higher and Foundation Tiers. This allows their teachers more time to decide which tier of entry would be most appropriate for the exams in Year 11. We also offer students the opportunity to study for GCSE Further Maths through a programme of after school lessons.

At Key Stage 5, students can study A-level Mathematics, AS-level or A-level Further Maths and Core Maths. Uptake for these subjects is consistently good.

The Mathematics Faculty is housed in the College's new build, in spacious, dedicated Mathematics classrooms which are all equipped with SMART boards and projectors. The Faculty team make effective use of a range of different computer programmes and websites to support their teaching, including MathsWatch, MathsPad, MrCarterMaths, Desmos and Geogebra.

Resources in every lesson are differentiated to meet the educational needs of each student; students are enabled to reach their potential and encouraged to exceed it. At Key Stage 3, the team is increasingly using opportunities for collaborative and shared planning to develop a range of differentiated resources. Our aim is to deliver a curriculum which is relevant to all our students in an accessible way, while ensuring that students of all abilities are appropriately supported and challenged. We also look for opportunities beyond the classroom to engage our students in the subject, such as the UKMT Junior, Intermediate, Senior and Team Maths Challenges.

Mathematics lessons are of a high standard and appropriate training and professional development is facilitated for all staff. Students are taught in mixed ability groups on arrival in Year 7 and are gradually set by ability throughout the three years of Key Stage 3, in preparation for the start of their GCSE Mathematics course in Year 10. In some Key Stage 3 year groups there is also a nurture group, if the prior attainment of the cohort indicates that this is appropriate.

## **About the Role**

Post Title: Associate Assistant Headteacher – Mathematics Faculty  
Responsible to: Headteacher/Deputy Headteacher  
Grade: Leadership Spine L9-L13  
Contract: Full time and Permanent  
Start Date: September 2021

Helston Community College, part of the Southerly Point Co-operative Multi-Academy Trust, are seeking an outstanding experienced or ambitious middle leader ready to take on the exciting challenge of leadership at Department and whole-school level. In addition to the main responsibilities as a middle leader, you will work alongside a member of the Senior Leadership team on one of the keys areas of the College Development Plan.

You will have a proven track record of rapid and sustained improvement in Mathematics outcomes across the 11-16 age range.

### **Main Purpose of the Post**

- To ensure the quality of curriculum provision within the Faculty;
- Lead and manage a whole school responsibility;
- Contribute to the development and implementation of the Trust Development Plan
- To raise standards of student attainment and achievement across the whole Faculty and to monitor and support student progress;
- To be accountable for standards, progression and achievement within the Faculty;
- To develop and enhance the teaching practice of others;
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Faculty, in accordance with the aims of the College and the curricular policies determined by the Headteacher;
- To be accountable for leading, managing and developing the Faculty;
- To effectively manage and deploy teaching / support staff, financial and physical resources within the Faculty to support the designated curriculum portfolio.

### **Main Duties and Responsibilities**

- To lead the development of appropriate specifications, resources, schemes of work, marking policies, assessment and teaching strategies within the Faculty;
- The day-to-day management, quality and operation of course provision within the Faculty, including effective deployment of staff and physical resources;
- To actively monitor and follow up student progress;
- To implement Trust/College policies;
- To plan appropriate Faculty workshops which meet the needs of the Faculty and the College;
- To work with colleagues to formulate aims, objectives and strategic plans for the Faculty;
- To liaise with the Deputy Headteacher to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme that complements the College Quality Improvement Plan;
- To maintain a comprehensive, up to date, Faculty Handbook in electronic format;
- To draft and implement Faculty policies to ensure quality improvement practice;
- To be accountable for the development, delivery and quality of the programme/subject areas within the Faculty;
- To be accountable for the progress made by students within the Faculty;

### **Staffing**

- To be responsible for the efficient and effective deployment of the Faculty's teachers and support staff;
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with College policy and procedures;
- To promote teamwork and to motivate staff to ensure effective working relationships;
- To engage the Faculty with the College's ITT programme;
- To be responsible for the day-to-day management of staff within the Faculty and act as a positive role model.

### **Teaching**

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in College 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 and Numeracy are reflected in the teaching and learning experience of students;
- To undertake a designated programme of teaching;
- To ensure a high quality learning experience for students that meets internal and external quality standards;
- To prepare and update subject materials;
- To use a variety of delivery methods which will stimulate learning appropriate to students needs and the demands of the scheme of work;
- To maintain discipline in accordance with the College's behaviour policy and procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- To undertake assessment of students as requested by external examination bodies, Faculty and College procedures;
- To mark, grade and give written / verbal and diagnostic feedback aimed at improving student progress.

