



CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Appointment Information

Maths Head of Faculty



Crown Hills Community College
Gwendolen Road, Leicester LE5 5FT
Tel: 0116 273 6893
office@crownhills.leicester.sch.uk
crownhills.com





Dear prospective applicant,

Thank you for expressing an interest in this key vacancy at our college.

In the top 12% of schools nationally, Crown Hills Community College blends a 70-year history of inclusive education with an innovative, forward-looking approach to providing a state education like no other to 1,500 students from inner city backgrounds.

The School now seeks to appoint an exceptional individual to work alongside the second and third in faculty, who together comprise the Maths Leadership Team. The Maths Head of Faculty is involved in all areas of school life but takes the lead on maths across the college in all year groups. This is, therefore, an exciting opportunity to play an integral role in developing the School's vision and for enhancing the quality of education for our students. We have 1500 students in total.

To be successful, the appointee will possess a proven track record of providing excellent outcomes for students and developing staff along the way to improve the quality of education. We are looking for an adept leader with strong delivery and an ability to take staff with them on their journey. Candidates will be assessed on their understanding of effective strategic leadership and their ability to work with others, including emotional intelligence.

This role will suit professionals with a high level of personal credibility and demonstrable experience in implementing a strategic vision. Outstanding communication skills and the personal authority to build strong relationships with students, staff and parents are essential, as is a deep commitment to the School's aims and values.

We have taken a very clear stance on knowledge-first teaching and place an emphasis on memory recall as well as responsive teaching. In order to be successful you need to buy into this pedagogy and practice as it underpins our philosophy and the way the curriculum should be delivered to our students.

I would urge you to read our think- pieces on Curriculum, Responsive Teaching and Assessment before applying at <https://www.crownhills.com/think-pieces/>

However, we have also taken a clear stance on leadership and the way we lead. You need to have the emotional intelligence to deal with sensitive matters with clarity as well as trusting those around you to deliver and, when needed, have tough love conversations to improve delivery. This all needs to be done within the values of THIRST, as we have 200 staff and 1500 students, so your ability to work with different groups of people in a dynamic environment is paramount, and a key part of the role.

Over the past three years the college has changed significantly not only in its performance but in the way it operates. We are not interested in the OFSTED grade or judgement and it is not something that we use to threaten staff with nor do we use it to set policy. We do what is best for the staff and the students underpinned by a set of clear values and we trust that everything else will take care of itself. I would also like to direct you to the information evenings later on in this letter and to look at our website and the video about what it is we stand for and why you would want to join us - <https://www.crownhills.com/join-us/>

We have also spent time with staff exploring what it is we stand for and after a school wide consultation have decided that ASPIRATION, COMMITMENT AND SUCCESS are the three key drivers that will support the development of our pupils.

The faculty consists of 10 teachers. It is part of the Discovery Zone which it shares with the Science and Technology faculties. It delivers the AQA GCSE syllabus and follows a two-year Key stage four curriculum.

Whilst our students make good progress there is still work to do to improve attainment. Below is a snapshot of our results when we last completed a full set of external examinations.

Maths 2019 Validated Data	
7-9	21%
5-9	46.5%
4-9	60.0%
Progress 8	+0.39

The successful candidate will be expected to work closely with the second and third in the maths department to ensure smooth day-to-day running of the Faculty and to create and implement strategic improvements in line with the College's vision and policies. We expect applicants to be committed to equal opportunities, multi-cultural education and team-working.

The successful candidate must be able to build on the faculty's relative successes and move it forward. In doing so, you will be able to draw on the expertise and support of Senior Leaders, other Middle Leaders and various colleagues across the school and use its state-of-the-art facilities to effect the necessary changes which we will empower you to make.

The successful candidate will be expected to work with the other Faculty Leaders within the zone to ensure smooth day to day running and to create and implement an annual zone improvement plan. S/he will also work as part of the wider Leadership Group to form and drive vision and policy across the college.

