DIOCESE OF COVENTRY MULTI ACADEMY TRUST

DIOCESE OF COVENTRY

THE CHURCH OF ENGLAND

Candidate Information

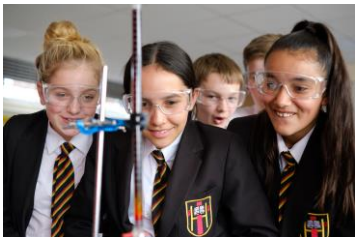
Teacher of Mathematics

Harris Church of England Academy

About the Multi Academy Trust (MAT)







The MAT

The Diocese of Coventry MAT Academies are:

- Transformational
- Aspirational
- Sustainable
- Motivational
- Purposeful

They are recognised for their distinctive and inclusive Christian ethos and for the impact this has on raising educational standards. An effective Church Academy will demonstrate its Christian distinctiveness by providing an aspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

Our Vision

To build a better future for all within our Academies who in turn will positively impact their communities.

Our aspirational and measurable outcomes are:

- Every lesson to be good or better
- Every child expected to make progress at least, and for many, above national expectations
- Every Academy to be well led and governed
- All teachers motivated to self-improve and aspire to excellence
- All academies to be judged good or better at Section 48 inspections

About the Role

The trust is looking to appoint an inspirational and highly effective member of staff who is committed to supporting Harris Church of England Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

About the Academy

The academy opened in January 2014. Since June 2019 the academy has been under the leadership of Headteacher, Roberta Harrison. In this role, you will have the opportunity to work with the MAT and other Church School partners to transform the educational experiences of the children of Rugby.

Applications

Thank you for your interest in this post. Candidates are welcome to visit the school. Please contact Ms C Bult, Headteacher's PA on 01788 812549 to make arrangements. Candidates will only be contacted if they are shortlisted for interview.

Completed applications and supporting documents should be sent via email to recruitment@harriscofeacademy.co.uk or posted to Ms C Bult, Recruitment, Harris Church of England Academy, Harris Drive, Overslade Lane, Rugby, CV22 6EA

Our Diocese

The Diocesan Board of Education seeks to serve and equip the Church School family in a variety of ways. The Diocesan Director of Education, Canon Linda Wainscot, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:

- 'be there' for our church school family and act as a central reference point supporting pastorally and professionally;
- Facilitate creative and flexible networking between schools;
- Promote excellence and distinctiveness within the family of church schools/academies and beyond;
- Share best practice collectively;
- Provide professional development for staff at all stages of their careers and for governors;
- Support the development of flexible partnerships;
- Promote the establishment of new church schools;
- Support the process of Academy conversions;
- Work in partnership with schools and other agencies to effect school improvement;
- Represent church schools to the wider church, to diocesan groups, in the press and in the public and community debate
- Ensure equality of opportunity including managing Admission Appeals;
- Protect the status of church schools and promote the importance and the continuation of the voluntary sector

Linda Wainscot, DDE

'I believe that schools are at the heart of the Church's mission to the nation and play a very important role in the life of their own parishes and communities.

The Diocese is proud of its Church of England Schools which educate about 17,000 children and young people. The headteachers, staff and governors strive to promote the highest quality in everything they do, living and working in the values of Jesus Christ every day. Our schools are a significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God's love for each person and reflect God's desire for the world to be a better place for us all to live in.'

Bishop Christopher

Students have a clear understanding of how the outstanding distinctiveness and effectiveness of the school as a Church of England school impacts on their development. Students and staff greatly value the Christian ethos of the school and are committed to its development and flourishing. Students have a mature understanding of the value of daily collective worship and the Student Worship Teams further demonstrate this by their dynamic leadership of worship in other local schools. A creative variety of approaches are used including lively contemporary songs, humour, drama, colourful puppets and resourceful leaders who are spontaneous in responding to questions and answers from the younger children. Effective planning for collective worship ensures all members of the school community can respond in appropriate ways. Students are actively engaged in form worship. They are rightly proud that the school is 'truly a worshipping community' and they are good advocates themselves in ensuring that what this means is understood throughout Rugby and in the wider diocese. **SIAS 2011**

