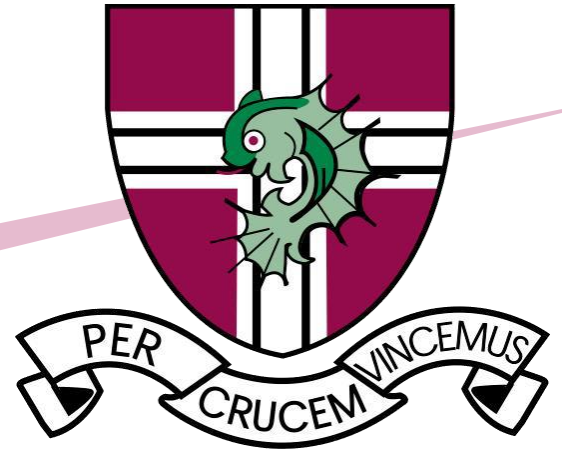


# St John Fisher

Catholic Voluntary Academy



## **Information for Head of Mathematics candidates**

# St John Fisher Catholic Voluntary Academy

Head of Mathematics

## Leadership 8 - 12



### Letter from the Headteacher

It is my pleasure to welcome you to St John Fisher, an 11-18 voluntary aided Academy with 1000 students on roll. It is one of 15 Catholic schools that form the Blessed Peter Snow Academy Trust across the local authorities of Kirklees and Calderdale. Currently, St John Fisher is the sole secondary school within the Trust.

We are looking for an inspirational classroom practitioner to lead our mathematics department. We need someone with the drive and determination necessary to relentlessly improve standards in our rapidly improving school. Significant leadership development training will be available and as such, this role would suit someone who aspires to senior leadership with the next few years. I believe this could be a career defining opportunity for the right person.

If you are considering applying for this role, I expect you will have read the Ofsted inspection report from January 2023. Whilst this was only 14 months ago, our school is unrecognisable from the description in the report. We have since had 2 very positive monitoring visits. The students at St John Fisher are wonderful young people who deserve the very best teachers and leaders. I joined the school in April 2023 and staff have since delivered significant improvements for children across all areas of the school, but particularly with regard to behaviour, attendance and safeguarding. This is just the beginning. It is our ambition to become the best school in Yorkshire. I would strongly advise any interested candidates to come for a tour of the school with me during the school day.

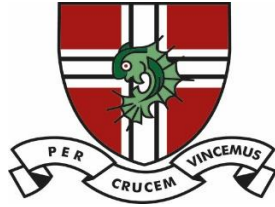
I believe we are building a team of outstanding practitioners who will make St John Fisher an incredible school. The successful appointment to this key role will be pivotal in our continued improvement. Therefore we seek the very best. We are proud of our team ethos, our talented teachers and our dedicated support staff who guide and nurture our students when they require additional help, or when they make mistakes. We do this regardless of background, circumstance or prior academic attainment. Our daily practice is based on our values of commitment, aspiration, respect and excellence. Quite simply, we CARE.

I warmly welcome you to come and see the school for yourself.

Mr K. Mackey  
Headteacher

### Appointment Procedure:

<b>Closing Date:</b>	Wednesday 15 <sup>th</sup> May 2024 at 12pm
<b>Shortlist:</b>	TBC
<b>Interview:</b>	W/C 20 <sup>th</sup> May 2024



## St John Fisher Catholic Voluntary Academy

**Headteacher: Mr Karl Mackey**

<b>Job Title:</b> Curriculum Leader - Mathematics	
<b>Work Location:</b> St John Fisher Catholic Voluntary Academy	<b>Salary:</b> Leadership Group 8-12
<b>Reports To:</b> Headteacher	

### Job Purpose

The post holder will actively support the vision of the Academy and will provide professional leadership and management for Mathematics, ensuring the department delivers high quality teaching. Effectively using the resources available to deliver outstanding learning and achievement for all students.

### Key Responsibilities

#### **Strategic Direction and Development of Mathematics:**

- Develop and implement policies and practices for Mathematics which reflect the school's commitment to outstanding achievement. Students are inspired to reach their potential and staff aspire to continuously develop and raise standards.
- Work with the Senior Leadership Team and the department to establish a clear, shared understanding of the importance of high quality teaching of Mathematics that engages students and enables them to achieve stretching goals.
- Analyse data, ensuring effective progressive plans are in place for individuals and groups of students.
- Work with the literacy leader to deliver a cohesive approach to literacy and Mathematics across the Academy.

#### **Student Learning:**

- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.
- Ensure teachers are clear about the learning objectives in lessons, understand the sequence of teaching and learning in the subject and communicate such information to students effectively.
- Ensure teaching and learning in Mathematics is of a consistently high standard and that best practice is shared across the department.
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting challenging targets.
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure outstanding progress in the subject.
- Provide staff and students with clear direction, expectations and targets in relation to standards of student achievement and the quality of teaching.

- Evaluate the quality of teaching and learning of Mathematics in the school, utilising this information to identify effective practice and areas for improvement, taking appropriate action to improve the quality of teaching.
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school.
- Ensure teachers of Mathematics adhere to equal opportunities legislation, recognising and dealing appropriately with stereotyping, creating an environment that values difference and embraces diversity, where students and staff treat each other with dignity and respect.

