



The Polesworth School

ENSURING EXCELLENCE

Dordon Road, Dordon, Tamworth, Staffs, B78 1QT
01827 702 205



Assistant Director of Mathematics

Candidate Information



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Dear Applicant,

Assistant Director of Mathematics

Many thanks for your interest in becoming the Assistant Director of Mathematics at The Polesworth School. This will be a key role in school, ensuring the continued development and provision of outstanding Maths teaching to our students. We are looking for a dedicated, experienced and ambitious individual with a passion for the subject of Mathematics. This is a permanent role and we are looking to fill this vacancy after Easter 2025.

Polesworth is truly a community based comprehensive school. We have approximately 1500 students on roll which includes a large and thriving sixth form. We have extremely high standards and expectations and our ethos is underpinned by the three Rs of Ready, Respectful and Responsible.

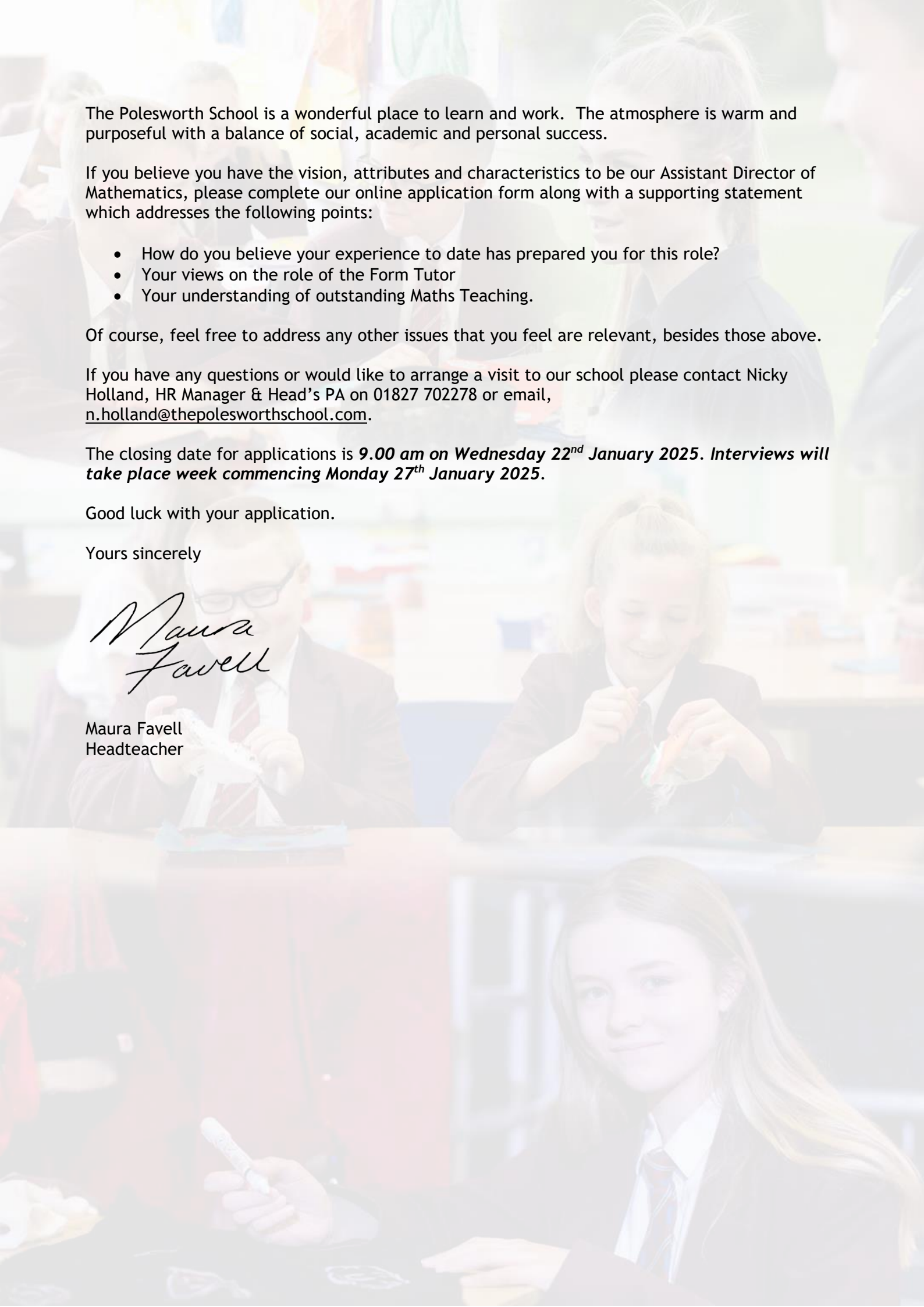
Staff work tirelessly to ensure that all students are able to develop their confidence, resilience and desire to achieve so that they become well-rounded and well-educated individuals who are able to contribute positively to society and realise their full potential.

