

The King Edmund School

A Business & Enterprise and
Applied Learning Academy

Head of Mathematics Application Pack

Required for September 2019

*Main / Upper Pay Range
TLR1c £11,359 per annum*

www.kes.essex.sch.uk

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Our Values

Our school is one where everyone is **encouraged** and **supported** to achieve their **personal best**

Our culture is one of continuous **improvement, creativity** and **enthusiasm**

Our school is **welcoming, inclusive**, has a real **community** feel and is a place where everyone is **valued**

Our students and staff are **enterprising** and approach challenges with a '**can-do**' attitude

Our students and staff treat each other **equitably, fairly**, with **kindness** and with mutual **respect**

Our environment is **safe** and **clean** with everyone sharing **responsibility** for it



Dear Colleague,

Thank you for your interest in the Head of Maths Faculty vacancy at The King Edmund School. I hope that this letter, together with the contents of the application pack will give you the information that you need to decide whether this opportunity is the right one for you. We would like to take this opportunity to appoint a strong teacher, ready to take on a substantial middle leadership position at the school as we seek to build on the significant progress we have made over the last 3–4 years.

KES is a large, oversubscribed mixed academy serving a geographically and socially diverse area. Many of our students are bussed to school; we also take a significant minority of students from the unitary authority of Southend. Despite the diversity of our intake, KES is a school with a strong 'community feel': we believe strongly in the importance of that sense of community and belonging – it is a feature consistently commented on by visitors to the school.

We summarise our aims as a school by the phrase, 'In Pursuit of Excellence'. We want every student to strive to achieve the very best they can in every aspect of school life - from their academic studies to participation in school shows, sporting events, extra-curricular activities and so on. We are traditional in our approach to uniform, behaviour and work, but always seek to be very supportive of students and to engage parents in these aspects of school life. Our house system is a growing part of the KES experience, with many competitions and other ways for students to participate. It is hard to give an accurate picture of a school in words, but I hope you are getting the sense that KES is a friendly school where we work hard to ensure students feel that they belong so that they can both enjoy and achieve!

We are relentless in our drive to support students to achieve well academically. We regularly have students gaining places at Oxford, Cambridge or other Russell Group universities. However, our deeper passion is that all students, regardless of their ability, reach their potential – achieve their 'Personal Best'. The successful candidate appointed to the role will have an instrumental part to play in supporting this aim in Maths by ensuring that the curriculum and the quality of teaching are of the highest standard, and that they stretch and challenge students to achieve excellently.

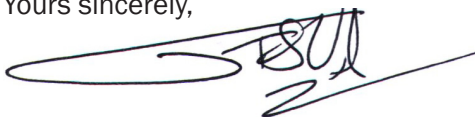
The Mathematics faculty at KES is made up of 11 full-time, 1 part-time specialist teachers and over recent years we have had 2 Trainees each year on the Initial Teacher Training programme. The newly appointed Head of Maths will be supported by 3 Lead Practitioners who lead the development of teaching in the faculty and oversee Key Stage 4 and interventions. There is also a Key Stage 3 Co-ordinator and we are currently seeking a Key Stage 5 Co-ordinator to support the development of this growing area in the school. The team has a core of experienced teachers working alongside some newer maths teachers. The faculty work together very effectively and form a strong team. The successful candidate will take over the leadership of a faculty who are hard-working, committed and focussed on supporting students to achieve.

Faculty results prior to the introduction of the new GCSE's generally sat at about 70% A*-C. As we settle into the new GCSE regime, students achieved 45.7% 5-9 and 69.7% 4-9 in 2017, and 35.6% 5-9 and 59.5% 4-9 in 2018. We anticipate an improving picture in 2019.

In summary, I am looking to appoint an outstanding practitioner with the vision, enthusiasm, persistence and skill-set to lead and co-ordinate the work undertaken in the faculty, and to take on the whole-school aspects that come with such a core middle leadership role. If you wish to find out more about the school prior to interview, I would be delighted to welcome you to KES, offer you a tour of the school and an opportunity to get a real sense of the school first hand.

The closing date for applications is midday on Monday 20 May 2019. Interviews will take place Wednesday 22 or Thursday 23 May 2019.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'J Osborn', with a long horizontal line extending to the right.