#### **Professional Development and Staff Support:**

- Establish clear expectations and positive, healthy working relationships amongst staff, encouraging collaboration, team working and mutual support; developing responsibilities and delegating tasks, evaluating practice, securing a culture of support and accountability.
- Develop personal and professional effectiveness, throughout the Mathematics team, recognising high performance and tackling areas of underperformance, ensuring staff have access to appropriate training, learning and development opportunities.
- Lead the professional development of staff through example and support.
- Work with the Professional Mentor to ensure trainee and newly qualified teachers are appropriately trained, supported, monitored and assessed against national and local standards and expectations.
- Work directly with the SENDCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs.
- Ensure that the Headteacher, SLT and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

#### **The post holder will:**

- Monitor, lead and support those members of staff in the Mathematics.
- Ensure all academy protocols, routines and expectations are met by all staff in their area
- Have responsibility for all results, assessment data, achievement, progress and attainment in the subject area.
- Design and implement the curriculum in the subject area.
- Devise and implement strategies to raise standards in the subject area.
- Manage the deployment of staff in Mathematics, including support staff, to ensure the rapid improvement of outcomes for all young people, working with line manager to establish challenge, accountability and clarity of expectation for all
- Have an input into timetabling in the subject area, taking account of pupil need at all times
- Ensure the development and improvement of all staff in the subject area
- Manage formal processes affecting staff in the subject area, at the direction of senior staff, for example, absence reviews, capability procedures in line with academy policy etc.
- Ensure the appropriate management and support of ECTs and trainees in the subject area
- Manage the quality of cover work and provision made during staff absence in the subject area/s, ensuring it is of high standard
- Manage the department behaviour management systems within the academy system and ensure all staff are following procedure
- Design, trial and evaluate strategies for the improvement of T&L quality within the subject area and in line with whole academy strategies
- Oversee department CPD requests
- Manage a budget and ensure appropriate values of probity and integrity are part of the financial and resource management process
- Liaise with senior staff regarding all recruitment staffing needs
- Carry out observations for staff in the subject area when trained and accredited to do so, and on gaining a judgement of Good or better personally
- Carry out, delegate, oversee, but be accountable for QA in the subject area including assessment sampling, standardisation and moderation etc
- Lead effective self-evaluation procedures in the subject area and work as a member of the middle leadership team to ensure this is fed into whole academy self-evaluation
- Attend middle leaders meetings and prepare, lead, record and report on department meetings
- Analyse data, plan interventions and manage staff to ensure the highest standards of learning and progress are achieved within the subject area

- Encourage research into teaching practice, be a role model in the effective self-reflection required to be an effective practitioner
- Ensure the department contributes to enrichment opportunities for young people in the academy
- Take part in the performance management programme, as appraiser and appraisee
- Be active in keeping up to date with the latest developments in education and the subject in particular
- Engage in CPD, and the academy INSET programme
- Take part in the line management system
- Meet all expectations of academy policy, including adherence to safeguarding practice
- Establish staff and resource needs for the subject and advise SLT of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money and high quality outcomes.
- Ensure a safe, effective and stimulating environment for the teaching and learning of Mathematics.

**Community:**

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

St John Fisher is committed to safeguarding and promoting the welfare of children therefore all positions in the school will be subject to a satisfactory Disclosure and Barring Service check.

To comply with the Immigration, Asylum and Nationality Act 2006, all prospective employees will be required to supply evidence of eligibility to work in the UK.

This job description will be updated on a regular basis in consultation with the postholder. While every attempt has been made to make this job description exhaustive, there may be occasions when the specifics require review and/or the postholder may be asked to carry out additional, reasonable, requests of the Headteacher.



## St John Fisher Catholic Voluntary Academy

### Person Specification for Curriculum Leader - Mathematics

*The application form will be used to determine whether candidates adequately meet at least the essential criteria in order to be shortlisted for interview. The criteria will be assessed both during the application and interview process.*

#### Qualifications:

Criteria	Essential	Desirable	Measured
Degree	✓		App
QTS	✓		App
Higher degree, Masters or equivalent		✓	App

#### Knowledge/Skills/Experience:

Criteria	Essential	Desirable	Measured
Proven track record in good or better classroom practice	✓		App / Int
Experience as a middle leader, or subject leader		✓	App / Int
Detailed knowledge of all aspects of subject area		✓	App / Int
Proven track record in the successful management of young people to motivate and engage	✓		App / Int
Have knowledge of school improvement strategies, including process for monitoring and evaluation of performance and strategies for raising standards.	✓		App / Int
The ability to think creatively, and to adapt ideas into manageable steps for implementation	✓		App / Int
The ability to lead people, persuade and hold to account	✓		App / Int
The ability to use data to analyse need and plan interventions and strategic responses to improve outcomes	✓		App / Int
Experience in working in challenging circumstances, dealing with pressure and working to deadlines	✓		App / Int
The ability to build and motivate teams	✓		App / Int
The ability to work as part of a team and also as an individual leader in own right according to situation	✓		App / Int
To have experience of working in a learning environment with young people with Special Educational Needs		✓	App / Int
Recent and relevant experience of the inspection framework		✓	App / Int
The ability to prioritise, and manage a varied workload	✓		App / Int
To have established and developed successful working relationships with young people, parent/carers, teachers and support staff in a variety of situations	✓		App / Int
To have a commitment to equal opportunities and knowledge of the issues	✓		App / Int

**Additional**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Measured</b>
An understanding of relevant legislation concerning Safeguarding	✓		App / Int
A commitment to take part in all relevant in-service training and continual professional development	✓		App / Int
To be a confident and competent user of ICT including interactive whiteboard	✓		App / Int
To be fully up to date with current issues and developments in education	✓		App / Int
To support the academy and the sponsor's inclusive ethos at all times	✓		App / Int
To uphold the academy's reputation at all times	✓		App / Int
To be willing to participate in a programme of personal development and training	✓		App / Int
To be willing to take part in the Academy Performance Management process	✓		App / Int