The successful candidate will not be given a tutorial role but we expect all staff to help students in their wider social and personal education. The successful candidate will be linked to a specific year group to support student achievement. Crown Hills has a strong commitment to C.P.D. This is an excellent place in which to further a career in leadership.

We are very clear that the gender, background, colour, poverty, wealth or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

As a Faculty leader this role will require significant strategic as well operational leadership. We are looking for somebody who is innovative, willing to take risks and looking to create educational excellence by leading a team that delivers quality first teaching in the classroom on a daily basis.

That process has already started and we have removed lesson observations from the appraisal process and linked it to professional development. Currently staff are entitled to 'visits' and entitled to a professional dialogue to improve their practice. That is a risk we have taken but it is aimed at creating a learning community where teachers can teach and learners can learn without fear.

We want to build a learning community that is built on trust and continuous professional development.

If you have high aspirations for children from deprived backgrounds and want to support the leadership of excellence by improving pupil outcomes, then we would love to hear from you.

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our website: www.crownhills.com. Please include e-mail addresses of all referees, and e-mail it together with a letter of application (no more than 2 sides of A4, font 12) outlining your skills, qualifications and experience relevant to this post to jamey@crownhills.leicester.sch.uk by 9am on Friday 17th September 2021.

In particular, please tell us about how you have contributed or developed your curriculum and the success that it has brought about to student outcomes.

Interview dates TBC

We have also organised 2 information Evenings online for your convenience and to ask any questions:

Information Evening 1 – September 2nd @ 5pm

Information Evening 2 – September 13th @5pm

Should you wish to visit the College please contact my PA Jo Amey by email jamey@crownhills.leicester.sch.uk

I look forward to meeting you and receiving your application.

Yours sincerely,



Mr F Adam

(Principal)

All appointments will be subject to references and pre-employment checks.

JOB DESCRIPTION

Job Title: Head Of maths Faculty	11-16	Maintained
College: Crown Hills Community College	Grade:	MPR/UPR
Reports to: Principal via Assistant Principal	Salary:	plus TLR1b - £10,201
Term: Permanent Full-Time		
Key areas of Responsibility: Mathematics Faculty		
Additional: Line Manage 2nd and 3rd in Faculty		

JOB PURPOSE SUMMARY

The leadership role of Head of Faculty is central to the success of the college. Areas of responsibility include those relating to the faculty area and those related to contributions towards the general ethos and the development of the college as a whole. More specifically, effective Heads of Faculty align with, and work within, the staff values of 'THIRST' (Trust, Honesty, Integrity, Respect, Support and Tolerance) as defined in the college's Health and Well-being Charter.

- To support the mission statement and values of Crown Hills Community College.
- To work as the leader of the Maths Faculty.
- To lead the work of the faculty leadership team.
- To work as a part of the extended leadership team.
- To align with and lead using the staff values of THIRST (Trust, Honesty, Integrity, Respect, Support, Tolerance) as defined in the College's Health and Well-being Charter.
- To role model good practice for staff and students.
- To carry out all other reasonable tasks as requested by the Principal.

KEY PURPOSE

Provide strategic vision, leadership and management in all areas within the Maths faculty and implement effective procedures, and seek opportunities to develop sustainably, the provision of an outstanding education.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

- Knowledge and understanding of the subject and its curriculum.
- Planning and expectations.
- Curriculum, teaching and learning and assessment.
- Student achievement and progress.
- Parents and wider community engagement.
- Professional development – own and that of others.
- Management of resources.
- Leadership.

KNOWLEDGE AND UNDERSTANDING OF THE SUBJECT AND ITS CURRICULUM

- A clear understanding of leadership and how to lead a curriculum team.
- A clear and thorough understanding of the curriculum and how it should be sequenced so that students know more, remember more and therefore are able to do more.
- An understanding of the pedagogy that allows that students to know and remember more.
- A clear understanding of the college aims and vision, the college's Improvement Plan and ensures that these are promoted and implemented in the faculty and zone areas, through coherent faculty and zone visions and improvement plans
- Has an excellent knowledge of effective and appropriate teaching and learning within the faculty and so is able to judge this when engaging in quality assurance activities.
- Has good knowledge of other faculties with related knowledge and skills and works with these to provide coherent learning if and when appropriate.
- Understands the statutory aspects of education and how they apply in the faculty – SEN Code of Practice, equal opportunities, health and safety etc.
- Understands the importance of students with EAL and SEND and the need for differentiation at Crown Hills for high expectations of the capabilities of all students, regardless of barriers.

