



## **Job application Pack**

### **Lead Practitioner Mathematics**



**ZENITH**  
MULTI ACADEMY  
TRUST



**Lead Practitioner Mathematics**  
**Required: September 2024**  
**Full or part time hours considered**  
**Leadership scale L4 – L8**  
**£52,370 to £57,664 (inc Fringe)**

Would you like to be part of a community and progress your career within a school that is passionate about every individual child as well as their families?

Are you ready to embrace the opportunity to be part of a passionate leadership team, committed to unlocking potential through our core values of compassion, opportunity, achievement and recognition, connection and belonging, and hope?

We are a School dedicated to empowering young people with SEN to reach and unlock their potential. If you are passionate about making a positive impact on the lives of young people with special educational needs, and thrive in a dynamic environment where you can help shape the future for young people, we invite you to be a part of our team and make a difference!

We are currently seeking a passionate, committed and experienced Maths Teacher from either a primary or secondary background to lead a dynamic team from primary to key stage 5. As a Leader at Castledon School, you will play a crucial role in helping pupils achieve their full potential, whilst supporting the wider school team as a model of excellent practice.

**Ideal candidates will have:**

- **A versatile toolkit** - Just like a magician with a bag of tricks, the perfect candidate should always be ready to innovate and adapt. Whether it's devising a new approach to curriculum delivery or revamping a struggling initiative, having a few tricks up your sleeve is invaluable.
- **Resilient spandex mentality** - Education is an ever-evolving landscape, and challenges are inevitable. Like spandex, our senior leader must be resilient and flexible, able to stretch and mould strategies to meet the diverse needs of our students and staff.
- **An assortment of footwear** - From leading a running club to exploring the enchanting Gruffalo woods, our senior leader must be prepared for any terrain. With an array of footwear at their disposal, they'll seamlessly navigate through various learning environments, whether it's in the classroom, outdoors, or among farm animals
- **Eureka moments aplenty** - We thrive on innovation and creativity. Our ideal candidate should be a catalyst for lightbulb moments, where needed generating fresh ideas to enrich our curriculum, enhance extracurricular clubs, and invigorate social activities. Moreover, they should prioritise listening to stakeholders to ensure that these ideas resonate with and meet the needs of our school community.

## Why Castledon School?

Join a community dedicated to empowering young people with SEND, making a positive impact on their lives and shaping their future. As part of our team, you'll benefit from:

- Groups of learners between 10-14
- A dynamic and collaborative teaching environment
- Career progression opportunities within a passionate school community
- A commitment to professional development with excellent CPD opportunities
- Involvement in a highly effective multi-academy trust
- A wide range of wellbeing initiatives

## Applications

To apply for the role please download the application form from the vacancy page on <https://www.zenithmultiacademytrust.co.uk/vacancies/>, completed applications should be submitted to [recruitment@zmat.co.uk](mailto:recruitment@zmat.co.uk). CVs will not be accepted without a completed application form.

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the selection panel should be included in your letter of application (supporting statement). Please ensure you say why and how you meet the criteria from the person specification in your letter of application. Full job description and person specification can be found at the end of this pack.

Shortlisted applicants may be screened prior to interview by checking social media sites. The purpose of such screening will be to ascertain whether a candidate demonstrates appropriate conduct, behaviour and suitability for employment in a school environment.

**Closing Date: 14<sup>th</sup> April 2024**

**Interview Date: TBC**

If you have any queries, wish to discuss the role informally or undertake a visit to the Trust, please do not hesitate to contact us via email [recruitment@zmat.co.uk](mailto:recruitment@zmat.co.uk) or telephone 01702 426707.

**We look forward to receiving your application. You will be notified of your application status within two weeks of the vacancy closing date.**

## Safeguarding Children & Young People

The Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

# Welcome from the CEO



It gives me great pleasure to welcome you to our Trust, and I very much hope this job application pack you gives you a sense of what it is like working in our Trust, including our vision and values.

We are a small, locally-based Trust in South East Essex, currently comprising one primary school, three secondary schools, and one special school: Laindon Park Primary School and Nursery, The James Hornsby School in Basildon, Castle View School in Canvey Island, and The King John School in Benfleet, and Castledon School in Wickford.

We are intentionally a small Trust and very much see our role as central to the communities we serve.

