



Teacher of Mathematics

Closing Date: Noon, Thursday 3 October 2019



Do justice, love kindness, walk humbly with your God: Micah 6v8

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**Wren
Academy**

Wren Academy

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Executive Principal: Gavin Smith
Primary Headteacher: Louisa Taylor

Dear Colleague

Wren Academy – Teacher of Mathematics

Thank you for your interest in this post at Wren Academy.

The information given in the documentation here and more general information elsewhere on our website should give you a flavour of the Academy. However, if you wish to find out more, or would like to arrange a visit – please contact Emily Shaw on 020 8492 6000 to arrange a suitable time.

If you decide to apply, please follow this guidance carefully. Your completed application form, together with a supporting statement of not more than two sides of A4 using 12 point must be submitted. Applications will be considered as they are received. You may send your application in hard copy to the address above or by e-mail to wrenhr@wrenacademy.org.

Finally, thank you for taking on the demanding and time consuming task of preparing your application for this role. I look forward to meeting you if you are selected for interview.

Yours sincerely

A handwritten signature in black ink that reads "Gavin Smith". The signature is written in a cursive style.

**Gavin Smith
Executive Principal**

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



Teacher of Mathematics

Main Scale plus Wren Academy Allowance

Required for January 2020

A great opportunity to work in a talented, highly motivated and supportive team of teachers who have secured the Academy's outstanding OFSTED status, exceptional examination success and a thriving sixth form.

Located in the London Borough of Barnet, Wren Academy is sponsored by the Church of England and Berkhamsted School. The Academy has developed a strong reputation for outstanding teaching and learning, as demonstrated by our Progress 8 figure, which places us in the top 100 schools nationally. We are an all-through school with an established Sixth Form and a primary which opened in 2015. The engaging curriculum, and state of the art buildings have contributed to the Academy's notable success.

The Academy is a forward-thinking establishment and welcomes colleagues who are enthusiastic and ready to help create powerful and effective learning experiences for all students. The Mathematics department is a thriving part of the Wren community and offers Mathematics and Further Mathematics to A level. The curriculum is innovative and focused on developing students' lifelong love of mathematics as well as achieving outstanding examination success.

Wren is a MAT and plans are well advanced to build new schools which will provide exciting professional development opportunities for the successful candidate.

We wish to appoint a colleague to this post who has:

- Outstanding teaching and interpersonal skills
- A strong mathematics background with the ability to teach the subject to GCSE essential and to A Level desirable
- Evidence of ambition and a commitment to continuing professional development
- The desire to maximise the performance of all students and ensure the very best progress for all

Closing date: Noon on Thursday 3 October 2019 but applications will be considered as they are received.

Interviews will take place the week commencing Monday 7 October 2019.

For an application pack please see our website: www.wrenacademy.org/recruitment

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Academy Information 2019/2020

Wren Academy opened in September 2008 as a new school sponsored by the London Diocese of the Church of England and Berkhamsted School. We have come a long way since the school opened to its first Year 7 in 2008 and are now an all through school with over 1400 students aged between four and 18. The school has continued to grow as we opened our Sixth form in 2013 and have taken on new primary cohorts since 2015. The Academy is proud of its successes; we have been given three 'Outstanding' Ofsted judgements and achieved exceptional GCSE and A Level results. We have also established a national reputation for excellence in teaching and learning, developing an approach that focuses consistently on enabling young people to be effective learners.

Our Sixth Form has grown in popularity since opening to our first Year 12 students in 2013. It has rapidly established a reputation for academic excellence, great study support and a rich and varied extra-curricular programme. Furthermore, we have proved our ability to help students achieve their ambitions by gaining access to the best university courses and employment opportunities.

We are on track to opening a second Academy in the London Borough of Enfield. Plans are well advanced to open Wren Academy Enfield on the Chase Farm Hospital site. The new school will open in September 2020 with the first cohort of Year 7 students. The Academy will then grow each year to become a six form entry 11-18 school. The development of a second Academy will lead to further collaboration and innovation. It is also expected that the further growth of the Trust will result in opportunities for continued Professional Development and career progression.

