



Ark Greenwich Free School

Head of Maths Department

Reporting to:	Deputy Headteacher
Location:	Ark Greenwich Free School
Contract:	Permanent
Working Pattern:	Full Time
Start date:	September 2021
Salary:	Competitive

Applications close:	9am 26th April 2021
Shortlist confirmed:	27th April 2021
Interviews:	Candidates must be available on the 30th April

This is a rare and exciting opportunity to work at one of the highest performing schools in the country (Evening Standard). If you are passionate about the importance of maths and want to work in a seriously ambitious, respectful and high performing school, this is the job for you.

Ark Greenwich Free School (AGFS)

AGFS is a new, ambitious school model based on what we know excellent schools do. We have created a highly respectful and disciplined environment where our staff and scholars can fulfil their potential. Our aim is to consistently be one of the highest performing schools in the country. Our 2020 Ofsted report said that, 'this school could now be judged as Outstanding'.

Joining the school team is a superb opportunity for an ambitious and motivated teacher who wants to make a lasting difference to the communities they serve.

AGFS exists to empower young people, regardless of socio-economic background, to grow and be successful. This is an ambitious and forward-thinking school that encourages innovation and values its staff. We are proud of our courteous and purposeful community and of the outstanding academic outcomes achieved by our scholars. Expectations for all members of our community are unashamedly sky high. We work tirelessly to impact the lives of the young people we serve.

How is AGFS different?

- We are part of the Ark family of schools and benefit accordingly from outstanding networking opportunities and first-class CPD.
- Staff wellbeing is one of our main priorities. We provide breakfast for staff each morning and have a 6pm/weekend work-related communication curfew to ensure our staff can maintain a work/life balance. We do not do knee jerk reactions, fads

or last-minute deadlines. Our systems and processes for communication, marking and feedback and assessment are streamlined and the approaches we take are research led and based on the needs of our local context.

- This is a small school model (600 scholars aged 11-16) because we believe that our close-knit community provides the optimum conditions for success.
- Behaviour for learning is exceptional so our teachers can focus their time on the things that matter – planning and delivering brilliant lessons for our scholars. We have applied to become a national behaviour hub school.
- **This is a strict no excuses, no mobile phone school. That means scholars are not permitted to bring phones onto the premises.**
- Our curriculum is traditional and academic, and we do not take shortcuts to boost our position in school league tables – we do not, for example, offer vocational courses or equivalencies such as Btecs or Vcerts.
- We put high-quality teaching at the heart of what we do. We are committed to providing staff with at least 1 hour of high-quality training each week. We run coaching for staff who want to see rapid progress in their discipline. Live coaching and current best practice in the field of education is central to our approach.
- We don't grade individual lessons or ask for lesson plans.
- Our scholars enjoy a compulsory co-curricular program on a Wednesday afternoon which includes a strong focus on community volunteering, and we facilitate 12 drop-down days per academic year ensuring scholars benefit from a range of life-enriching experiences.

If you are ready to add further value to our maths department and to work alongside a brilliant school leadership team, then you will find this job extremely rewarding.

Alignment with the school's vision, values and approach to education is essential.

The Role and the Department

As head of maths, you will lead, develop and manage the effective delivery of an outstanding curriculum, which enables the highest level of progress and attainment. You will be part of the professional community of Middle Leadership and promote outstanding teaching and learning and a strong school culture within a nurturing, respectful and academically rigorous environment. The successful candidate will be capable of adding further value to a traditionally strong subject at the school. A passion for your subject and a commitment to extra-curricular activities is essential.

We invest heavily in our outstanding Mathematics department which we believe is one of the strongest departments in the country; dedicating 5 hours a week to Mathematics for every student in KS4 and 4 hours at KS3, and are involved with a number of high-quality providers, such as Mathematics Mastery, PiXL, Hegarty Maths. Pupils at AGFS achieved outstanding GCSE outcomes in Mathematics in 2018 – 30% grade 7-9, 56% grade 5+ (strong pass) and 73% grade 4+ (standard pass.) The Mathematics Progress 8 score was +0.45. This Progress 8 score ranks as the highest in the borough.

This post would suit an ambitious, research-informed, subject specialist who is driven to developing a department that becomes beacon of maths provision in the UK.

About Ark Schools

Ark is a network of high-achieving, non-selective schools and one of the country's top-performing academy groups. We run 38 academies in London, Birmingham, Hastings, London and Portsmouth educating more than 26,000 scholars. 83% of Ark schools are now rated as good or outstanding by Ofsted.

