

Teacher of Maths

Recruitment Pack



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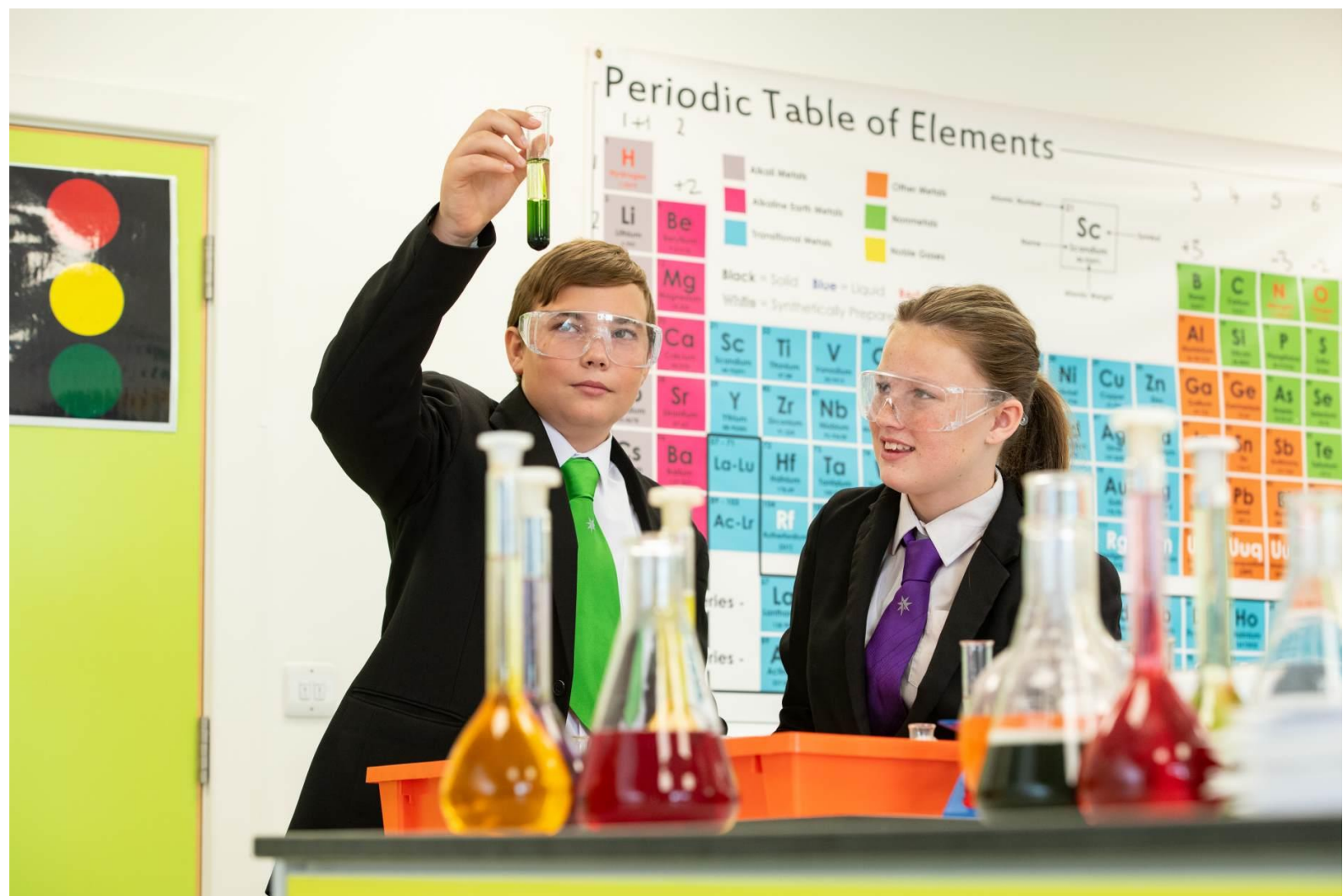
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Improving Outcomes *Transforming Lives*



WELCOME FROM THE CEO

Thank you for showing an interest in our pupils, our schools and our Trust. This is an exciting time to join Education for the 21st Century. We are a very different organisation in 2023 than we were four years ago. We have understood the need to transform and have developed greater capacity in our leaders at every level. We have developed a shared understanding of what great teaching looks like, developed our curriculum model, developed clear behaviour principles, and landed upon an exciting model of instructional coaching to drive forward teacher efficacy.