As a member of staff within the Trust, you become part of a dynamic network of staff working to achieve a shared vision for all of our children. You become a valued member of a small group of schools, able to shape the education of future generations. In doing so, we hope that you feel really well supported

in your career, and that your well-being is always considered. As a member of our Trust, you engage in a professional learning journey which develops you as a practitioner, and allows you to use your talents to transform lives and make a genuine difference.

## Our Core Purpose

To enhance the life chances of every child and drive social mobility.

## Mission Statement

A quality education and experience for all.

## Values

**Dignity**

**Collaboration**

**Positivity**

**Aspiration**

## Vision

Zenith Trust will ensure excellence across the pillars of school improvement, governance, and business operations, harnessing the transformative power of collaboration so that all students attend truly outstanding schools.

Regardless of background or need, all students will achieve highly and have high levels of well-being, because they are taught and supported by the very best staff, who are well-trained and supported, buy into Zenith’s vision, and are committed to providing a quality education for all. School leaders act ethically, inclusively, and always with the child’s best interests at heart. Our students will be aspirational for themselves, enjoying their time at school, and flourishing as individuals within a safe, secure and nurturing environment.

All Zenith schools value students’ social, moral, cultural, and spiritual development, building exceptional character so that students are kind, resilient, and inspired to be life-long learners. By working closely with the families and local communities we serve, and listening to students’ voices, students will be well-prepared for life in a modern, tolerant Britain. They will secure outstanding academic outcomes and high quality destinations, always well-prepared for their next steps. As adults, they will lead happy, purposeful, and rewarding lives, and make a positive contribution to the world.

Andy Hodgkinson  
Chief Executive Officer

## Why work for Zenith Multi Academy Trust?

Thank you for considering Zenith Multi Academy Trust as your potential new employer.

If you share our commitment to securing transformational change and sustainable school improvement, and would like to be part of our vision to provide excellence in education, we would love to hear from you.

In return we can offer you:

- A friendly Trust which places staff wellbeing and development at the forefront of everything we do
- School settings with excellent facilities
- Access to high quality and bespoke CPD across the Trust, including a collaborative project with the Education Endowment Fund (EEF)
- A supportive and positive Early Careers program run in partnership with University College London and Chafford Hundred Teaching School Hub
- The opportunity to develop your career with and across the Trust Schools
- The Trust is an early adopter of the new NPQs

## Staff Wellbeing

The Trust is committed to providing a safe and healthy working environment for all staff and supports management practices that promote good health and wellbeing of all its employees, and as such, we are proud to have signed up to the Department for Education staff wellbeing charter. The Trust recognises that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and Trust performance, including better outcomes for students.

The Trust has adopted a number of policies to support our commitment to staff wellbeing, including:

- Mental Health and Wellbeing policy which focuses on the Trust's commitment to maintaining the health and wellbeing of staff
- The Health and Safety policy which provides a framework for, and measurement of, safe places to work; and
- The staff Recognition and Reward policy which ensures our staff feel valued for the work they do and recognised for the contribution they make.
- Menopause policy

The wellbeing and training of our staff are seen as critical in creating the most effective and talented staff team. The high calibre of our staff means that we are constantly striving to improve so that we can provide the outstanding level of education that all our diverse and talented young people deserve.

## Continuing Professional Development (CPD)

At Zenith Multi Academy Trust, all staff are encouraged to develop their knowledge, skills, understanding, and attitudes to enhance their professional work, regardless of experience. We work towards 'a culture of excellence', where all staff have the opportunity to continue to improve and sharpen their knowledge and practice. All staff who work in the Trust also have access to our innovative, online learning platform 'Zenith Institute', which provides staff with bespoke training and access to the latest research.