### **Professional Development**

- To work with the designated Appraiser to identify and meet professional development needs;
- To engage fully with the Teacher Appraisal processes as an Appraisee and Appraiser;
- To conform to the progress related pay requirements of the College's Pay Policy;
- To maintain an up to date Professional Development Portfolio;
- To engage with and contribute to Subject/Faculty professional development activity;
- To work as a member of a designated team and to contribute positively to effective working relationships within the College.

### **Quality Improvement**

- To continually self-evaluate the performance of the Faculty;
- To lead and co-ordinate rigorous self-evaluation procedures for subjects and for the Faculty as a whole as directed by the SLT;
- To represent the Faculty through the Governors' Quality Improvement Process;
- To produce and implement a Quality Improvement Plan for the Faculty in response to self-evaluation data and in support of the College's Quality Improvement Plan actions and objectives;
- To regularly update the Faculty Quality Improvement Plan in response to emerging issues of student progress and attainment.

**Other Duties:**

- To be a Group Tutor to an assigned group of students;
- To promote the College's culture and ethos and provide a positive role model for students;
- To be aware of and work in accordance with the College's Child Protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty;
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole;
- To register the students in their Tutor Group, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of College life;
- To evaluate and monitor the progress of students and keep up-to-date tutee records as may be required;
- To contribute to the preparation of Action Plans and Progress Files and other reports;
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved;
- To communicate as appropriate with parents of the students and with persons or bodies outside the College concerned with the welfare of individual students, after consultation with the appropriate staff;
- To act as a Mentor for tutees;
- To carry out scheduled Staff supervisory duties (before and after College and break times)
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the College's Equal Opportunities Policy and Code of Conduct and national legislation (including Health and Safety and Data Protection);
- To contribute to cross curricular programmes according to College policy;
- To undertake any other duty as specified by School Teachers' Pay and Conditions Document (STPCD) not mentioned in the above.

**Additional Information**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

Although the role is primarily with the appointing school, staff may be deployed, within reason and subject to discussion, in any setting across the Trust.

The College will endeavour to make any necessary, reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job, commensurate with the grade and job title.

## Person Specification

This person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how you meet the requirements of the person specification. You should refer to these requirements when completing your application.