Our aim is to create outstanding schools that give every scholar, regardless of their background, the opportunity to go to university or pursue the career of their choice.

To find out more about Ark Greenwich, please visit our website via www.arkgreenwichfreeschool.org

If you are interested in applying please proceed to our recruitment portal via this link.

Ark value diversity and are committed to safeguarding and promoting scholar welfare. The successful candidate will be subject to DBS and any other relevant employment checks.

Head of Maths - Job description

Job Title: Head of Maths

Reports to: Deputy Headteacher

Responsible for: Providing exemplary leadership and management of the maths department

Line management of: Maths teachers

Start date: September 2021

Salary: Competitive

Disclosure level: Enhanced

Roles included: Classroom teacher, Head of Department, Form Tutor

Experience required: Suitable for either a current HoD wanting to work in an innovative and high performing environment or an ambitious maths teacher keen to take a step into middle leadership

Job purpose:

To add further value to our school by developing a rigorous and challenging maths curriculum, teaching high-quality lessons, working within a high-performing team of middle leaders, and maintaining and further promoting exceptional levels of academic, extracurricular performance for AGFS scholars.

Objectives:

- To take a lead role in the maintenance of a transformational school community by developing and leading a rigorous and evidence-based curriculum which enables the highest level of scholar progress and attainment at KS3 and within GCSE maths.
- To ensure the maths curriculum is 'future-proof' and remain abreast of the significant changes in the National Curriculum and GCSE and A-Level Examinations.
- To ensure that the approach to maths pedagogy remains distinctive, underpinned by research and cognitive science and the highest performing maths departments in the UK.
- To model what it takes to be an outstanding teacher and subject leader and thus act as an example to all middle leaders.
- To demonstrate the highest standards of professionalism always.
- Monitoring and accountability for the progress and attainment of scholars in maths.
- To establish procedures for inducting and mentoring NQTs, Teach Firsts, GTPs etc into the department where applicable.
- Contribute to the delivery of a high-quality training program for teaching and learning, focusing on your areas of expertise.
- To act as a coach or mentor for other teachers as required.
- Modelling exemplary practice to all staff and establishing a culture of high expectations within your department.
- Uphold all school policies and procedures.
- Maintain and develop strong links with external organisations including PiXL and Ark maths subject network to promote exceptional achievement.

Leadership of Maths

- Design a distinctive, engaging and challenging maths curriculum that leads to achievement at the highest level and ensures strong progression to A Level.
- Prepare and implement detailed schemes of work, to ensure consistency and coherence across all maths lessons.
- Establish a clear department development plan and monitor and evaluate its delivery and effectiveness.
- Analyse ongoing scholar progress data and act accordingly to refine learning plans in order to close any gaps and address misconceptions.
- Facilitate rigorous and ongoing assessment as set out in the school assessment policy and provide QLA/PLC level information for scholars who will be expected to supplement in class learning with independent study.
- Meet with the Headteacher and line manager regularly for termly department reviews.
- Welcome stakeholders into your lessons and be prepared to discuss current and best practice in your areas of responsibility.
- Promote an open door policy.
- Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve scholar attainment.
- Monitor the effectiveness of teaching and learning and planning processes within your department.
- Support the professional development of teachers and their training where appropriate.
- Follow the school structure for mentoring, coaching and monitoring staff (including supervision of NQTs and beginner teachers).
- Manage the deployment of department resources effectively and efficiently.
- Monitor the progress of all scholars and sub-groups of scholars with staff and plan appropriate support / interventions to remedy slow progress.
- Produce, in line with the school self-evaluation cycle, Department Improvement Plans and Data Analyses to the highest possible standard, and ensure all members of your department engage with these where applicable.
- Liaise with all appropriate personnel regarding support for scholar progress.

Curriculum and assessment design

As a teacher:

- Deliver high quality lessons using the AGFS 4-part lesson.
- Implement the school approach to marking and feedback to inform planning, develop learning and evaluate scholars' progress.
- Provide developmental oral and written feedback to help scholars reflect upon and improve their work.
- Make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.
- Set targets for raising scholar attainment in the context of whole school targets and work towards their achievement.
- Maintain regular records of scholars' attainment and progress.
- Prepare and present informative written and verbal reports on scholars' progress to parents in line with AGFS policies.
- Attend parents' evenings, Open Evenings and school events as required.
- Assess how well learning objectives have been achieved and use this assessment and

school provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address scholar underachievement.

- Liaise with external agencies about individual scholars as required.
- Facilitate the completion of agreed assessments as required.