## Working for Zenith brings other benefits:

- Free Benenden Healthcare Scheme
  - Access to a GP 24/7 hours a day seven days week for you and your immediate family
  - Access to a Mental Health Helpline 24 hours a day seven days a week
  - Access to a care adviser who can provide advice and information on adult care issues
  - Medical Diagnostics
  - Medical Treatment at one of the hospitals in our treatment network for certain procedures.
  - Physiotherapy
  - Mental Health Counselling Support
  - Financial Assistances to a care adviser who can provide advice and information on adult care issues
- Access to Benenden Healthcare rewards and discounts scheme
  - 46% off digital fitness subscriptions
  - 22% off activity trackers from Fitbit
  - Save up to 11% on the cost of gift cards of E-Gifts
  - Lifestyle shopping vouchers – save 6%
  - Home movies rentals – save up to 40%
- VIVUP Employee Assistance Programme and Lifestyle savings membership
- Annual staff wellbeing surveys
- On site staff counselling programme
- Access to Bike2Work scheme
- Annual calendar of wellbeing events
- Eye sight tests
- On-site free medical health checks
- On-site flu jab clinics
- Free access to on-site gym facilities
- Generous Teachers' Pension and Local Government Pensions schemes
- Generous annual leave entitlement for full-time support staff up to 29 days + 8 bank holidays per annum





## The Schools of Zenith Multi Academy Trust



Simon Holliday is the Headteacher of Castledon School. This school is a community special school based in Wickford, Essex that aims to unlock the potential of learners aged 5 to 19 with moderate learning difficulties and complex needs. Our motto is "Unlocking Potential".

We work closely with parents, staff and students to create a safe and inclusive community that is based on mutual respect and understanding. Staff, parents and students helped devise the Castledon Code which encourages all within our community to be safe, kind and responsible.

Our school has a range of facilities and resources to support our students' learning and development, including specialist classrooms and equipment, therapy rooms, a sensory room, a soft play area, a music studio, a swimming pool, animal care shelters and an art room. Our students have access to a range of pathways, including life skills, vocational, and academic. We work with our learners and families to identify their goals and aspirations and offer bespoke pathways that are tailored to each individual student.

Our school has won several awards, including the 2022 Essex SEND Teacher of the Year award. We also recently won the Educational Business Award for Environmental Practice in 2022, and the Community Award in 2021, Academy Partnership Award, and SEN Provision Award in 2019.

We invite you to follow us on Instagram to keep up to date with our school community.



Steve Durkin is the Headteacher of Castle View School. The school is a place where students are put first in everything the school does. Their aims are to pursue excellence, to be the best they can be and they achieve this by working together with parents and the wider community to bring out the very best in their young people.

A good education inspires, opens doors and makes a difference to the lives of individuals, their families and the wider community. Therefore, the school takes their responsibilities as educators very seriously, doing all they can to help their students achieve anything and everything they set their minds to. The school also takes great pride in providing a happy and harmonious learning environment – one where every student is known as an individual.

As well as valuing academic success, the school strives for every child to become a well-rounded, caring and confident individual who plays a part in their community, and has the skills and mind-set to contribute positively to our wider society.



**THE  
KING JOHN  
SCHOOL**

A QUALITY EDUCATION FOR ALL

Daniel Steel, is the Headteacher at The King John School, as a parent of two young children himself, he leads the school through the eyes of a parent, with very high expectations and aspirations for his students. The King John School is a popular, oversubscribed school where students' very high attendance and levels of achievement reflect their commitment and enjoyment of school life. The school is a large, mixed comprehensive with a well-established sixth form, and serves the ever-growing communities of Thundersley and Benfleet, as well as welcoming students from further afield.

To enable their students to be happy and successful learners, they strive to create a caring, supportive and aspirational learning community, with high expectations and opportunities for all. They believe in offering a broad and balanced curriculum to enable students to flourish as individuals, and to achieve future success in whatever they choose to become later in life. This includes a strong emphasis on sport and the Arts. Opportunities for extra-curricular activities are extensive for all to support in developing knowledge, skills and cultural capital beyond the classroom setting. These opportunities include enterprise, creative performing arts, and a wide variety of trips and visits. Added to this their sporting expertise which puts them at the top of the county and national championships in a whole range of sports you will see the school has a lot to offer. They strive to nurture and develop global citizens of the future by celebrating success and valuing aspiration. There is a strong focus on developing students' character by instilling the King John PRIDE values of positivity, resilience, integrity, dignity and equality. They are determined every student should maximise their potential.

The recruitment, retention, and training of fully-qualified staff play a key part in their drive to secure strong academic outcomes for all students, and to instil a life-long love of learning. They understand the vitally important role of partnerships between families and school, and value their relationships with all members of the community they serve.