PLANNING AND EXPECTATIONS

- Is the lead person for strategy within the Maths faculty.
- Sets clear and high expectations with all staff within their team, in relation to student achievement, student targets and progress, behaviour management and team working and is able to strike the right balance between accountability and support.
- Works with other staff to ensure the effective implementation of EHCPs and other specific plans for students.
- Has in place clear and precise improvement plans for the short, medium and long term, based on effective self-review processes, with clear success criteria and timelines.
- Sets and works towards challenging targets at faculty, group and individual student levels.
- Ensures all plans and expectations are consistently implemented by all staff within the faculty.
- Produces a faculty Improvement Plan and SEF (Self Evaluation) document each year? Review the curriculum here?

CURRICULUM, TEACHING AND LEARNING AND ASSESSMENT

- Understands that the pedagogy of teaching should be linked to supporting students to know more, remember more and as a result able to do more. This will allow students to make progress through the curriculum.

- Able to coach staff as appropriate so that they are able to improve the quality of their delivery in line with this.
- Analyses and interprets national, local and school data, as well as research, to inform policy and practice resulting in more effective teaching, learning and achievement.
- Has a clear policy for assessment, both in terms of formative and the use of summative assessment. Uses this to understand the journey through the curriculum that students have and are taking and how teaching needs to adapt (responsive teaching) to address any gaps in knowledge and understanding before moving ahead.
- Has in place good systems for transition, to ensure that all teachers take note of prior attainment in their lessons as well as the curriculum journey that these students have been on and are going on to - at KS2-3, KS3-4 and KS4-5.
- Regularly evaluates the quality of teaching and learning and the quality of provision and uses this to further improve learning across the faculty.
- Has the ability to hold staff accountable for the quality of their delivery and provide appropriate support and challenge where required.

STUDENT ACHIEVEMENT AND PROGRESS

- Ensures that progress is measured through the curriculum and is monitored accordingly throughout different year groups. This is to ensure that students know where they are at and where they need to get to.
- Uses responsive teaching and assessment to inform them about where students are on the curriculum journey and that any data used is to ensure that gaps in knowledge are closed.
- Uses student performance data to inform the faculty about how well the curriculum is being taught and retained.
- Use assessment to influence curriculum design and re-design.

PARENTS AND WIDER COMMUNITY ENGAGEMENT

- Works in partnership with parents, having in place an informative process of communication with them.
- Reports to parents in line with the college's policy.
- Develops links with local business in order to deliver more relevant work-related learning and enterprise skills within the faculty.
- Engage with appropriate stakeholders to support the 'hidden' curriculum e.g. British values, cultural capital with the faculty.
- Develops links with others in the community and thus supports the personal development of students.
- Ensures professional links with primary schools, other local secondary schools and FE colleges are created and maintained to aid transition and progression for all students.

PROFESSIONAL DEVELOPMENT - OWN AND THAT OF OTHERS

- Prioritises and manages time effectively: between teaching, faculty leadership and whole college priorities. Uses the support given by the college in order to achieve a good work/life balance in order to be most effective.
- Sets and achieves challenging goals for their faculty and executes these by leading and managing effectively the TLR holders within the faculty by developing them and holding them to account, especially for their discrete areas of responsibility.
- Takes full responsibility for their own CPD.
- Builds constructive relationships with other staff in their team and creates a culture of achievement and success within the team.
- Assists all staff in having purposeful relationships with students.
- Has clear expectations, standards and targets for all staff in their team and offers them appropriate support and challenge to achieve these.