Polesworth is heavily oversubscribed and comprises a staff of over 200 people. Our Strategic Leadership Team consists of the Headteacher, three Deputy Headteachers, Director of Post-16, four Assistant Headteachers, the School Business Manager and the HR Manager. Heads of Department and Heads of Year are line managed by members of SLT.

Pastorally, the school is organised horizontally with every student belonging to one of our four Houses: Arden, Stratford, Kenilworth and Warwick. There is a healthy rivalry across the Houses in a wide variety of activities. The House system supports our ethos of social, academic and personal achievement.

Key Stage 3 students study all National Curriculum subjects together with Personal Development. We teach French and German and all Year 7 students are taught in mixed ability and broad ability groups. In Year 8 broad ability grouping is sustained. Students follow a common core of English, English Literature, Maths, Science, RS, PE and Personal Development at KS4. In addition, they take option subjects according to the Pathway they have been allocated. Tomlinson Hall Sixth Form Centre offers a very wide range of 'A' Levels and vocational courses.

We have a great deal of experience in the further development of all our staff. Our appraisal approach is one of coaching under the banner of 'Growing Great People'. We operate under a Trust wide staff development programme entitled "Developing People" and our induction programme for all new staff is superb!



The Polesworth School is a wonderful place to learn and work. The atmosphere is warm and purposeful with a balance of social, academic and personal success.

If you believe you have the vision, attributes and characteristics to be our Assistant Director of Mathematics, please complete our online application form along with a supporting statement which addresses the following points:

- How do you believe your experience to date has prepared you for this role?
- Your views on the role of the Form Tutor
- Your understanding of outstanding Maths Teaching.

Of course, feel free to address any other issues that you feel are relevant, besides those above.

If you have any questions or would like to arrange a visit to our school please contact Nicky Holland, HR Manager & Head's PA on 01827 702278 or email, n.holland@thepolesworthschool.com.

The closing date for applications is **9.00 am on Wednesday 22nd January 2025. Interviews will take place week commencing Monday 27th January 2025.**

Good luck with your application.

Yours sincerely



Maura Favell

Maura Favell
Headteacher

Our Values & Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for the school.



Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Social: They have developed and sustained excellent friendships and an ability to build mutual respect with others. They know how to behave and conduct themselves so that they are ready for the next stage in their lives

Academic: They have developed intelligence and a broad range of knowledge and skills that equip them for the next stage in their lives.

Personal: They have personal attributes and talents that have been nurtured at school often beyond the day to day planned curriculum. They have pride and confidence in who they are and what they can achieve. They have developed essential character virtues and a crucial sense of possibility.



Our Staff

All members of our staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationship, working together to enhance professional growth and the consequent achievements of the young people in our care. All staff have clarity and certainty about the direction our school and trust are taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

Assistant Director of Mathematics

TLR 1b (£12,040 per annum)

Post: Class Teacher - with Teaching & Learning Responsibility for Assistant Director of Mathematics

Responsible to: The Headteacher, SLT and Director of Mathematics

Responsible for: Mathematics teaching staff and other relevant personnel within the teaching area

Salary: Main pay scale range 1-6 or Upper Threshold, in line with the Community Academies Trust Pay Policy plus TLR 1b (£12,040)

Location: The Polesworth School

Main purpose of the job:

- Contribute to the formulation of the Mathematics area aims and policies under the leadership of the Director of Mathematics and ensure that they are translated into action in the classroom
- Secure continuous improvement leading to transformation in the teaching and learning of students, raising standards and producing the highest levels of student achievement.
- To be accountable for leading, managing and developing the Key Stage Co-ordinators
- To effectively lead, manage and deploy teaching/support staff and financial resources within the department in collaboration with the Director of Mathematics

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process.