They have a thriving sixth form, which has been significantly extended to provide a wealth of additional state-of-the-art facilities. Students achieve well in a wide range of subjects and over a three year trend, the results are in the top 15% of over 2000 schools with 68% A\*, A or B grades at A-level. Students' destinations are very strong, and they progress to Higher Education, including Cambridge and other Russell Group universities, apprenticeships and employment.



Laindon Park is a small school located in a rural unspoilt area. Their building retains a Victorian character with many historical features. The Headteacher of Laindon is Cristina Portoles, who ensures that they are a school where the child is at the heart of everything they do and leads the decisions they make.

"Pupils enjoy learning and playing together at this small, friendly school. They are confident that everyone is welcome here. From the early years, children learn to share ideas and equipment. Older pupils proudly take on roles in the school to help each other and to care for the school environment." (Ofsted February 2023)



The James Hornsby School is an oversubscribed 'Good' school; as rated by Ofsted, where students are at the heart of all we do. We have a strong family ethos where we believe "Together we excel".

The Headteacher, Tammy Nicholls firmly believes that investing in staff is a priority to ensuring every student receives a high quality education, enabling them to achieve their best. Family, Pride, Ambition and Excellence are their key drivers for success not only for their students, but for their staff as well. As such staff retention and well-being is high.

The James Hornsby School are extremely proud of the strong family ethos that has been built, which focuses on developing personal character, resilience, independence and removing barriers to success. They have a vertical tutoring system and every student and staff member are placed into a college structure, this strengthens the sense of belonging.

Our ethos ensures a safe and happy environment where students are at the centre of all we do. They have highly effective safeguarding structures in place and work in collaboration with parents and carers to ensure high levels of attendance, welfare and outcomes.

They have created an environment where all students can make great progress, this is underpinned by a well-structured curriculum that is rigorous and aspirational and is supported by quality first teaching.

The ultimate purpose is to ignite hope, drive ambition and advance the life chances of everyone who is part of their family. We will help students gain qualifications that will open the door of opportunity and develop the character to get them through.

We welcome the chance to meet with you and discuss your development opportunities as part of the James Hornsby and Zenith family!



## Testimonials

Having worked at a mainstream comprehensive, I was excited to move roles into a smaller Special Needs school in 2020. As the Exams Officer, I am responsible for ensuring all of our learners are fully supported for their exams, whether that being in exam conditions or through coursework.

Castledon is a very supportive employer, which values each of its staff members both inside and outside of the workplace.

- **Exams Officer, Castledon School**

Having moved from mainstream education to SEND six years ago, I certainly feel I have significantly upskilled during my time at Castledon. I have gained significant knowledge of SEND education and its many teaching and learning strategies whilst thoroughly enjoying the contact with our young people. Students are mostly grateful, receptive and willing to try (even if this means overcoming hurdles and challenges along the way). It is rewarding to know that I am making a difference to the outcomes of so many students and enabling them to achieve their many potentials both academically and socially.

- **English Teacher, Castledon School**

Since beginning my role as a TA at Castledon school I have had the incredible opportunity to work with amazing young people with special educational needs. The ethos of the school is all about creating a safe, kind, and responsible environment, which is evident as soon as you walk through the door of any classroom! The young people constantly inspire me with their incredible minds and can-do attitude. Even when faced with more challenging situations, it's the concrete relationships established between students and staff that turn it all around. I have been given a plethora of opportunities for training to expand and develop my knowledge and skills around working with SEND students, which is invaluable to my career development within the school. You will always be greeted with a smile and warmth from any member of staff you interact with, and the modelling of this behaviour is reflected in the students alike.

- **Teaching Assistant, Castledon School**

I completed the last term of my SCITT at Castledon and am now in my second year of being an ECT. The collegiality and expertise of the staff at Castledon has enabled me to develop as a teacher and exposed me to effective strategies when transitioning to SEN. Specialists within the school, as well as dedicated and experienced staff, provide CPD and support for individuals and new staff members so that they can offer the best opportunities and care for the students. As a result, I have grown in confidence in managing the range of needs and adapting to different students accordingly. The positive relationship between staff and pupils is such an important part of the job and being a part of the amazing students' progress at this school is truly rewarding.