Jonathan Osborn, Headteacher

The Role

Head of Mathematics

Main/Upper Pay Range

TLR1c £11,359 per annum

Recruitment & Retention allowance available

Relocation package and laptop considered

Required for start in September 2019

We are seeking to appoint a dynamic and inspirational Head of Mathematics to teach throughout the age and ability range, including A Level, and to lead our successful Mathematics faculty.

This role will suit an experienced Teacher of Maths with a strong academic track record, experience of effective management, the ability to lead and be capable of building good working relationships with staff, students and parents. In addition, applicants will need to demonstrate an effective and inspiring teaching style and determination to influence positive changes, as well as contribute to the further development of improving and narrowing the gaps of numeracy school wide.

The successful applicant would have responsibility for the strategic direction and development of the faculty, including:

- Teaching and Learning;
- Designing and developing an exciting, imaginative and effective curriculum for all Key Stages
- Leading and managing staff;
- Efficient and effective deployment of staff and resources

In return, the successful candidate can expect:

- Comprehensive tailored induction programme
- Outstanding Teacher Programmes
- An extensive support programme
- Commitment to continuing professional development, including MA/MSc and other courses
- Opportunity for further progression

You would be joining a 'Good' school (as rated by Ofsted in December 2018) and a faculty passionate about their students and about those students succeeding and achieving their 'Personal Best'.

If you feel that The King Edmund School is the type of school you are seeking, please apply by completing the application form available from our school website and email to recruitment@kes.essex.sch.uk. Early applications and school visits are warmly welcomed and positively encouraged.

Closing Date for applications is midday, Monday 20 May 2019.

Interviews will be held on Wednesday 22 or Thursday 23 May 2019.

The King Edmund School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment and undergo an enhanced DBS check as part of our Safer Recruitment & Selection Procedures.

Job Description

Job Title: Head of Faculty	Reports to: Senior Leadership Team
Liaison with : Students, Parents, Senior Leadership Team, Staff, External Bodies, Governors	
Job Purpose	
<p>To provide effective leadership of the faculty, demonstrating faculty improvement and strategic development.</p> <p>The Head of Faculty will be accountable for the management and deployment of all faculty staff and will ensure:</p> <ul style="list-style-type: none"> • High standards of teaching and learning • Progress and attainment of individuals and cohorts of students • Responsibilities and accountabilities of other TLR holders in the faculty are met • Effective discipline of students within the faculty • All school policies and procedures are constantly and consistently adhered to • Effective use of capitation in maintaining and improving the Faculty 	
Core Duties and Responsibilities	
<p>As the Head of Faculty, you will be expected to carry out the professional duties and responsibilities of a Class Teacher as set out in the school's Class Teacher generic job description and the School Teachers Pay & Conditions Document, as well as the following:</p> <ul style="list-style-type: none"> • Attend Academic Board meetings • Prepare agendas for, and lead, faculty meetings • Assign staff and rooms to the school timetable to best utilize the strengths of staff and to maximise the quality of teaching and learning. • Be actively involved in the recruitment of staff • Provide accurate information to the examinations office, for examination entries • Know, in detail, the specifications pertaining to the examination subjects delivered within the faculty • Ensure that school reports are completed accurately and punctually by teachers in the faculty • Lead the production and maintenance of schemes of work and a faculty handbook • Produce an annual bid for capitation and maintain an oversight of the faculty's budget • Ensure that the requisition of stock, the care of equipment and rooms are monitored • Lead an annual review of the faculty's work in line with school initiatives, policies and procedures and use the outcome to develop an annual improvement plan • Provide a curriculum that meets statutory requirements and is effective at promoting student achievement • Ensure teaching staff are planning, preparing and delivering lessons that support the school's aim of maximising student achievement. • Ensure teaching staff are marking work and giving appropriate feedback using the best principles of AfL • Ensure teaching staff are setting students suitable targets, regularly assessing student progress, and maintaining detailed records of students' progress and development • Implement the school programme of lesson observations, work sampling and address areas of weakness that arise with individual teachers • Conduct a thorough analysis of examinations results • Line manage TLR holders in the faculty • Take responsibility for the performance management of staff as determined by the SLT • Take a lead role in the development of the team through exemplary leadership, professional support and guidance • Support colleagues in the classroom through discussion of technique and/or through clearly defined procedure for dealing with discipline issues • Establish and maintain an effective procedure for lesson cover. • Establish and maintain an effective procedure for educational visits and educational events • Promote liaison with other professionals such as the SENCO, LSAs, EWO, Learning Mentors, etc. • Participate in arrangements for further training and professional development and, where appropriate, that of other teachers and support staff • Participate in arrangements for the appraisal and review of performance and, where appropriate, that of other teachers and support staff • Participate in regular training as part of your own continuing professional development (CPD). 	