Principal Responsibilities and duties as a Teacher of Mathematics

- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- Teach engaging, challenging, well-organised lessons and sequences of lessons informed by well-grounded expectations of learners and designed to raise levels of attainment across the age and ability range they teach in which they:
 - use an appropriate range of teaching strategies and resources, including e-learning, which
 - meet learners' needs and take practical account of diversity and promote equality and inclusion;
 - build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
 - develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
 - adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
 - manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

- Make effective use of an appropriate range of data such as observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of marking and feedback provided to learners and guide learners on how to improve their attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the School.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the School's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Identify and use opportunities to personalise and extend learning through liaison with out of School contexts, where possible making links between learning within the School and learning out of the School.
- Ensure the safeguarding of students by adhering to the School's Safeguarding and Child Protection policies

Principal duties and responsibilities as Assistant Director of Mathematics:

- Develop, in consultation with the Director of Mathematics and the Deputy Headteacher - Quality of Education (QoE), a clear intent for your subject curriculum, including curriculum mapping, sequencing, retention strategies and assessment.
- To develop, in consultation with the Director of Mathematics and Deputy Head - QoE, a range of relevant courses which stimulate students' interest and involvement in learning and are appropriate to the needs of students of all abilities.
- Line manage the Key Stage Co-ordinators, meeting with them on a regular basis to support them in their roles as co-ordinators and ensuring that the implementation and impact of the curriculum is on track within their key stages.
- To prepare and review schemes of work in accordance with Programmes of Study and examination board guidelines, and to develop policies to be issued to all staff in the department.
- To evaluate the effectiveness of courses, and to oversee assessment procedures in accordance with school procedures, ensuring that assessment is regular and that all staff in the department keep full records of assessments.
- To monitor the work of the department, including the planning and preparation of lessons and the keeping of records.
- To monitor the progress and attainment of students to ensure they fulfil their potential.
- Alongside the Director of Mathematics plan, co-ordinate and deliver targeted intervention for students.
- With the Director of Mathematics and Deputy Head - QoE to plan for the staffing needs of the department, and to participate in the recruitment and selection of staff.
- To participate in appraisal and the professional development of staff
- Foster a climate of scholarship and ensure the department knowledge base is robust enough to ensure teachers are pedagogical ambassadors.
- To oversee the induction and mentoring of new staff and ITT trainees in the department
- To deploy staff in teaching programmes and to maintain and provide accurate group lists.
- To ensure that work is set for the classes of absent staff in the department.

- To oversee the department's presence at school functions such as Open Evenings and Student Progress Evenings and Reviews.
- To contribute to a Department Improvement Plan in accordance with the School Improvement Plan.
- To attend appropriate INSET, to co-ordinate departmental INSET, to develop and disseminate good practice.
- To encourage, facilitate and participate in the development of Blended Learning within the department.
- To prepare and manage the department's budget plan with the Director, and to be accountable for departmental expenditure and keeping accurate financial records.
- To oversee the recording of department resources, storage, and security.
- To chair faculty meetings in the absence of the Director of Mathematics according to the School calendar, ensuring that action points are taken and distributed to teachers in the faculty and to others as required. To attend other School meetings as required.
- To provide written department analyses as required by SLT
- To ensure that students and staff are aware of Health and Safety procedures and requirements within the department.
- To encourage visits and activities both within and outside the School's formal timetable.
- Model excellence in day to day leadership
- Liaise with the Director of Mathematics to ensure ICT enhances student learning

Other Specific Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Safeguarding children and young people

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. It is expected that ALL staff have read and understand the document '*Keeping children safe in education*'.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Other

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Class Teacher with TLR Person Specification

Qualifications

Qualified teacher status or recognised equivalent.

Experience

Teaching experience with the age range and/or subject(s) applying for.

Recent experience of successfully co-ordinating or leading a curriculum area

Knowledge and skills

The ability to effectively:

- A clear understanding of the essential qualities necessary for improving the quality of learning and teaching.
- In depth knowledge of the curriculum/area as relevant to the TLR role being applied for.
- Up to date knowledge of statutory regulations and guidance relating to the post.
- Demonstrate consistently high quality teaching strategies.
- Support and motivate both colleagues and pupils by leading through example.
- Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate).
- Manage a team to successfully achieve agreed goals.
- Develop and deliver effective professional development for staff as appropriate.
- Be an effective team player who works collaboratively and effectively with others.
- Analyse data to evaluate this TLR area for the performance and achievement of pupil groups, pupil progress and be able to plan appropriate course/s of action for improvement.
- Contribute effectively to the work of the Executive Headteacher , the associate Headteacher and the senior leadership team.
- Deal successfully with situations that may include difficult situations and conflict resolution
- Create a stimulating and safe learning environment.
- Establish and maintain a purposeful working atmosphere.
- Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.
- Assess and record the progress of pupils' learning to inform next steps and monitor progress.
- Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.
- Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.
- Encourage children in developing self-esteem and respect for others.
- Deploy a wide range of effective behaviour management strategies, successfully.
- Communicate to a range of audiences (verbal, written, using ICT as appropriate).
- Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.