The Academy has high academic standards coupled with a strong emphasis on developing students' social and learning skills. Our learning culture embraces all aspects of life at Wren, not just the lessons. Students make exceptional progress at the Academy. In 2019, our excellent GCSE results were maintained:

Progress 8	+0.91
Attainment 8	61.88
Grade 5 or above including English and Maths	77%
Grade 9-8 (A*)	28%
Grade 9-5 (A* - B)	78%

Wren Academy Sixth Form students have achieved excellent A Level results this summer with the A* grades being the highest percentage ever:

Grade A* - A	25%
Grade A* - C	83%

We are also delighted with the university and employment destinations our students are achieving. Most Wren sixth form students move on to the university of their choice with increasingly high numbers going to Russell Group institutions and with Oxford, Cambridge, Durham, Imperial and the LSE amongst our destinations. Three students went to Oxbridge this academic year. Wren students regularly win places on the most competitive courses, including medicine, dentistry and law. Students also gained places at highly sought after creative arts institutions such as Central St Martins and Mountview Academy.

Wren is a comprehensive school, which welcomes students of all academic abilities and maximises their potential. We are also a vibrant and culturally diverse community.

Our curriculum is innovative, challenging and engaging. There is an extended school day with lessons of varying lengths, single sex teaching in core subjects and an extensive timetable of enrichment activities. Each half term we have a focus day on which the usual timetable gives way to in depth study of a range of issues. To further support learning and social development, we have a house system and there are vertical tutor groups for students Years 7-10.

Inspired by Sir Christopher's Wren our specialism is Design and the Built Environment. Key skills associated with our specialism, like planning and creativity, impact across all subjects. We work closely with a range of public and private sector partners in delivering the specialism and in ensuring it enhances but never dominates our curriculum.

We have developed students' learning skills and attitudes through our immersion in the philosophy of Building Learning Power (BLP). We have developed a reputation for excellence in this area and now provide BLP training to other schools. Year on year we have recruited a talented and committed staff who share the ambition of creating a uniquely successful school. Colleagues are encouraged to innovate and to develop new ways of learning and working together. We now have over 96 teaching staff and 65 student services colleagues.

We have a campus, which is architecturally innovative and visually impressive with a high emphasis being placed on environmental sustainability. The buildings provide for a wide range of teaching and learning approaches with larger, flexible learning areas and smaller group rooms alongside more traditional classrooms. The working environment for all staff is of a high quality.

All teachers joining Wren receive a high quality professional development experience. We hope that simply by working at the Academy, teachers will become better practitioners and that much of the best professional development will be found in working with Wren colleagues. We are looking to recruit teachers who are currently good or outstanding and who have the desire to develop further. We want to appoint colleagues who possess real curiosity about the ways in which children learn most effectively and who are always seeking to extend their practice into new areas and learning activities. It is important that Wren teachers are ambitious both for themselves and for their students. Many of our teachers have achieved career advancement within the Academy whilst others have moved on to promotion elsewhere.

At Wren you will be given time to plan and evaluate your lessons. You will be part of a learning dialogue with colleagues for which time is set aside. Most importantly of all, you will be working with young people who are talented and enthusiastic about their learning. We believe that observing other teachers at work and having them observe you is a professional entitlement. It is an expectation that all Wren teachers will be confident and open in seeing lesson observation as a key element of how we learn as professionals.

Other benefits of teaching at Wren:

- Children of colleagues working at Wren for over two years are given priority for a place in Reception or Year 7
- An exceptionally talented and mutually supportive staff team
- Talented, courteous and ambitious students
- Excellent professional development opportunities including support for programmes of further study and planned career development
- A pleasant and attractive working environment
- Free refreshments and lunchtime allowance
- A lower student contact ratio than the norm
- Timetabled professional development time during the school day
- Planning and evaluation time during the school day
- Financial allowance for leading enrichment activities

Further details on the curriculum, structure and ethos of the Academy are available on our website, www.wrenacademy.org.