- **Classroom Teacher**

## Job Description

<b>Job Title</b>	Lead Practitioner
<b>Grade</b>	Leadership Pay Range
<b>Responsible to</b>	Headteacher, Deputy Headteacher, Director of Faculty
<b>Responsible for</b>	Quality of provisions, teaching, learning and progress across the whole school
<b>Principal Accountabilities</b>	To be met in accordance with the provisions of the Schools Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers
<b>Job Purpose</b>	<ul style="list-style-type: none"> <li>• To develop and implement teaching and learning initiatives and strategies throughout the faculty and school which raise the teaching practice of all members of staff and therefore raise student standards and progress.</li> <li>• To be a model of excellent practice, maintaining a clear focus on outstanding delivery to students ensuring a centre of best practice and excellence.</li> <li>• To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement.</li> <li>• To undertake research into best practice in other schools.</li> <li>• To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.</li> <li>• To develop high quality teaching materials and schemes of learning.</li> <li>• To use local and national statistical data and other information, in order to provide a comparative baseline for evaluating student progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning.</li> <li>• To support underperforming teachers to enable them to improve their practice.</li> <li>• To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations.</li> <li>• To support the BTSA Initial Teacher Training programme and liaise with all relevant external organisations.</li> </ul>
<b>Specific duties/responsibilities</b>	<p><b>Strategic direction and development</b></p> <ul style="list-style-type: none"> <li>• Take a lead role in contributing to a culture of continual improvement and professional learning.</li> <li>• Ensure the standard of learning across the school in liaison with the Deputy Headteacher through coaching and mentoring of staff.</li> <li>• Attend and contribute to regular meetings led by the Deputy Headteacher.</li> <li>• Support mentoring support plans and capability process for staff requiring to improve professional practice.</li> <li>• Take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement.</li> <li>• Take a lead role in engaging with and keeping abreast of educational research, national and local data to inform best practice and evaluate policies and practices within the school.</li> </ul>

- Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.

#### **Teaching and learning**

- Ensure the standard of learning across the school in liaison with the Deputy Headteacher through coaching and mentoring of staff.
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring and evaluation and review cycle through lesson observations, feedback and teaching staff, work sampling, student interviews and written reports to the Headteacher and Leadership Team as necessary.
- To teach a timetable within specialism appropriate to the demands of the role and the need of the school.

#### **Leading, motivating and developing**

- Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
- Carry out subject/quality assurance activities, e.g. classroom observations, learning walks, work scrutiny (number each month to be advised) with feedback being provided to the department.
- Organising a team teach programme consisting of 3 people per term to ensure progress from 2.2. to 2.1 or 3 to 2.1 etc.
- Contributing to faculty meetings once per month, relating how to each, use certain sources and sharing of good practice seen within the department.
- Contributing to practical parental sessions in PWP's at least once in an academic year.
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction).
- Organise and run CPD clinics per year (ideally 2 – 3).
- Disseminate materials and advise on practice, research and CPD provision.
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learning needs leading to improvements in learner outcomes.



## Person Specification

### Qualifications

- Qualified Teacher Status
- Degree or equivalent
- Established and evidenced practice as an outstanding teacher over a prolonged period

### Professional Development

#### Teaching and Learning

- Evidence of a commitment to own professional development
- Outstanding classroom practitioner
- Proven ability to raise standards in classrooms other than their own
- Experience of leading teaching and learning initiatives beyond their own classroom
- Excellent understanding of the components which comprise outstanding teaching and learning
- Experience of giving feedback to colleagues about professional performance
- Experience of coaching and mentoring colleagues
- Experience of conducting lesson observations

#### Knowledge

- Use of assessment and attainment information to improve practice and raise standards
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the developments of teaching and learning
- Strategies to enhance teaching and learning
- Use of intervention strategies to address identified issues for development
- Awareness of the latest developments and initiatives in education

#### Skills and Experience

- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Developing high quality learning strategies and monitoring student progress to raise attainment
- Evidence of high achievement in teaching across key stages
- Working effectively as a middle manager or currently leading a key responsibility/development within a team
- Working effectively as a personal tutor
- Experience of contributions to the professional development/mentoring of colleagues
- Effective use of assessment and learning to engage students as partners in their learning
- Ability to establish curriculum development, assessment, co-ordination and coaching
- Ability to plan and resource effective interventions to meet curricular objectives
- Development of partnerships with other schools, business and community.