Demonstrate a commitment to:

- safeguarding and promoting the welfare of children and young people
- Equalities
- high quality, stimulating learning environments
- Willingness to undergo appropriate checks, including enhanced DBS checks
- 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
- Have a willingness to demonstrate commitment to the values and behaviours which flow from the Trusts ethos
- Relate positively to and showing respect for all members of the school and wider community ongoing relevant professional self-development



MATHEMATICS DEPARTMENT

Are you an innovative and enthusiastic educator passionate about inspiring students in mathematics? We are seeking a dedicated, ambitious and forward thinking individual to lead our team of talented and committed staff.

The Department's philosophy centres around fostering independent, active learners who take charge of their learning journey. We believe in engaging lessons where students participate in explaining, listening, and interacting, exploring new mathematical concepts while reinforcing existing ones. Regardless of age or ability, every student is encouraged to contribute meaningfully to the learning process. Our department has curated bespoke resources to facilitate this approach.

We are committed to nurturing each student's potential, with GCSE pupils placed in linear sets to support their progression. Additionally, we offer A Level Mathematics and A Level Further Mathematics in the 6th Form, supplemented by our own tailored teaching and learning materials. Core Maths is also part of our curriculum for Year 12 students.

Equipped with ten classrooms and an office, our department provides a supportive environment for both students and staff to thrive.

Join us in shaping the next generation of mathematical minds!

Dear Applicant

Thank you for your interest in joining The Polesworth School and to make a real difference for young people. **The Polesworth School** is an important member of our family of community schools.

Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. The Trust has grown since 2012 and now comprises 5 secondary schools and 13 primary schools in Warwickshire, Staffordshire and Telford.

Community Academies Trust currently operates in three hubs in North Warwickshire & Staffordshire, Warwick, Stratford-upon-Avon and Leamington Spa and Telford & Wrekin.

Our trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. Trustees have set strategic objectives for the trust. These ensure that the schools in our trust are:

- Focused on achieving outstanding academic, personal and social outcomes for the children
- Committed to the moral imperative of community school improvement and shared system leadership
- Mutually supportive and fiercely loyal to each other
- Equal partners with all other schools irrespective of their phase, size or achievements
- Multi academy trust minded - our schools celebrate the success of others as well as themselves and share accountabilities
- Financially disciplined and committed to fulfilling their delegated responsibilities to the best of their abilities under a robust governance arrangement.

This culture and ethos ensure the young people in our care benefit from expertise and support shared across all our schools so that we can maintain our attention to our children's individual talents and potential. I use this story to illustrate my own personal commitment to the children in our schools:

"As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. As he caught up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. The old man said that there were millions of starfish, and how could he possibly make a difference. The young man looked at the starfish in his hand and threw it into the waves to safety "it makes a difference to this one" he said.

The main message from this story is clear - children will thrive if we all make sure we focus on them as individuals, get to know them well, meet their needs and be ambitious for them.

Our schools are orientated around ensuring excellent provision and are constantly reflecting on what is best for our professionals' working environment and for the young people in our care. All of us at our Trust want the children to achieve socially, personally and academically and leave school with a crucial sense of possibility - vital for success in life.

When you work with us, we are also keen that you will grow as a professional and benefit from our culture of professional development. Your wider professional development is very important to us and we have the capacity through our trust policy 'Growing Great People', trust school professional networks and the trust wide Institute of Education to support you in your work and career.

If you feel the trust is an organisation you would like to join and you can contribute to our future success, further information is available on the school website - www.thepolesworthschool.com/vacancies where you will find a link to our recruitment portal. We intend to carry out interviews shortly after the closing date deadline. If you would like to talk to someone about the position, please contact **Nicky Holland, HR Manager & Head's PA** - n.holland@thepolesworthschool.com.

Good luck with your application.

Yours sincerely



Philip Hamilton OBE
Chief Executive Officer



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