- Performance manages all staff within their team, making each accountable for specific aspects of their practice, student achievement and wider professional development.
- Is a role model for staff. Develops coaching for each team member and encourages pairing and observation as a means of sharing practice.
- Supports succession planning within the faculty and beyond.

MANAGEMENT OF RESOURCES

- Is able to plan ahead strategically to improve the faculty (its curriculum offer and its personnel) and budget for these resources through effective development planning.
- Is responsible for the effective deployment of staff and resources within the faculty, including any faculty administrator, TAs, supply teachers and the setting of cover work.
- Ensures accommodation is safe and encourages learning.
- Is responsible for health and safety issues within the area.

LEADERSHIP

- Has a clear understanding of emotional intelligence, is aware of their own emotions when leading and is able to remain calm under pressure, taking their faculty with them on the journey of from 'good' to 'great'.
- Develops own leadership qualities which align with THIRST values and undertakes appropriate CPD to enhance leadership within the faculty.
- Encourages distributed leadership within the team by appropriate delegation of tasks to others. Establishes clear roles within the team and actively supports and monitors these to impact on classroom practice across the faculty.
- Develops a 'learning ethos' within the team with high-quality teaching and learning, achievement and, at times, innovative practice.
- Ensures all reports for SLT and Governors are on informative and on time.
- Links with other networks of leaders (locally and beyond) to help develop own practice and that of others ultimately in order to improve student achievement.

PERSON SPECIFICATION

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task
QUALIFICATIONS AND TRAINING				
1.	Qualified Teacher Status	E	✓	
2.	Willing to participate in future professional development	E	✓	✓
3.	Good honours degree or diploma in relevant subject	D	✓	✓
EXPERIENCE AND SKILLS				
4.	Recent experience of teaching in a comprehensive school	E	✓	
5.	Able to communicate in spoken and written form	E	✓	✓
6.	Able to organise work and meet deadlines	E	✓	✓
7.	Able to set and achieve targets	E	✓	✓
8.	Able to accept responsibility	E	✓	✓
9.	Able to build a team and work collaboratively	E	✓	✓
10.	Practical and willing to learn/try new things	E	✓	
11.	Experience of working with disadvantaged children	E	✓	✓
12.	Ability to offer a second subject	E	✓	✓
13.	Has participated in an improvement initiative and has a clear philosophy of what constitutes effective learning	D	✓	✓
14.	Experience of developing an appropriate curriculum	E		✓

Assessed by:

No.	CATEGORIES	Essential/ Desirable	Application Form	Interview / Task
MOTIVATION				
15.	Self-starter, enthusiastic, energetic and flexible	E		✓
16.	Committed to meeting the needs of all children and to the principles of comprehensive education	E	✓	✓
17.	Is committed to the process of education improvement	D	✓	✓
ATTITUDE AND TEMPERAMENT				
18.	Decisive	E		✓
19.	Co-operative	E		✓
20.	Able to lead	E	✓	✓
21.	Teamworker	E	✓	✓
22.	Sense of Humour	E		✓
23.	Ability to relate well to teenagers	E	✓	✓
24.	Reliable	E	✓	
25.	Patient and calm - not easily ruffled	E	✓	✓
26.	Is sensitive to the learning needs of children	E	✓	✓
27.	Is thoughtful and reflective and adjusts practice in the light of that experience	E	✓	✓
28.	Is willing to seek support	E	✓	✓
APPEARANCE				
29.	Professional appearance	E		✓

Assessed by:

No.	CATEGORIES	Essential/ Desirable	Application Form	Interview / Task
OUTSIDE ACTIVITIES				
30.	Ability to contribute to extra-curricular activities e.g trips	D		✓
GENERAL CIRCUMSTANCES				
31.	Sensitive to the issues and problems faced by students in an inner city context and their barriers to learning	E	✓	✓
32.	An awareness of recent education initiatives	E	✓	✓
33.	Committed to using a wide range of teaching and learning styles	E	✓	✓
EQUAL OPPORTUNITIES				
34.	Must be able to recognise discrimination in its many forms and willing to put Councils Equality Policies into practice	E	✓	✓