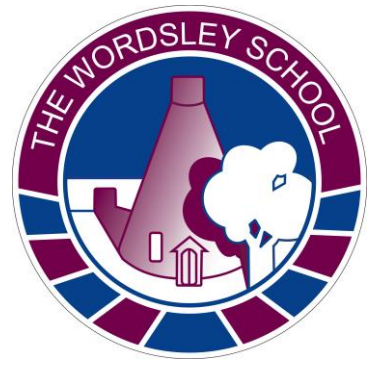


ASSISTANT CURRICULUM ACHIEVEMENT LEADER MATHS



APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

Contents

| | |
|---------|------------------------------------------|
| Page 2 | Contents |
| Page 3 | Welcome |
| Page 5 | MVVM (Mission, Vision, Values and Motto) |
| Page 6 | The Mathematics Department |
| Page 7 | Job description |
| Page 11 | Personal Specification |

Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision, especially in the current educational climate. I believe that The Wordsley School provides a fantastic location for the right person to continue to grow as a teacher. The aim of this application pack is to tell you a little about our school and hopefully inform your decision to apply.

The Wordsley School is a great place to work. People make schools, and at Wordsley, we have great ones. We want staff who really care about their students and each other, always going the extra mile. We all enter the teaching profession to make a difference to young people and share our love of subjects with them. Personally I am a History teacher and still get a buzz from being in the classroom. I am looking for a teacher who loves Maths as much as I love teaching about the past.



Wordsley is a true 'community' school. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play. We are a team in the true sense of the word. We don't expect perfection from our staff, just that they do their best and keep trying to get better. What we want more than anything is someone who cares for our young people and will do what they can to help them to be successful.

As the Assistant Curriculum Leader for Maths, you will help to lead a friendly, well qualified and fully resourced department.

This role will help to support the Curriculum Achievement Leader to continue to improve the department by developing the curriculum and improve pupil outcomes. Roles and responsibilities will be agreed with the successful candidate on appointment.

This role would suit someone looking for their first steps into subject leadership or an experienced leader looking for a new challenge. We are looking for a Maths teacher who can teach all abilities up to GCSE level.



I strongly encourage you to take the opportunity to come and visit the school prior to submitting an application and to meet with me; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email (rpotter@wordsley.dudley.sch.uk) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by applying at <https://www.wmjobs.co.uk>. Your supporting statement should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post.

I look forward to hearing from you.

Ashley Weatherhogg
Headteacher

Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

OUR MISSION

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

OUR VISION

We promote high levels of aspiration and achievement, and support each other to be the best we can be

OUR VALUES



CURIOSITY: we have enquiring minds and are keen to learn



INTEGRITY: we are honest and have strong moral principles



KINDNESS: we are friendly and considerate of each other



RESILIENCE: we respond well to challenge and are keen to improve



RESPECT: we have an appreciation and awareness of others

OUR MOTTO

BELIEVE · ACHIEVE · INSPIRE

The Mathematics Department

We are a well-established department comprising 9 of mathematics specialists led by a Head of Mathematics, an Assistant Head of Mathematics and an additional TLR post holder. The department has eight spacious and well-equipped classrooms which have brand new 'Clever Touch' interactive whiteboards.



Our curriculum places a strong focus on teaching for mastery and developing pupils' problem-solving skills, to enable them to be successful learners of Mathematics and to prepare them for their future career.

We follow a mastery approach to a stage-system scheme of work, throughout both key stage 3 and 4. This allows pupils to progress seamlessly through the GCSE grades with no gaps in their knowledge. Pupils are taught in groups based on their ability from the very beginning of year 7 through to the end of year 11. Considerable challenge is provided for all of our students during the course of their studies to ensure they are fully prepared for their GCSE.

Complementing the taught curriculum, we offer a range of extra-curricular opportunities to enhance the learning experience for our pupils such as UKMT Junior, Intermediate and Team Maths Challenges for pupils with high levels of prior attainment, puzzle clubs for year 7 and 8 and booster classes for those in key stage 4, where relevant.

