



# Applicant Brief

# Teacher of Mathematics

## Secondary Phase



# Letter from our Principal

Dear Candidate,

Thank you for taking the time to consider a career within the Secondary Phase at Astrea Academy Sheffield. This is the first year we have opened our Sixth Form to our inaugural class.

Last academic year we received our first Ofsted Inspection report, with outcomes of 'Good' across all areas. An achievement we are very proud of.

Do you want to:

- be part of a team where you will help make a lasting impact on our scholars, many of whom are disadvantaged, and rapidly accelerate their progress
- work in a school where you are free to teach with impeccable scholar behaviour and unhindered by bureaucracy

If so, Astrea Academy Sheffield will align with your principles.

We are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture. We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. We believe that the creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and scholars can focus on learning, underpins everything.

We are values-driven and our vision is to provide an inclusive, aspirational and academic education for all our scholars, so that all of them will learn, thrive and lead successful lives. We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. We want to ensure that all our scholars have the option to be able to go to university or aspirational alternative. We are not going to reduce expectations because of a child's background or home life, or because they are new to English or have a special education need. In fact, the opposite is true. It is our job to redouble our efforts to help children overcome these barriers so that they can flourish.

We value our staff highly and treat workload very seriously. Our systems are high leverage, ensuring you can really focus on your core purpose – teaching, in a sustainable way, unhindered by bureaucracy or poor behaviour.

What we offer:

- Huge support and progression opportunities
- A knowledge rich curriculum, built on 'powerful knowledge' and a traditional Teaching & Learning approaches built around Rosenshine and TLAC
- Collaborative planning with centralised, shared units of work and resources
- Excellent support from the Astrea Trust Central team
- A feedback policy focused on whole class feedback – no onerous marking policies
- Disruption-free learning and a 'warm/strict' behaviour system
- Highly visible/supportive senior leaders who have your back
- Centralised detentions, including homework detentions (you do not need to organise/run/chase them at all)
- No formal graded lesson observations – just ongoing 'no-stakes' instructional coaching, helping you to continuously develop
- Excellent ongoing CPD, career development and promotion opportunities across the Astrea South Yorkshire region
- Opportunity to complete NPQs
- An unrivalled professional progression model

If this is something you are interested in, looking for a new challenge, have a passion for education or maybe all of the above, take a look at the rest of this Applicant Brief to find out more about the role and how to apply.

We actively welcome visits and would be delighted to show you around our academy to appreciate fully our excellent learning environment.

With very best wishes

David Boyd | **Principal**



# About Astrea Academy Trust

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools.

Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that.

We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve.

With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the scholar
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for scholars

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all scholars and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level





## A knowledge-rich education:

By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.

The aim of a core-knowledge education is not primarily to prepare scholars for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.

We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.





# About the Academy

Astrea Academy Sheffield is an All Through 2-18 Academy located just outside Sheffield City Centre, serving the diverse community of Burngreave.

The school currently has scholars in Nursery to Year 5 in the Primary Phase and Years 7 to 12 in the Secondary Phase.

The school is just over 5 years old and is proud of its place within the local community.

We are a truly inclusive academy.



[astreasheffield.org](http://astreasheffield.org)



[twitter.com/AstreaAcadSheff](https://twitter.com/AstreaAcadSheff)



[facebook.com/AstreaAcadSheff](https://facebook.com/AstreaAcadSheff)



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## Our Values

Scholarship  
Respect  
Responsibility  
Curiosity  
Tenacity



“  
Leaders are passionate about ensuring that pupils receive an ambitious curriculum.

That vision is realised.

Pupils across the school benefit from a good quality of education.

They are supported by kind teachers who help them to do well.”

**Ofsted - Dec 2022**

**Ofsted - Dec 2022**

“  
Central to leaders' vision is that pupils are kept safe, and that the learning environment is free from distraction and disruption.

This means that every pupil can benefit from the ambitious curriculum in place.”

“  
My child receives a high standard of education, has fantastic and experienced teachers and has amazing friends.”