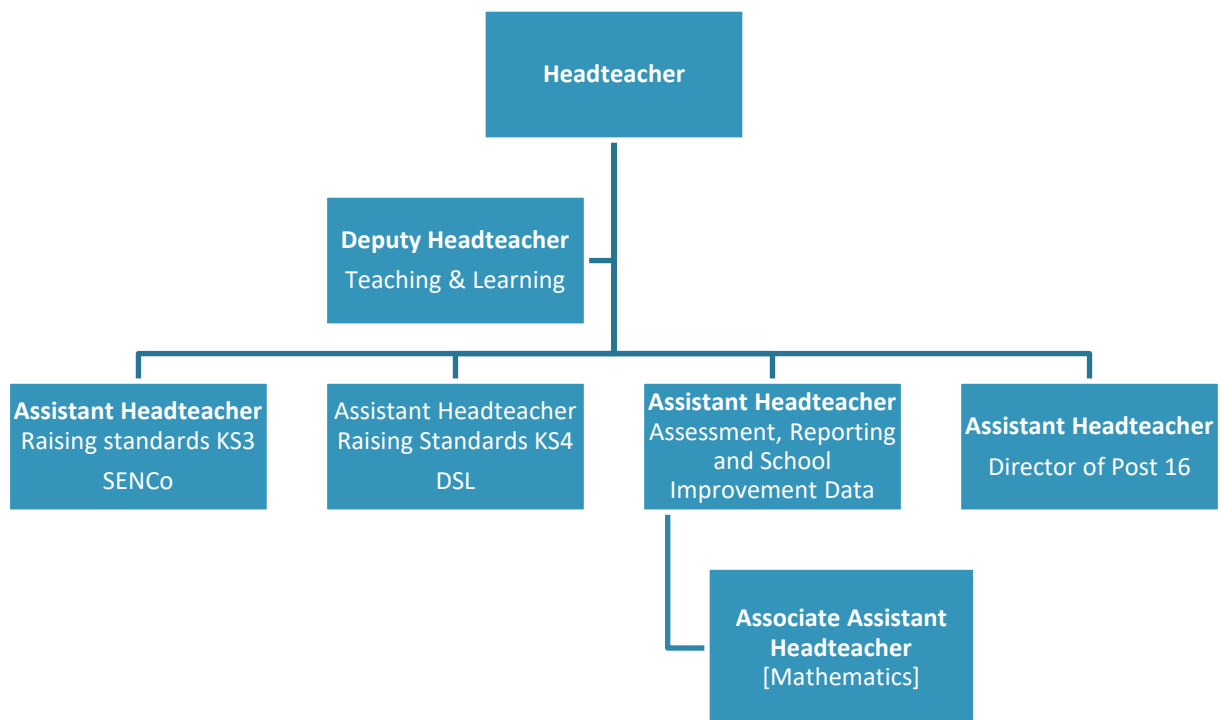
Attributes	Essential	Desirable	Recruiting Method
Relevant Experience	<ol style="list-style-type: none"> <li>1. Experience of teaching the full ability range in KS3 &amp; KS4;</li> <li>2. To have successful experience as an effective middle leader, with solid evidence of raising standards;</li> <li>3. Evidence of strategic planning - making a positive contribution to a department or whole school initiative;</li> </ol>	Experience of effective and coherent curriculum design	Application Form References Interview
Education and Training	<ol style="list-style-type: none"> <li>4. Qualified teacher status or recognised qualification;</li> <li>5. A degree level qualification in relevant subject;</li> <li>6. Evidence of continuing professional development;</li> </ol>	Evidence of further professional study	Application Form
Knowledge and Skills	<ol style="list-style-type: none"> <li>7. Plan and organise teaching consistently to achieve clear targets;</li> <li>8. Translate teaching and learning into effective progress and attainment;</li> <li>9. Understand how to use data to inform planning and improve students' performance.</li> <li>10. Scaffold teaching to enable all to succeed;</li> <li>11. Motivate students to achieve their best;</li> <li>12. Manage and encourage good behaviour;</li> <li>13. Value the education of every student;</li> <li>14. Promote the well-being of all students;</li> <li>15. Utilise ICT in delivery of programmes;</li> <li>16. Communicate effectively (verbal, written, using ICT as appropriate);</li> <li>17. See task and plans through to completion;</li> </ol>	Evidence of leading the successful implementation of teaching and learning strategies	Application Form  References  Selection Tasks  Interview

	18. Be an effective team player that works collaboratively and effectively with others;		
Any Additional Factors	19. Passion for the subject; 20. Adopt a reflective approach towards professional decision making; 21. A desire to facilitate achievement; 22. A sense of responsibility for both the students and your own performance; 23. An approachable disposition; 24. Energy and enthusiasm; 25. Reliability and integrity; 26. The ability to work well under pressure; 27. A desire to continue your own learning and development as a teacher;  28. Demonstrate a commitment to: <ul style="list-style-type: none"> <li>➤ Co-operative values;</li> <li>➤ promoting the College and the Trust's vision and ethos;</li> <li>➤ high quality, stimulating learning environment;</li> <li>➤ relating positively to and showing respect for all members of the school and wider community;</li> <li>➤ ongoing relevant professional self-development;</li> <li>➤ Safeguarding and child protection.</li> </ul>		Interview  Selection Tasks  References

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**Solidarity      Social Responsibility      Honesty      Openness      Caring for Others**



# Organisation Chart



# Timeline for application

Monday 22 <sup>nd</sup> March 2021	<b>Online</b> Eteach / TES / DFE Teaching Vacancies/ Southerly Point Website / Cornwall Council
Monday 19 <sup>th</sup> April 2021	Closing date – 12.00pm
Tuesday 20 <sup>th</sup> April 2021	Shortlisting
Week Commencing 26 <sup>th</sup> April 2021	Interviews

## Applicant Information

Applying for the post:

Application forms can be downloaded from the College website : [www.helston.cornwall.sch.uk](http://www.helston.cornwall.sch.uk) or via TES/Teaching Vacancies/Cornwall Council or by contacting Angela Atkinson, HR Manager.

Informal telephone calls with the Headteacher or Assistant Headteacher [SLT link for Maths] can be arranged and visits to the College are welcomed. Please contact Angela Atkinson to discuss further.

**To ensure your application can be considered, a completed application form must be received by:**

**12.00pm on Monday 19<sup>th</sup> April 2021**

**Please complete online or email forms to:**

Angela Atkinson, HR Manager

Email: [aatkinson@helston.cornwall.sch.uk](mailto:aatkinson@helston.cornwall.sch.uk)

Telephone: 01326 572685