Gavin Smith
Executive Principal

Mathematics Department Information

The Mathematics department at Wren Academy consists of thirteen enthusiastic and supportive teachers, including the Head of Department, two Assistant Heads of Department, two Assistant Principals and a Head of House. The department has a commitment to teacher training; we have been host to PGCE students, School Direct trainees and SCITT trainees. Some colleagues we have coached and mentored now form part of our team which we believe is a testament to the high-quality support and development that we offer to all members of the department. We are seeking to appoint an additional mathematics teacher to join our highly successful team from January 2020.

At KS3 and KS4, Mathematics at Wren Academy is delivered in single gender classes. These are set by ability with three groups in KS3 and four groups from Year 9, to allow for even more targeted support as students near their GCSE exams. The scheme of learning is developed internally in accordance with the national curriculum with the approach to teaching and learning in mathematics being strongly influenced by our vision of focusing on learning which we enables an understanding and a love of maths. We encourage students to be curious, creative and inquisitive and this is in line with the Academy's commitment to Building Learning Power. Each of these contributes to excellent progress and attainment at GCSE leading to a significant number of students studying Mathematics and Further Mathematics at our Sixth Form. We actively encourage students to be the best that they can be and the number of students performing well at the UKMT challenges has significantly improved, including the number of students getting through to the next round of the competitions.

Our Mathematics and Further Mathematics results at AS and A Level continue to be very good. In further maths 57% of students achieved A* - A and 100% achieved A* - C and the Maths students achieved 35% A* - A with 92% achieving A* - C. A number of our students gain successful entry to Russell Group universities and we have had our first successful 'maths' entry to Oxbridge with a student now studying Engineering at Cambridge.

The GCSE results are outstanding and not only place us in the top 1% of schools nationally, as we have had a Progress 8 score of 1.33, but also in the top ten schools for progress in Mathematics. This indicates that our students do, on average, more than a grade better than their peers in other schools. We have a high emphasis on stretching the most able and 55% of our students achieved a grade 7 or above with 32 students (18%) achieving the highest grade, 9. These results makes Wren Academy's Mathematics department one of the best in the country and we are "an area of excellence" within Challenge Partners.

Throughout KS3 and KS4, similar topics are taught concurrently to each year group in order to promote a collaborative approach to planning and resource development. This is discussed during planning and evaluation time which is built into the timetable. A new topic is taught every few weeks and students are assessed once per term and given a GCSE number grade based on the new assessment criteria. Students are actively encouraged to track their own progress to develop an awareness of their attainment relative to their challenging targets. Students follow the Edexcel Linear mathematics course.

At KS5 we continue with the Edexcel course where students study pure and applied maths. Further Mathematics students also study further pure modules and statistics options. The new KS5 curriculum continues to be developed in line with national changes. We actively look for external and additional opportunities for our students to be a part of such as enrichment days, lectures and conferences. Additionally, we have entered a partnership with another outstanding local school, The Compton School, where we support each other in the delivering of Further Mathematics at Year 12 and 13.

This is an excellent opportunity for an enthusiastic mathematics specialist to work collaboratively with a team dedicated to providing outstanding learning experiences to students who enjoy mathematics and are eager to learn. There would be the opportunity to teach at KS5 for a suitably qualified candidate. We look forward to hearing from committed mathematics teachers with the potential to contribute to our future success.

Please contact Jamie de Verteuil, Head of Mathematics, to find out more about the department and the post: jamie.deverteuil@wrenacademy.org.

Job Description – Teacher

Teachers are expected to secure high standards of learning and achievement for all students through the delivery of excellent teaching. They should plan, teach and assess to ensure that all students achieve in line with or better than key stage value added estimates. It is essential that they give active support to the vision and ethos of Wren Academy.

This job description is in addition to the national standards expected of all who have attained Qualified Teacher Status.

Teachers will be line managed by an Assistant Principal or Head of Department.

Job Purpose

The primary purpose of the teacher is to ensure that the standard of teaching and learning is of the highest quality for all students so that they are able to achieve to the best of their ability.