Our strategy over the next two years reflects our growing capacity but it also reflects the need to improve quickly. In Year 1 we established the 'backbone' of the organisation and to align, where doing so impacts pupils progress, or allows us to influence progress through growing greater capacity in our schools and realising efficiencies. In Year 2, now, we hope to see all schools moving closer to national progress or beyond, as they realise the benefits of collaborative working based upon a common school workflow. In Year 3, as this rapid progress continues, we begin to add capacity for growth so we can support our mission of transforming lives and our aim of becoming one of the highest performing multi academy trusts in London and the South East.

Of course, our strategy is responsive to the needs of those closest to us. The wellbeing of the young people in our care has been significantly impacted by the recent pandemic. Our support will be strategic and comprehensive. Furthermore, the pandemic has had a dramatic impact upon the career prospects of our pupils. Our strategy over the coming years seeks to ensure that our pupils are well placed to move successfully into the next stage of their education or working life, with the right knowledge and skills to make a valuable contribution to society.

The development, wellbeing, and support of staff within the Trust will play a crucial part in our strategy. We adapted quickly to new ways of working and continue to refine and develop our HR processes. One key lever for change over the next three years, will be instructional coaching. The ongoing development of all staff, and in particular, our teachers, is critical if we are to deliver the high-quality teaching that we need to, in order to 'improve outcomes and transform lives'.

Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

Simon Garrill

A handwritten signature in blue ink that reads "S Garrill". The signature is written in a cursive, slightly slanted style.

Chief Executive Officer



THE FOUR CRITICAL QUESTIONS

WHY DO WE EXIST?

Our Mission at E21C is 'improving outcomes, transforming lives'. We believe in the collective power of schools working together as civic minded leaders to find shared ways of working that improve the lives of our pupils.



HOW DO WE BEHAVE?

Our core values of trust, kindness and endeavour define how we behave. These are the values that we hold most dear, and our schools align their own values to those of the Trust.



WHAT DO WE DO?

We create welcoming and open schools in the local community where every person thrives, makes excellent progress and succeeds.



HOW DO WE SUCCEED?

With aligned autonomy, a clear backbone, a strong culture, academic rigour and smart systems.



THE E21C BACKBONE

MISSION & VALUES

Schools use our 4 Critical Questions, outlined on the previous page, to help determine a clear and concise mission that is aligned to the mission of the Trust. Schools can choose to define their own values or use those of the Trust. If schools choose their own they should be aligned.

CURRICULUM

Schools are expected to adhere to the curriculum principles and framework. The purpose of this framework is to share best practice and ensure that wherever possible collaboration across the Trust is made possible through alignment. This outweighs the benefit of any one school following its own path and becoming an island. Where schools are identified as being in the stabilise or repair phase then they will be expected to follow the E21C curriculum framework in its entirety.

ASSESSMENT & FEEDBACK

The assessment and feedback calendar captures the rhythm of our Assessment and data collection within the Trust. These differ across the various phases but are aligned to improve collaboration and to reduce workload.

SAFEGUARDING & ATTENDANCE

Safeguarding is the responsibility of all. Our policies and procedures are designed to create consistency and improve collaboration. External audits review practice across the Trust on an annual basis.

QUALITY ASSURANCE

Our School Workflow captures the rhythm of quality assurance across the Trust. We undertake regular cycles of structured monitoring to measure the effectiveness of our approach and to reset where we need to.

CPD

We are developing our capacity to ensure that by 2022 we can fulfil our commitment to provide high quality instructional coaching to all teaching staff across the Trust. All our schools are committed to coaching. In addition, we provide core E21C training, leadership development and trust wide CPD.

WORKLOAD

Schools are expected to streamline workload as much as possible. There are a maximum of three data drops and all processes and procedures should be looked at through a lens of simplicity and clarity.