General

- To demonstrate The King Edmund School values and promises 'In Pursuit of Excellence'
- To be committed to safeguarding and promoting the welfare of young children and young people in line with the Governing Body's expectations of all staff and volunteers
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- To respect confidentiality at all times
- To be familiar with the school's policies, procedures and working practices and adhere to them as appropriate
- To undertake any training and development commensurate with the post
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher and after discussion.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Person Specification

Your application form and supporting statement must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post.

It should be no more than two sides of A4 and no smaller than font size 11.

Source: A = Application form

C = Certificates

I = Interview

R = References

	Essential	Desirable	Source
Qualifications			
Qualified Teacher Status	■		A, C
Degree	■		A, C
Further Professional Qualifications		■	A, C
Professional Development			
Evidence of recent leadership and management professional development.	■		A, I
School Leadership and Management Experience			
Have experience as a middle leader in a secondary school.		■	A, I
Have had active and effective leadership of a team/department/key stage/curriculum area.	■		A, I
Able to demonstrate successful/effective leadership in a school in a similar community/facing similar challenges.		■	A, I
Have taken an active involvement in school self-evaluation and development planning.		■	A, I
Have implemented and developed a whole school initiative.		■	A, I
Had responsibility for policy development and implementation.		■	A, I
Experience of and the ability to contribute to staff development (e.g. coaching, mentoring, CPD for staff).	■		A, I
Experience of financial planning and budget management.		■	A, I
Experience of working within a wider network.		■	A
Experience and knowledge of teaching			
Experience of teaching in more than one school.		■	A
Experience of teaching in a similar school in similar circumstances/serving a similar community.	■		A, I
Significant teaching experience within the secondary phase.	■		A
Knowledge and understanding of KS3 and KS4.	■		A, I
Knowledge and understanding of KS5.		■	A, I
Ability to effectively use data, assessment and target setting to raise standards and address weaknesses.	■		I
Ability to exemplify how the needs of all students have been met through high quality teaching.	■		A, I
Experience of identifying appropriate interventions for students, including strategies for Gifted and Talented	■		A, I, R

	Essential	Desirable	Source
Professional Attributes			
Able to demonstrate an understanding, awareness and empathy for the needs of the students at this school and how these could be met.		■	A, I
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	■		A, I
Excellent written and oral communication skills (which will be assessed at all stages of the process).	■		A, I
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	■		A, I
Show a good commitment to sustained attendance at work.	■		R
Professional Skills			
<i>Applicants must be able to demonstrate that they meet the Teachers' Standards (England) which are set out in detail in the current School Teachers' Pay and Conditions document.</i>			
<i>The Head of Faculty must be exemplary and able to:</i>			
• Set high expectations which inspire, motive and challenge students	■		A, I, R
• Have an excellent understanding of SEND policies and procedures		■	A, I, R
• Promote good progress and outcomes by students	■		A, I, R
• Demonstrate good subject and curriculum knowledge	■		I, R
• Plan and teach well-structured lessons	■		I, R
• Adapt teaching to respond to the strengths and needs of all students	■		I, R
• Have an astute understanding of data	■		A, I
• Translate data so it is understood by all	■		A, I
• Make accurate and productive use of assessment	■		A, I, R
• Manage behaviour effectively	■		A, I, R
• Fulfil wider professional responsibilities.		■	A, R
Personal Qualities			
Promote the school's strong educational philosophy and values.	■		A, I
Inspire, challenge and motivate and empower teams and individuals to achieve high goals.	■		A, I
Inspire trust in the school community.	■		A, I, R
Communicate clearly and effectively both orally and in writing.	■		A, I
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	■		A, I
Build and maintain quality relationships through interpersonal skills and effective communication.	■		A, I
Demonstrate personal and professional integrity, including modelling values and vision.	■		A, I, R
Manage and resolve conflict appropriately.	■		A, I, R
Prioritise, plan and organise yourself and others well.	■		A, I
Think analytically and creatively and demonstrate initiative in solving problems.	■		A, I
Be aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate feedback from others.	■		A, I
Demonstrate a capacity for sustained hard work.	■		I