WE ARE ASTREA

**HEAD OF MATHS**

**NETHERWOOD ACADEMY**

**Part of Astrea Academy Trust**

**Applicant Brief**



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**Thank you for your interest in this role within Astrea Academy Trust.**

This is a hugely exciting time for our family of academies. The Trust has been recognised by the department for Education as being well placed to **raise standards** and **achieve excellence** for pupils in a growing number of academies.

## We are an inclusive, all-through Trust that was established to tackle historic educational disadvantage and to play our part in the social regeneration of the areas in which we work and we are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven’t previously received the educational opportunities they deserve.

## The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of ‘one Astrea’ across our academies.

## Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they **share our values**, are highly motivated to work with colleagues in and beyond their academy to **continuously develop** their skills and pursue **professional excellence**; are committed to providing the highest standards of teaching for all children and to ensuring each child, irrespective of socio-economic background, circumstance or ability, has **equity of access** to an educational experience that supports their **individual needs**.

If this is you, then we would be delighted to receive your application.

**Rowena Hackwood**

**CEO**

**OPEN LETTER FROM JONNY MITCHELL, PRINCIPAL**

Dear Candidate

I am absolutely delighted that you have shown an interest in applying for this absolutely crucial post at Netherwood. Netherwood is on a journey to becoming an exceptional place to learn, and I am keen to ensure that the academy community espouses the values and vision around which I have cultivated my own professional journey – and I want exceptional colleagues to join the staff community to realise the potential which Netherwood clearly has in spades.

We need to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares the clear vision that the child is at the very heart of everything we do; a colleague who is able to enjoy positive, professional relationships with young people; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

The ideal candidate will be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We need someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. I want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Netherwood get the very best we can offer them; my ambition is that Netherwood provides a world-class education, and colleagues joining the academy will need to want to be part of this ambition.

Everyone connected with the academy will expect commitment and drive, but this needs to be coupled with sensibility and humility. A sense of humour and a willingness to work really hard are also huge attributes. I would never have entertained the idea of becoming Principal in a school I did not think had the level of potential that this place has – if you feel you have the skills, expertise, energy, enthusiasm and passion to join the staff team here, please ensure you submit an application.

I am currently able to arrange short visits to the academy after 3pm most days. I may have limited availability to conduct short visits during the school day, subject to availability. If you would like to visit, please contact me; equally, if you would like an informal conversation about the role prior to submitting an application, please feel free to get in contact with me to make arrangements.

My email address is [jonny.mitchell@astreanetherwood.org](mailto:jonny.mitchell@astreanetherwood.org)

In the meantime, I very much look forward to hearing from you. I appreciate the amount of time that goes into preparing an application, so thank you in advance for considering joining us.

My very best regards

**Jonny Mitchell**

**PRINCIPAL**

## CONTENTS

|  |  |
| --- | --- |
| Page 5 | Astrea Academy Trust |
| Page 6 | Astrea Academy Trust Values |
| Page 7 | Safeguarding & Child Protection Policy |
| Page 8 - 9 | Safer Recruitment & Pre-employment Checks |
| Page 10 | Application Process |
| Page 11 | Assessment Process |
| Page 12 - 15 | Job Description & Person Specification |

## 

**ASTREA ACADEMY TRUST**

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure Astrea reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Our approach is to ensure school improvement – including the successful improvements that have been achieved so far in many of our academies that have joined the Trust as sponsored academies.

## ASTREA ACADEMY TRUST VALUES

The work of Astrea Academy Trust is underpinned by five core Value Partners:

* Responsibility and Leadership;
* Enjoyment and Innovation;
* Aspiration and Development;
* Collaboration and Inclusion; and
* Honesty and Integrity.

### Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

### Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

### Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#AstreaStars**

### Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

**Honesty and Integrity**

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

## SAFEGUARDING & CHILD PROTECTION POLICY

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth or to view the world in a positive way, that their behaviour may be challenging and that they may struggle to engage with school life. We will always take a considered and sensitive approach in order that we can support all our pupils.

**The Trust’s Safeguarding and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Safeguarding and promoting the welfare of children is everyone’s responsibility.  Everyone who comes into contact with children and their families has a role to play.  In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.  Safeguarding and promoting the welfare of children is defined as:

* Protecting children from maltreatment;
* Preventing impairment of children’s health or development;
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* Taking action to enable all children to have the best outcomes.

*Keeping Children Safe in Education (2019)*

As such, it is the duty of all who work for the Trust to:

* Ensure that a safe environment is provided for all children and young people to learn;
* Ensure all staff are capable of identifying children and young people who are suffering or likely to suffer significant harm; and
* Ensure all staff are willing to take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

The Trust pays full regard to ‘Keeping Children Safe in Education’ guidance 2019.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy.

## SAFER RECRUITMENT & PRE-EMPLOYMENT CHECKS

Astrea is committed to safeguarding children.

This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check and/or Barred List check.

For individuals applying for leadership and management positions a S128 check will also be required. For individuals who have previously lived abroad, overseas checks may also need to be taken prior to commencing employment.

New employees will not commence work until all relevant checks have been completed.

**Standard Checks**

All candidates invited to interview must bring the following documents:

* Documentary evidence of right to work in the UK;
* Documentary evidence of identity that will satisfy DBS requirements;
* Documentary proof of current name and address;
* Where appropriate any documentation evidencing change of name;
* Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies **will** **not** be accepted.

**Enhanced Checks**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

* Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared;
* If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings.
* If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues;
* Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children – this may only be answered ‘not applicable’ where your duties have not brought you into contact with children or young people.

**Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

* Verification of right to work in the UK;
* Receipt of at least two satisfactory references (if these have not already been received);
* Verification of identity checks and qualifications;
* Satisfactory Enhanced DBS Check;
* Verification of professional status such as QTS Status, NPQH (where required);
* Satisfactory completion of a Health Assessment;
* Satisfactory completion of the probationary period (where relevant);
* Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

**References & Verifications**

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from references will be taken up at interview.

## APPLICATION PROCESS

**Applications**

Applications will only be accepted from candidates completing the Trust’s Application Form.

Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. Your supporting statement should evidence your skills and experience against the requirements of the job description and person specification.

**Please send your completed Application Form to Jade Crossland, Assistant Business Manager:** [jade.crossland@astreanetherwood.org](mailto:jade.crossland@astreanetherwood.org)

CVs will **not** be accepted in place of a completed Application Form.

**Invite to Interview**

After the closing date, short listing will be conducted by a Panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

You will be selected for interview entirely on the contents of your application form, so please read the job description and person specification carefully before you complete your form.

In addition to a candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours; and
* Attitudes to use of authority and maintaining discipline.

## ASSESSMENT PROCESS

Applications will be assessed against the job description. Successful applicants will be invited to the selection process.

The interview process will comprise of two stages; candidates who successfully complete the first stage will be invited back to complete the final stage interview. Details of this will be communicated at the time. Candidates will need to be available to interview towards the end of the summer term.

Should you have any questions regarding the interview process, please email:

[jade.crossland@astreanetherwood.org](mailto:jade.crossland@astreanetherwood.org)

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **POSITION** | **Head of Maths** |
| **SALARY RANGE** | **Leadership Scale (L8-L12) currently £50,645 to £55,884** |
| **CONTRACT TYPE**  **REPORTING TO** | **Permanent**  **SLT Line Manager** |
| **LOCATION** | **Netherwood Academy** |

**Purpose of the role**

* To lead and manage the Maths curriculum area to ensure standards are high, teaching and learning are effective, behaviour is conducive for learning and colleagues are supported and challenged to make a genuine difference to student outcomes.

**Duties and Responsibilities**

1. **Planning, Development and Coordination**

* To set challenging teaching and learning objectives which are relevant to all students
* To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.
* To select and prepare resources, and plan for their safe and effective organisation, taking into account students’ interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
* To contribute to teaching teams, meetings and events.
* To plan for the deployment of any support staff who are contributing to students’ learning.
* To plan opportunities for students to learn in out of school contexts.
* To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
* To implement and review the subject improvement plan in conjunction with the Senior Leadership Team link.
* To develop and audit the curriculum across both Key Stages, including schemes of work and other documentation related to Literacy & Numeracy and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
* To develop strategies for the use of Literacy & Numeracy to promote new teaching methods and improve learning and monitor their effectiveness in raising standards of teaching and learning.
* To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.

1. **Monitoring and assessment**

* To make appropriate use of the school’s monitoring and assessment strategies to evaluate students’ progress towards planned learning objectives.
* To use monitoring and assessment information to improve planning and teaching.
* To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
* To involve students in reflecting on, evaluating and improving their own performance and progress.
* To assess students’ progress accurately against appropriate standards.
* To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
* To identify the levels of attainment for students learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
* To record students’ progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
* To report on students’ attainment to parents, carers, other professionals and students’ as appropriate.

1. **Teaching and Class Management**

* To have high expectations of students and build successful relationships centred on teaching and learning.
* To establish a purposeful learning environment where diversity is valued and where students feel safe and secure and confident.
* To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
* To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
* To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
* To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
* To organise and manage teaching and learning time effectively.
* To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
* To set high expectations for students’ behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students’ behaviour constructively and promote self-control and independence.
* To use ICT effectively in delivery of teaching and learning.
* To take responsibility for teaching a class or classes over a sustained and substantial period of time.
* To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
* To work collaboratively with other professionals and manage the work of support staff to enhance students’ learning.
* To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
* To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* To attend and participate in regular meetings.
* To participate in training, continuous professional development and other learning activities as required including participation in the school’s performance management arrangements.
* To be a role model in terms of excellent practice in the classroom
* To coach and mentor other colleagues as directed
* To work alongside the Quality of Education Team to develop the strategic vision for Teaching & Learning and to contribute significantly to T&L CPD academy-wide
* To pioneer the use of new pedagogies
* To work with other curriculum leaders to ensure that appropriate assessment procedures are in place

**General Information and Working Arrangements**

* The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
* To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people**

**and expects all staff and volunteers to share in this commitment.**

**The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and**

**responsibilities as may be reasonably assigned to them by the Principal.**

**PERSON SPECIFICATION**

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

|  |  |  |
| --- | --- | --- |
| **Qualifications and Experience** | **Essential** | **Desirable** |
| Qualified teacher status | \* |  |
| Good relevant degree | \* |  |
| Experience of delivering high-quality CPD to colleagues | \* |  |
| A proven track-record of excellence within the classroom | \* |  |
| Experience of supporting colleagues to improve their practice and outcomes | \* |  |
| Experience of working with students with SEMH needs | \* |  |
| Previous and successful employment in a middle or senior leadership role |  | \* |
| **Skills, knowledge and abilities and professional attributes** |  |  |
| Excellent organisational and communication skills | \* |  |
| A no-excuses disposition towards effectiveness and student progress, irrespective of starting points | \* |  |
| An ability to form strong relationships with young people | \* |  |
| Secure knowledge of National Curriculum/GCSE syllabus | \* |  |
| Proven leadership skills | \* |  |
| Understanding of Special Educational Needs | \* |  |
| **Other professional attributes** |  |  |
| High expectations of all pupils | \* |  |
| High professional standards, including personal appearance | \* |  |
| A solutions-focussed attitude towards challenge | \* |  |
| Ability to lead, manage and work as part of a dynamic team | \* |  |
| High levels of emotional intelligence | \* |  |