As a Head of Department:

- Review and develop the curriculum on an on-going basis, taking into account the findings from monitoring and self-evaluation, and ensure all staff have short- and medium-term plans to deliver highly effective lessons.
- Set regular, measurable and significant assessments for scholars.
- Ensure all scholar data is understood and interpreted by staff and scholars and used to modify lesson planning.
- Analyse and interpret data on scholars' achievement in your subject, ensure scholar performance data is used effectively and is in line with departmental targets.
- Review with teachers their assessments of progress for classes and quality-assure such assessments through moderation, sampling and review.
- Oversee the setting of scholars into appropriate ability groups and review half-termly.
- Ensure procedures for both internal and external exams are carried out according to the School's procedures and the Boards' regulations as appropriate.
- Have a deep understanding of the exam specification and JCQ guidelines.
- Ensure the maintenance of accurate and up-to-date information on the management information system meeting all associated deadlines.
- Disseminate and make use of analysis and evaluate performance data provided.
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Oversee the production of reports on scholar progress in line with AGFS policies.
- Produce reports on examination performance, including the use of value-added data.
- Oversee your subject's collection of data.
- Provide the Senior Leadership Team with relevant information relating to the subject areas' performance and development as requested.
- Actively monitor, and respond to, curriculum developments and initiatives in your subject at national, regional and local level.

Professional Development

As a teacher:

- Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
- Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
- Ensure you understand your professional responsibilities in relation to school policies and practices.
- Evaluate your own teaching critically and use this to improve your effectiveness.
- Engage, positively, with the AGFS performance-management system.
- Support colleagues when working in your teacher learning communities.

Non-Subject Responsibilities

- Demonstrate consistently high expectations of all scholars and a commitment to raising their achievement and social and emotional well-being. Promote the positive values, attitudes and behaviour expected from all scholars by treating them with respect and consideration.
- Develop strong and positive relationships with scholars.
- Implement all school policies, including the school's behaviour policy.
- Contribute to the design and delivery of the school's enrichment curriculum in line with your timetable and the AGFS enrichment policy.
- Model the ethos and vision of the school at all times.
- Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- Contribute to the school's liaison, marketing and scholar recruitment activities, e.g. the collection of material for press releases.
- Lead the development of effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of subject at Open Days/Evenings and other events.
- Establish and maintain effective working relationships with colleagues including support staff.
- Be familiar with and comply with the School's Health and Safety policies and lead on safe practice within the department.
- Be responsible for the health & safety of scholars when they are authorised to be on school premises and when engaged in authorised activities elsewhere.
- Adhere, at all times, to the expectations of teachers at Ark Greenwich Free School, outlined on the final page of this document.
- Any other duties as required by the Headteacher commensurate with the post.

Notes

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with scholars.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/Senior Leadership Team.

Person Specification

Qualification criteria

- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD

General - experience of:

- Outstanding maths teacher with a proven track record of strong academic outcomes.
- Working at a middle leadership level or supporting a middle leader implement change or an established classroom practitioner with a track record of success.
- Having significantly contributed to the work of a senior or middle leadership team which has resulted in the success of the wider school.
- Having led a team in the development and implementation of a curriculum initiative that had a sustained and demonstrable impact on scholar progress.
- Delivering staff training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and scheme of work writing, and other elements of outstanding subject leadership.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Using QA systems to evaluate the standards within your department and to modify plans accordingly.
- Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.
- Tracking and monitoring identified groups and designing intervention programme which have shown a positive impact on behaviour and progress.
- Delivering the maths specification at GCSE and A-Level with a track record of success.

Teacher development (all senior and middle leaders are expected to be able to model great teaching and to develop others) - experience of:

- Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
- Conducting lesson observations as a tool for improvement.
- Designing and delivering outstanding staff training.

Leadership and management – The ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
- Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
- Excellent interpersonal, written and oral communication skills.
- Excellent organisational skills:
 - the ability to delegate
 - the use of effective time management
 - the ability to prioritise
 - The ability to get tasks done to the required standard in good time

- Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
- Genuine passion and belief in the potential of every scholar.
- Strategic thinking and alignment with school priorities.
- An educational vision aligned with the school's high aspirations and high expectations of themselves and others.
- A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex urban school and a commitment to relentlessly instilling these strategies.
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the school in the community.
- Confident and effective presentational skills during public speaking.
- Deliver excellent assemblies and open evenings.
- Skilful management and maintenance of working relationships with parents and other stakeholders.
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.
- **This post is subject to an enhanced DBS disclosure.**
- **The post holder must be committed to safeguarding the welfare of scholars.**