



**The King Edmund School**

A Business & Enterprise and  
Applied Learning Academy

# **Key Stage 5 Coordinator *Mathematics***

*Required for September 2019*

*Main / Upper Pay Range  
TLR2b - £4,781per annum*

**[www.kes.essex.sch.uk](http://www.kes.essex.sch.uk)**

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

Dear Colleague,

Thank you for your interest in the Key Stage 5 Coordinator – Maths 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 contribute to 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 and one part-time specialist teachers and over recent years we have had two Trainees each year on the Initial Teacher Training programme. We are currently seeking a new Head of Maths who will be supported by three 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 Coordinator. 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 join 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 a practitioner with the vision, enthusiasm, persistence and skill-set to lead and co-ordinate the Key Stage 5 work undertaken in the faculty. 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 flourish extending to the right.

**Jonathan Osborn, Headteacher**



# The Role

## Key Stage 5 Co-ordinator – Mathematics

**Main/Upper Pay Range**

**TLR2b - £4,781per annum**

**Recruitment & Retention allowance available**

**Relocation package and laptop considered**

**Required for start in September 2019**

This is a fantastic opportunity for an experienced or recently qualified Teacher of Maths looking for career progression to take on the role of Key Stage 5 Co-ordinator. The post holder will have high standards and make a significant contribution to the ongoing development of the new GCSE curriculum, as well as raising standards and developing staff within the faculty.

The successful candidate will need to demonstrate the ability to implement curriculum changes efficiently and effectively, through gaining staff commitment and developing their knowledge and skill-set to ensure students continue to progress, meeting or exceeding their own personal targets. Excellent organisational and management skills with the ability to lead, inspire and motivate both staff and students are therefore essential. Evidence of passion and drive for continuous improvement to assist in the leading of our Maths faculty onto further success will be paramount.

Applicants will need to demonstrate the ability to accept new ideas and a thorough commitment to student learning. Experience of teaching to A Level would be advantageous but not essential. We want staff with the vision and determination to ensure all our students receive a first-class education and whom will rise to the challenge of building on success.

In return, the successful candidate can expect:

- Work life balance with a continental school day of 07:55 to 14:10
- Comprehensive tailored induction programmes
- Mentor / Coach and Buddy System
- Outstanding Teacher Programmes
- An extensive support programme
- Commitment to continuing professional development, including MA / MSc and other courses
- Excellent career development opportunities
- Various staff benefits including access to the gymnasium and swimming pool

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](mailto: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 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

<b>Job Title: Key Stage Co-ordinator</b>	<b>Reports to: Head of Faculty</b>
<b>Liaison with : Students, Parents, Senior Leadership Team, Staff, External Bodies, Governors</b>	
<b>Job Purpose</b>	
<p>As the Key Stage Co-ordinator, responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Progress and attainment of individual students within the Key Stage area</li> <li>• The production and deployment of resources</li> <li>• Schemes of Work and communication of course and assessment criteria to staff</li> <li>• Monitoring student assessment and liaison with the Head of Faculty</li> </ul>	
<b>Core Duties and Responsibilities</b>	
<ul style="list-style-type: none"> <li>• As the Key Stage Co-ordinator, 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 &amp; Conditions Document, as well as the following:</li> <li>• Attend faculty meetings.</li> <li>• Manage the development of schemes of work and associated resources that meet statutory requirements and maximise student achievement. Ensure all key stage staff are fully conversant with them.</li> <li>• Monitor the progress, achievement and attainment of students within key stage.</li> <li>• Ensure key stage staff are assessing students on a regular basis and are adopting the best practices of AfL.</li> <li>• Ensure students within the key stage are set clear targets and expectations.</li> <li>• Assist the Head of Faculty in monitoring the performance of key stage teachers through lesson observations and work sampling.</li> <li>• Liaise with other professionals such as the Head of Faculty, the SENCO, LSAs etc.</li> <li>• Attend Parent Consultation Evenings as instructed by Head of Faculty.</li> <li>• Inform parents, when appropriate, about their child's learning in your key stage.</li> <li>• Assist the Head of Faculty in the promotion of excellent behaviour of students in the key stage.</li> <li>• Assist the Head of Faculty in developing the pedagogic skills of the teaching staff in the faculty.</li> <li>• Assist the Head of Faculty in ensuring the quality and punctuality of key stage reports for students.</li> </ul>	
<b>General</b>	
<ul style="list-style-type: none"> <li>• To demonstrate The King Edmund School values and promises 'In Pursuit of Excellence'</li> <li>• 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</li> <li>• To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li> <li>• To ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li> <li>• To respect confidentiality at all times</li> <li>• To be familiar with the school's policies, procedures and working practices and adhere to them as appropriate</li> <li>• To undertake any training and development commensurate with the post</li> <li>• 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</li> </ul> <p>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.</p> <p>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.</p>	
<b>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.</b>	

# 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
<b>Qualifications</b>			
Qualified Teacher Status	■		A, C
Degree	■		A, C
Further Professional Qualifications		■	A, C
<b>Professional Development</b>			
Evidence of recent leadership and management professional development.		■	A, I
<b>School Leadership and Management Experience</b>			
Have implemented and developed a whole school initiative		■	A, I
Experience of and the ability to contribute to staff development (e.g. coaching, mentoring, CPD for staff)		■	A, I
Experience of working within a wider network		■	A, I
<b>Experience and knowledge of teaching</b>			
Experience of teaching in a similar school in similar circumstances/serving a similar community		■	A, I
Knowledge and understanding of KS3 and KS4	■		A, I
Knowledge and understanding of KS5	■		A, I
Ability to exemplify how the needs of all students have been met through high quality teaching	■		A, I
<b>Professional Attributes</b>			
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

	Essential	Desirable	Source
<b>Professional Skills</b>			
<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 Key Stage Coordinator 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
<b>Personal Qualities</b>			
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