TEACHING

Teaching is responsive to the needs of pupils and based upon our shared understanding of efficacy. This is captured in our teaching rubric that gives clarity about what we determine to be effective practice. These beliefs are based upon evidence. They are further exemplified within the Teaching and Learning policy where the 'what to dos' give guidance on what we believe to be effective practice.

BEHAVIOUR & ROUTINES

It is essential that we have the highest of expectations within our schools. Pupils deserve to learn within, and teachers deserve to teach within well-ordered and disciplined environments. E21C schools have high aspirations of behaviour. We believe that culture should be frequently measured and reset where it needs to be. Schools use our E21C Behaviour principles to help shape their individual policies. Where schools are identified as needing to be stabilised or repaired (see School improvement strategy) then we may ask schools to follow a template Trust policy and procedure and support in its implementation.

SEND

Our schools commit to inclusive practice and developing the best provision possible for the pupils that need it the most. We share best practice and undertake annual reviews of SEND to develop a common understanding of the best approaches to use.

PERFORMANCE MANAGEMENT & APPRAISAL

The Trust shares a common approach to performance management and appraisal. Performance management is conducted within a highly professional and supportive environment.

OPERATIONS

The other elements of our backbone include Governance, Finance, IT, estates and communication and marketing.



OUR SCHOOLS

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

SECONDARY SCHOOLS

PRIMARY



.S



The 11
Ravensbourne
School



11-19



4-11



4-7



CANDIDATE CHARTER

E21C want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting** your privacy we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing talent** we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

WE WILL

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

IN RETURN WE ASK THAT YOU

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you



WELCOME FROM THE HEAD



Welcome to Spires Academy, where we offer a distinctive small school environment with fantastic facilities. We are justly proud of our reputation as a place where each individual is well known, listened to and encouraged to be the best they can be.

Our three core values are respect, responsibility and resilience, and these values underpin all aspects of daily academy life.

I am proud to be the Principal at Spires Academy. Spires Academy is one of a family of schools forming part of the E21C Trust, a Trust built on the core values of trust, kindness and endeavour, values which I strongly believe in and values that can help Spires Academy, prepare students for the challenges that will face them in an ever-changing world. The 21st Century will change more rapidly than ever before, and as educators, we need to ensure we provide our students with the skills and knowledge they need to adapt to the unknown and embrace the future.

We believe that Spires Academy makes a difference to the life chances of our students, and we are committed to ensuring that every child leaves school a confident and happy young person who will be equipped and ready to play an active and constructive part in the Community they live.

I want Spires Academy to be the school of choice for our community, a place where children can thrive, feel safe and be happy. I firmly believe every child has a right to a brilliant education, and I will work tirelessly with the support of E21C and all the fantastic staff at Spires Academy to ensure we provide this.

We very much look forward to welcoming you to Spires Academy.

A handwritten signature in black ink that reads "Anna Burden". The signature is written in a cursive, flowing style.

Mrs Anna Burden
Head Teacher



ABOUT THE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

Spires Academy offers a distinctive small school environment and is justly proud of its reputation as a place where each individual is well known, listened to and encouraged to be the best they can be.

At Spires Academy we believe our core purpose is “Achieving Excellence Together”. We aim for excellence in everything we do, from learning to personal development. We work hard to provide a safe and happy environment within which every student can grow and achieve personal, social and academic success.

We believe that Spires Academy makes a difference in the life chances of our students and that we can nurture confident young people who will play an active and constructive part in the community they live.

We are proud of our inclusive approach and strive to ensure that learning is enjoyable and seen as a lifelong process.

Spires Academy is part of the Education for the 21st Century Trust. The mission of E21C is to enhance the lives of children and young people by equipping them with the knowledge, personal skills and qualifications to become highly employable citizens, who can lead communities.

Anna Burden

Principal



ABOUT THE ROLE

Teacher of Maths with possible TLR

Based at Spires Academy

Education for the 21st Century is a values-led organisation, driven by a determination to create welcoming and open schools for the local community, where every person thrives, makes excellent progress, and succeeds. We are committed to improving outcomes and transforming lives, realising social mobility, and the transformative power of education. We value the difference in all of our schools while seeking to bring them together around a framework that delivers an enriching experience and a great education for the young people within our care.