Key Tasks

To create lessons which inspire students to become effective lifelong learners by:

1. Ensuring high standards of teaching and learning for all students.
2. Planning lessons which address the full range of learners' needs.
3. Planning for progression and designing effective learning sequences within lessons that develop understanding and skills.
4. Having high expectations of all students so that they are able to achieve their academic potential.
5. Adopting high standards of behaviour in their professional role and setting a positive example in dress, punctuality and attendance.
6. Having a good, up to date working knowledge and understanding of a range of teaching, learning and assessment strategies and know how to use them to personalise the learning of Wren Academy students.
7. Playing a role in the delivery of the Academy's enrichment curriculum, and departmental fixtures calendar.
8. Creating a purposeful and challenging classroom environment that encourages students to become more effective learners through interactive display.
9. Liaising with colleagues to deliver schemes of learning in a collaborative manner.
10. Planning for the involvement of teaching assistants and other support staff to ensure targeted impact on the achievement of students on the EAL, SEN, Looked After Children and Inclusion registers.
11. Monitoring and evaluating the quality of learning within each lesson.
12. Being an enthusiastic user of the Academy's information technology systems.
13. Providing written feedback and learning targets for all students within the agreed time span.
14. Meeting all report writing deadlines set throughout the year and ensuring that they are of a high quality.
15. Designing opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills.
16. Setting work for students who are absent from the Academy.
17. Planning cover work that has clear objectives and expected outcomes if absent from the Academy.

18. Using every opportunity to engage colleagues and parents in the learning of Wren Academy students.
19. Maintaining an up to date understanding of the professional duties of teachers and the statutory framework within which they work.

To provide a secure and safe learning environment so that students develop into self confident and self motivated learners by:

1. Being an enthusiastic and effective form tutor who is fully committed to embracing an inclusive and safe environment.
2. Building respectful, supportive and constructive relationships with all students.
3. Having a strong commitment to promoting equality of opportunity and high quality pastoral care.
4. Maintaining the highest standards of behaviour so that all students are able to learn effectively in their lessons and around the Academy.
5. Providing a proactive presence around the school embodying the Academy's high expectations to students.
6. Knowing when to draw on the expertise of colleagues who have responsibility for safe guarding children and individual learning needs.
7. Attending and participating in parent evenings and open evenings.
8. To uphold and actively support the Academy's policies and procedures on the safeguarding of young people.

Job Specification – Teacher

Professional Skills and Experience

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students to become effective, self directed learners and lead physically active lifestyles.
3. Have a secure knowledge and understanding of their subjects/curriculum areas and the contribution their subject makes to cross-curricular learning.
4. Have the knowledge and skills to work towards achieving outstanding examination results.
5. Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
6. Have experience of teaching a range of year groups.
7. Show evidence of developing the learning capacity of students by being effective learning role models.
8. Be able to support the delivery of school ethos and policies.
9. Show evidence of continued professional development.
10. Have relevant experience of working in comprehensive and multicultural environments.
11. Know how to use, with guidance, statistical information to evaluate the effectiveness of their teaching and to monitor the progress of those that they teach.
12. Be willing to act upon advice and feedback and being open to mentoring and coaching.
13. Be receptive and constructively critical of whole school innovation which will lead to benefits and improvements in teaching and learning.
14. Be reflective and systematic in operating effective self-evaluation systems.
15. Have a commitment to extra-curricular activities and be able to follow procedural and safeguarding guidelines to ensure these run smoothly.

People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian ethos in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have qualities which earn the trust and respect of students, staff, parents and governors.
4. Be able to inspire and motivate students.
5. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
6. Have excellent written and verbal communication skills.
7. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the academy.
8. Appreciate the balance between academic, social and emotional development of young people, needed to create an outstanding school.

Selection Process Details

Application deadline

Completed application forms must be received by noon, Thursday 3 October 2019 but applications will be considered as they are received.

Completing your application

Candidates are asked to read the details carefully, especially the Job Description and Person Specification. Please ensure your application fulfils all the criteria in the Person Specification and you present evidence of this. Please complete all the standard information required on the application form. Failure to provide information requested may lead to your application being rejected.

Please email your completed application and supporting statement to wrenhr@wrenacademy.org. CV's will not be accepted.

Visits

Prospective candidates are encouraged to visit by calling the Academy on 020 8492 6000 and arranging an appointment.

Selection process

The selection process may have a combination of tasks, activities, lesson observations and interview. Further details will be provided to the candidates shortlisted for interview.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.