Job Description

Post title: ACAL Maths
Responsible to: CAL Maths
Salary: MPS/UPS (as appropriate) with a TLR 2B

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Part Three: Leadership

Purpose:

- To support the CAL for Science in raising aspirations and securing high pupil achievement for all.
- To assist with the operational management within Science, as directed by the CAL.
- To support in the strategic planning and delivery of the Science curriculum.
- To deputise in the absence of the CAL.
- To contribute to the creation of the Department Improvement Plan as directed by the CAL.

Key responsibilities

- To lead the effective planning, monitoring and tracking of academic pupil progress across a Key Stage.
- To develop schemes of work to support whole school outcomes.
- To develop and organise resources for the effective teaching of Maths.
- To assist with staff appraisal, as per the school appraisal allocations.
- To act as a role model in leading Maths staff via their own high quality teaching.
- To lead/support at department meetings as relevant to the role.
- To lead/support with CPD as relevant to the role.
- To mentor & coach ECTs and ITTs as delegated by the CAL.
- To liaise with any non-specialist staff who are teaching Maths to ensure that they are confident in delivering Science lessons.
- To support the CAL with proactive and reactive behaviour management strategies.
- To support the development and coordination of assessment at Key stage 3 in line with whole school policy.
- To create and make arrangements for formal assessments.
- To analyse assessment data and set pupils appropriately.
- To lead and support with departmental intervention to address pupil underperformance as directed by the CAL.
- To support the CAL with setting cover work for absent colleagues across the department.
- To support the CAL with internal quality assurance across the department, including (but not limited to) lesson observations, learning walks, work scrutinies and pupil voice.

Special Conditions

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

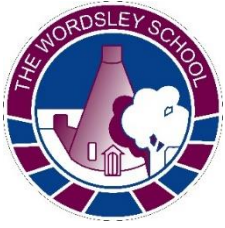
Person Specification

| Qualifications, professional development and knowledge | Essential (E) Desirable (D) | Application (A) Interview (I) Reference (R) |
|--------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------|
| Qualified teacher status. | E | A |
| Educated to degree level. | E | A |
| Ability to teach at a consistently high level, evidenced by pupils' academic outcomes over time. | E | A/R |
| In-depth knowledge and understanding of effective Maths teaching. | E | I |
| A willingness to keep abreast of relevant educational research and pedagogical development. | E | I |
| Evidence of relevant professional development | D | A |

| Professional experience | Essential (E) Desirable (D) | Application (A) Interview (I) Reference (R) |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------|
| Evidence of positive impact in a Maths Department. | E | A/I/R |
| Taught Maths successfully at GCSE, demonstrating strong outcomes. | E | A/I/R |
| Rapidly analyse pupil data, with a high degree of accuracy, drawing logical conclusions and recommendations for further action. | E | I |
| Ability to plan and sequence schemes of learning. | E | A/R |
| Supported extra-curricular activities within Maths. | E | A/R |

| Traits and competencies | Essential (E) Desirable (D) | Application (A) Interview (I) Reference (R) |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------|
| Outstanding oral communicator. | E | I |
| Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy. | E | A/I/R |
| Ability to delegate effectively and hold staff to account. | E | I/R |
| Demonstrate dynamism and creativity in solving problems. | E | A/I/R |
| Motivate and inspire individual colleagues and teams. | E | I |
| A 'self-starter' with the ability to prioritise effectively and meet deadlines | E | I/R |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| High levels of emotional intelligence and self-awareness. | E | I |
| Someone who: <ul style="list-style-type: none"> • is reflective, with high levels of personal resilience and able to accept constructive feedback from others in order to further improve performance. • prioritises 'the team' above 'self', and contributes wholeheartedly to the life, culture, spirit and ethos of our school. • thrives on challenge, with the necessary drive and determination to get a job done. | E | I |



The Wordsley School



The Wordsley School
Brierley Hill Road
Near Stourbridge
West Midlands
DY8 5SP
(01384) 816015

rpotter@wordsley.dudley.sch.uk
www.wordsleyschool.co.uk