Our Academies

St Laurence's CofE Academy
Old Church Road
Coventry
CV6 7ED

St Bartholomew's CofE Academy
Bredon Avenue, Coventry
CV3 2LP

Queens CofE Academy
Bentley Road
Nuneaton
CV11 5LR

Stretton CofE Academy
Stretton Avenue
Coventry
CV3 3AE

St James CofE Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF

Harris CofE Academy
Harris Drive
Overslade Lane, Rugby
CV22 6EA

St Nicolas CofE Academy
Windemere Avenue
Nuneaton
CV11 6HJ

Studley St Mary's CofE Academy
New Road, Studley
B80 7ND

St John's CofE Academy
Winsford Avenue
Coventry
CV5 9HZ

St Oswald's CofE Academy
Addison Road
Rugby
CV22 7DJ

St Michael's CofE Academy
Hazel Grove
Bedworth
CV12 9DA

Leamington Hastings CofE Academy, Birdingbury Road Hill,
Leamington Hastings, Rugby
CV23 8EA

Leigh CofE Academy
Plants Hill Crescent
Tile Hill, Coventry
CV4 9RQ

Salford Priors CofE Academy
School Road
Salford Priors, Evesham
WR11 8XD

All Saints CofE Academy LW
Warwick Road
Leek Wootton, Warwick
CV35 7QR

Burton Green CofE Academy
Hob Lane
Burton Green, Coventry
CV8 1QB

Long Itchington CofE Academy
Stockton Road
Long Itchington, Southam
CV47 9QP

Southam St James CofE Academy
Tollgate Road
Southam
CV47 1EE

Central MAT Office
The Diocese of Coventry Multi Academy Trust
The Benn Education Centre
Claremont Road
Rugby, CV21 3LU

Teacher of Mathematics

Job Description

CORE PURPOSE

- To support the department to achieve the department vision by developing pedagogy and embedding academy policies across the team;
- To support the delivery of high quality teaching and learning which collectively raises standards including levels of engagement, aspiration and attainment;
- To ensure that department policies are fully communicated, implemented, monitored and evaluated;
- To contribute to developing and enhancing the teaching practice of others by setting high expectations for standards of teaching and learning;
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth through provision of a broad and balanced range of opportunities for learners both within and beyond the classroom.

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time and Guaranteed planning and preparation time. The academy complies with these requirements in order to make reasonable demands of teachers.

PRINCIPLE RESPONSIBILITIES

- Promoting the building and sharing of good practice and successful innovation within the team;
- Ensuring the consistent application of teaching and learning strategies and tailored provision that meets the needs of all learners;
- Ensuring the development and evaluation of appropriate specifications and schemes of work including national developments and that these are followed by all teachers;
- Supporting the Head of Department to monitor and evaluate standards of teaching and learning through classroom observation, sampling students' work and student feedback;
- Assisting the Head of Department to monitor and evaluate standards of attainment for classes and priority groups through the collection, analysis and reporting of performance data using SISRA;
- Contributing to regular academy and team self-evaluation in conjunction with Head of Department;
- Contributing to regular team meetings for briefing, consultation, sharing of good practice and training;
- Supporting effective induction for new staff and support for trainees;
- Extending and embedding effective assessment that leads to rapid and sustained progress, including further APP development

Teaching

- Teach students according to their individual educational needs, including the setting and marking of work;
- Assess, record and report on the attendance, progress, development and attainment of students and to keep

such records as are required;
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students;
- Ensure that transferable literacy skills are promoted and cross curricular application reinforced in the teaching/learning experience of students;
- Provide aspirational and effective learning experiences for students, in which lessons are consistently of at least "good" quality;
- Use a variety of delivery methods which will stimulate learning appropriate to student needs and meets the demands of the syllabus;
- Maintain positive behaviour for learning in accordance with the academy's procedures and encourage good practice with regard to punctuality, independent learning, standards of work and homework;
- Consistently apply whole academy and department Behaviour Management systems so that effective learning can take place;
- Undertake assessment of students as requested by external examination bodies, departmental and academy procedures.
- Mark, grade and give written/verbal and diagnostic feedback in line with the whole academy assessment and marking policy.

Pastoral System
- Liaise with Heads of House to ensure the implementation of the academy's Pastoral System and Worship practices;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life, when required;

Operational/Strategic Planning
- Assist in the development of appropriate resources, schemes of work and teaching strategies in the Curriculum Area;
- Contribute to the Curriculum Area Self Evaluation and Development planning, and support its effective implementation.

Curriculum
- Assist the Head of Departments and SLT member with responsibility for Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the academy's strategic objectives;
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy's Mission and Strategic.