We want the very best for all of our young people. Our plan to ensure that we deliver great schools is underpinned by our shared values of trust, kindness, and endeavour. Our schools and our staff are collaborative and we seek to create consistency and quality throughout.

Our leaders create improvement in schools that is robust and sustainable. We are as enthusiastic about developing and nurturing our staff, as we are about developing our young people. Our professional development programs and our approach to school improvement provide quality and rigor while creating a depth of experience and learning for our staff.

About the role:

We are looking to recruit a Maths Teacher with possible Head of Year Responsibilities, to join our Maths Department.





JOB DESCRIPTION

JOB TITLE: Maths Teacher with possible TLR

CLOSING DATE: 08/05/2024

SALARY: Teacher MPS with TLR for the right Candidate

CONTRACT TYPE: Permanent

WORKING HOURS: fulltime/part-time

LOCATION: Spires Academy, Canterbury, Kent

REPORTING TO: Head of Faculty

JOB PURPOSE

To carry out the general duties of a teacher as outlined in the teacher's standards and as directed by the senior staff. This includes:

- Pastoral care of a Mentor Group
- Supervision and progress of all progress of all learner in allocated classes.

KEY RESPONSIBILITIES:

Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact. To inspire and motivate students to have a love of learning of Maths by:

- Setting high expectations which inspire, motivate and challenge students
- Promoting good progress and outcomes by students
- Demonstrating good subject and curriculum knowledge
- Planning and teaching well structured lessons, adapting teaching to respond to the strengths and needs of all students
- Making accurate and productive use of assessment
- Managing behaviour effectively to ensure a productive and safe learning environment



	Essential	Desirable	Method of assessment
Relevant Experience	<ul style="list-style-type: none"> • Previous experience of teaching up to GCSE Maths 	<ul style="list-style-type: none"> • Proven track record of achieving good results 	Application form
Qualifications (Education/Training)	<ul style="list-style-type: none"> • Qualified teacher Status • Degree level in related subject 		Production of the Applicant's certificates Discussion at interview Application form
Job Related Knowledge & Skills	<ul style="list-style-type: none"> • Ability to prioritise work • Ability to manage time effectively • Ability to maintain confidentiality in all school matters • Knowledge & understanding of Maths related pedagogy • Ability to inspire and motivate pupils and promote high standards of both work and behaviour • Ability to establish and maintain positive working relationships with both pupils and staff • Commitment to the pastoral care of pupils 	<ul style="list-style-type: none"> • Willingness to take personal responsibility for further training and development • Excellent planning and organisational skills 	Contents of the application form Interview Professional references
Personal Qualities	<ul style="list-style-type: none"> • Ability to communicate with a wide range of people. • Ability to work effectively supported by a member of the school team and to work as part of a team • Be flexible to changing demands of the post. • Take pride in a job well done. 	<ul style="list-style-type: none"> • Ability to act on own Initiative and to work without supervision 	Contents of the application form Interview Professional references
Equal Opportunities	<ul style="list-style-type: none"> • An understanding of and commitment to equality of opportunity. 		Contents of the application form Interview Professional references
Additional Factors	<ul style="list-style-type: none"> • Committed to safeguarding and promoting the welfare of children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Commitment to equality and diversity • Commitment to health & safety • Commitment to sustaining regular attendance at work. 		Contents of the application form Interview Professional references



HOW TO APPLY

Education for the 21st Century is committed to developing exceptional teams to work with our communities. We invest heavily in talent and aim to provide rewarding careers and clear progression pathways.

To apply please complete the application and equal opportunities monitoring forms on My New Term [Education Job Search | Find Teaching, Leadership & School Support Jobs \(mynewterm.com\)](#)

PROCESS TIMELINE

Closing Date and Time: 13/05/2024

Interviews: w/c 13/05/2024 We reserve the right to appoint before the closing date

For more information, please contact Gemma Lees glees@spires.e21co.uk

We look forward to hearing from you.

Education for the 21st Century is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Education for the 21st Century is fully committed to equality and to valuing diversity as an employer and a provider of education.





Education for the 21st Century
Mansion House, Coopers School
Hawkwood Lane, Chislehurst
Kent, BR7 5PS

020 8290 8505
enquiries@e21c.co.uk