**Parent - Nov 2022**

**Staff - Oct 2022**

“  
Moving to AAS has been the best thing for my career.

The constant level of CPD on offer for all staff members, including associate staff, is inspiring.

I feel that AAS is encouraging me to strive to be better everyday and consistently learn and improve.”







# Job Description

**JOB TITLE - Teacher of Mathematics**

**REPORTING TO - Head of Mathematics**

**SALARY RANGE - MPS/UPS**

**CONTRACT TYPE - Permanent – Full Time**

**START DATE - September 2024**

## Purpose

The Teacher of Mathematics will ensure the highest standards of learning, development and achievement for their scholars and will take responsibility for the education and welfare of all scholars of Astrea Academy Sheffield. The Teacher of Mathematics has particular responsibility for the education of scholars for whom they are timetabled to teach. Within this, they are responsible for the planning, preparation and assessment of work for all scholars, including those who are absent, suspended or in isolation.



# Job Description

## Set high expectations which inspire, motivate and challenge all scholars

- Establish a safe and stimulating environment for scholars, rooted in mutual respect
- Set goals that stretch and challenge scholars of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all scholars
- This role will involve a high level of subject curriculum planning, to ensure the national curriculum entitlement for all scholars is applied

## Promote good progress and outcomes by all scholars

- Promote high standards of attainment, progress and outcomes for all scholars
- Plan differentiated teaching to build on scholars' capabilities and prior knowledge
- Guide scholars to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- Demonstrate knowledge and understanding of how scholars learn and how this impacts on teaching
- Encourage scholars to take a responsible and conscientious attitude to their own work and study

## Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain scholars' interests in these subjects and address misunderstandings and misconceptions
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject



# Job Description

## Plan lessons (in line with minimum expectations) 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 and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding scholars have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum

## Adapt teaching to respond to the strengths and needs of all scholars

- Know when and how to differentiate appropriately, using approaches which enable scholars to learn more effectively
- Have a secure understanding of how a range of factors can inhibit scholars' ability to learn, and implement strategies to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of scholar, and know how to adapt teaching and learning to support scholars' education at different stages of development
- Have a clear understanding of the needs of all scholars, 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
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of scholars

## Make accurate and productive use of assessment

- Make accurate and productive use of assessment in line with the expectations of the academy
- Make effective use of a range of assessment for learning techniques to measure progress in lessons
- 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 scholars' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give scholars regular feedback, both orally and through accurate marking, and encourage scholars to respond to the feedback

# Job Description

## 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 in both in classrooms and around the academy, in accordance with the academy'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 scholars needs in order to involve and motivate them
- Maintain good relationships with scholars, exercise appropriate authority and act decisively when necessary

## Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively (where available)
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents, carers and external agencies with regard to scholars' achievements and well-being

## Personal and Professional Conduct

- Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy
- Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities



# Person Specification

## Education & Qualifications

- Qualified teacher status
- Degree or equivalent qualification in Mathematics or a very closely related subject area
- Evidence of recent in-service training in the specialist subject and other related areas

## Experience

- Successful experience of teaching Mathematics at KS3 & KS4

## Knowledge, skills and abilities

- Able to demonstrate a thorough knowledge of Mathematics curriculum
- Able to demonstrate a knowledge of innovative approaches to the teaching of Mathematics
- Must be an effective teacher, skillful in communicating with individuals and have a positive presence in the classroom
- Displays commitment to the protection and safeguarding of children and young people
- Ability to teach Mathematics to GCSE level. A level experience is desirable
- Must be confident, flexible, enthusiastic, approachable and able to inspire others
- Willingness to undertake professional development in the specialist subject and other related areas
- Willingness to assist in the development of extra-curricular activities.
- Must be able to contribute to the work of departmental teams.
- Must be determined to raise achievement
- Ability to offer another subject would be advantageous.

This list is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff



# HOW TO APPLY

Please apply via MyNewTerm

**Deadline for Applications is  
Sunday 5th May 2024**

**Please note all shortlisted candidates must be able to attend the interview in person.**