Staffing
- Participate in the academy's staff development programme by participating in arrangements for further training and professional development as appropriate;
- Continue personal development in the relevant areas including subject knowledge and teaching methods;
- Engage actively in the Performance Management Review process;
- Ensure the effective/efficient deployment of classroom support;
- Work as a member of a designated team and to contribute positively to effective working relations within the academy.

Quality Assurance
- To help to implement academy quality procedures and to adhere to those;
- Contribute to the process of monitoring and evaluation of the curriculum area in line with agreed academy procedures, including evaluation against quality standards and

performance criteria and implement modification and improvement where required;
- Periodically review methods of teaching and programmes of work;
- Participate in, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Management Information
- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.;
- Complete relevant documentation to assist in progress tracking;
- Track student progress and use information to inform provision, in terms of tailored wave 1 provision as well as additional support and intervention.

Communications
- Communicate effectively with stakeholders as appropriate;
- Follow agreed policies for communications in the academy;
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved;
- Communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.

Marketing and Liaison
- Participate in marketing and liaison activities such as Open Evenings and Parents' Evenings;
- Contribute to the development of effective subject links with external agencies.

Management of Resources
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and the students.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust all staff will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:
- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional

and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. All staff play a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Headteacher will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are full implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities or the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

	Personal Qualities, Qualifications and Experience	Measured By				
		Essential	Desirable	Application	Interview Process	References
	Qualifications and Training					
1	Qualified teacher	✓		✓		
2	Degree in appropriate discipline	✓		✓	✓	
3	Recent experience of professional development appropriate to the role		✓	✓		
4	Evidence of further study or degree		✓	✓		
5	Proven ability in the teaching of the National Curriculum		✓	✓		
6	Experience of delivering teaching in a Church School		✓	✓		
	Professional Experience and Knowledge					
1	Successful teaching experience	✓		✓	✓	✓
2	Up to date knowledge of the National Curriculum cross curricular areas	✓		✓	✓	✓
3	Knowledge and experience in teaching KS3 and KS4 in appropriate discipline	✓		✓	✓	✓
4	Target setting and monitoring progress.	✓		✓	✓	✓
5	Knowledge and experience of applying SEN and inclusion legislation	✓		✓	✓	
6	Knowledge and understanding of curriculum development	✓		✓	✓	
7	Experience of implementing school wide initiatives		✓	✓	✓	
8	Competent use of ICT	✓		✓	✓	
9	Evidence of the development of resources and individual class schemes of work for student with Special Educational Needs		✓	✓	✓	
10	Knowledge of assessment, recording and reporting of pupils' progress and achievements	✓		✓	✓	
11	Experience of producing differentiated resources		✓	✓	✓	
12	Knowledge of the school's role in providing effectively for the needs of it's pupils including those with SEN or EAL	✓		✓	✓	✓
13	Experience in teaching in a similar school in the past three years	✓		✓		
14	Experience of supporting the management development of colleagues		✓	✓	✓	
15	A commitment to and evidence of promoting diversity and equal opportunities within the Academy curriculum and employment practice	✓		✓		
	Skills and Abilities					
1	A good team player	✓		✓	✓	✓
2	Excellent classroom management skills	✓				
3	The ability to deliver lessons offering students pace and challenge	✓				
4	Evidence of good personal relationships, including the ability to work as a member of a team	✓		✓	✓	✓
5	Be able to develop professional working relationships with all students	✓		✓	✓	✓
6	Evidence of a commitment to the protection and safeguarding of young people	✓		✓	✓	✓

7	Be able to demonstrate good ICT skills both in use and across the curriculum	✓		✓	✓	
8	Evidence of the ability to handle difficult situations sensitively	✓		✓	✓	
9	Evidence of appreciation of establishing and developing positive relationships with parents, governors and the local community	✓		✓	✓	
10	Evidence of the ability to communicate effective, both orally and in written form	✓		✓		
11	Evidence of a commitment to Equality and Diversity	✓		✓	✓	
12	Evidence of a commitment to and participation in extra-curricular activities for children	✓		✓	✓	
Personal Qualities						
1	Is committed to driving continuous improvement and pupil outcomes	✓		✓	✓	
2	Have a flexible approach to work	✓		✓	✓	
3	Interested in developing the academy values	✓		✓	✓	
4	Ambition for further professional development	✓		✓	✓	
5	Committed to a distinctive Church school ethos based on Christian values	✓			✓	✓
6	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the Academy	✓			✓	✓