



Candidate Information Pack

Teacher of Maths

The Birley Academy



L.E.A.D. Academy Trust



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Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

Diana Owen CBE

Chief Executive Officer





L.E.A.D. Academy Trust
comprises of:

24
primary

..... and

3
secondary
academies

..... across

5
geographical
regions

..... with

11,000
pupils

..... and

1,500
members
of staff





Our Academies

Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct.
- Outstanding teaching and learning.
- A fully inclusive approach in which all children are equally important.
- A climate of mutual respect between the children, staff and community.
- Positive relationships.
- High aspirations for all involved with the school – a ‘can-do’ attitude.
- A wide range of enrichment opportunities for all to get involved in.
- A celebration of all the cultures and faiths represented in the school.
- An organisation in which there are no excuses for underachievement.

"The headteacher is a visionary leader. Leaders, including subject leaders, are a united team."

Witham St Hughs Academy
Ofsted Report, 2012

L.E.A.D. Teaching School Hub

'Working together to lead the highest outcomes for all.'

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust. It supports every school type and phase, including nursery, primary, secondary, special and alternative provisions.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.





A message from the Headteacher

I am very proud to be the Headteacher of The Birley Academy and feel honoured and privileged to work with our pupils, parents, carers, colleagues and community to be part of the team who are making The Birley Academy a brilliant place to learn and work.

I am passionate about working with our staff in school and with colleagues across L.E.A.D. Academy Trust to ensure that the education we provide our pupils is of the highest quality, studying a broad range of subjects complemented by a clear personal development and wider curriculum offer.

Victoria Hall, Headteacher



About The Birley Academy

The Birley Academy is a popular secondary academy in the southeast of Sheffield. We have a modern building set on a pleasant campus with excellent facilities.

We believe that our students are entitled to nothing but the best and are fully committed to transforming the school into an exceptional place to learn.

We can offer you students who are keen to become their best selves; student who will make you remember why working in a school is so special; staff who are hardworking and who want the best for our school; a leadership team who are passionate and dedicated to making The Birley Academy brilliant and a supportive and aspirational Trust.

Our vision is simple: to ensure that we constantly challenge ourselves and our students to aspire to our very best, enjoying learning and being active members of the learning community. As part of the L.E.A.D. Academy Trust, we work with all stakeholders including parents, local businesses, community leaders and our partner primaries to represent and best meet the needs of our students.





Benefits of being part of L.E.A.D. Academy Trust for Teaching staff

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

Employee benefits from day 1

1. National teacher pay and conditions, including generous TPS scheme with minimum 23% employer contribution rate.
2. Superb CPD opportunities via various established routes including dedicated Teaching School Hub.
3. Access to Trust EAP service: 24/7 free advice on range of issues and wellbeing counselling.
4. Free eyecare vouchers and flu jabs.
5. Access to free Occupational Health Service, including physiotherapy service.
6. Access to free staff discounts and cashback for a huge range of products.

Ofsted feedback

"Leaders and staff are highly ambitious for all pupils. They take their responsibility to the pupils and the community very seriously. This is seen in their careful work to develop a knowledge-rich curriculum that promotes character development and raises aspiration."

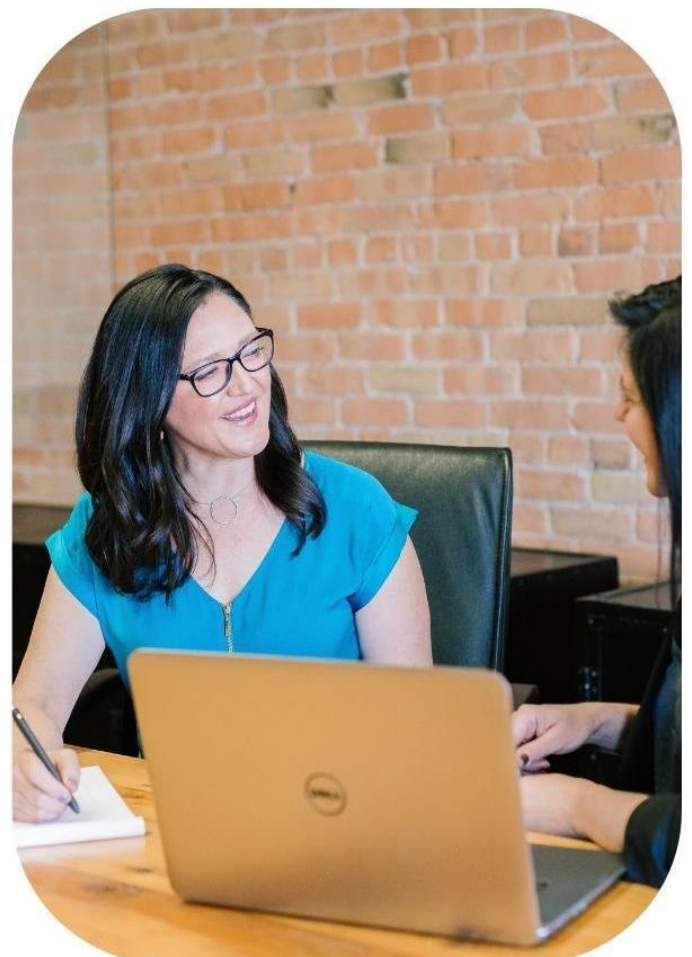
Radford Academy Ofsted Report, Jan 2023

"Staff feel that leaders are considerate of their well-being. They talk about leaders being approachable."

Bishop Alexander Academy, March 2023

"Staff value the training that they have had and the time to develop subject leadership roles. Teachers at the early stage of their career feel well supported and valued as members of staff."

Forest Lodge Academy, June 2022



*“Leaders are
dedicated to
ensuring pupils
are safe and
well cared for.”*

*Ofsted report,
March 2023*



How to apply

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to: hr@birleysecondaryacademy.co.uk

CLOSING DATE: Wednesday 25th September 2024

INTERVIEWS: We expect interviews to take place week commencing Monday 30th September 2024.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity and to arrange a visit to The Birley Academy please email hr@birleysecondaryacademy.co.uk and we will contact you to confirm arrangements.



"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."

Rebecca Riley, Deputy Headteacher,
Huntingdon Academy



Job description

Key responsibilities and accountabilities

Job title: Teacher of Maths

Salary: MPS/UPS

Line Manager: Curriculum Leader - Maths

Start: January 2025 (or earlier if possible)

Job purpose

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the pupils/students in your care.
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all pupils/students and the L.E.A.D. Trust values.
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes.
- To ensure that you provide a safe and happy environment that promotes the welfare of children.
- To ensure all safeguarding and child protection policies are adhered to fully and without reservation in line with statutory duties.

Duties and Responsibilities:

Teaching and learning

- Set high expectations for all pupils/students which inspire, motivate and challenge pupils/students.
- Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.
- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Promote excellent learning behaviours in the pupils/students so that they work hard in the academy and in completing tasks set for homework.

Promote good progress and outcomes

- Be accountable for all pupils/students' attainment, progress and outcomes assigned to them.
- Be aware of pupils/students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils/students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on the organisation of the classroom and teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils/students to develop study skills in order to learn more effectively and with increasing independence.



Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subjects and curriculum areas taught, foster and maintain pupils/students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan 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 homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils/students

- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit pupils/students' ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils/students' education at different stages.
- Have a clear understanding of the needs of all pupils/students, 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.

Make accurate and productive use of assessment

- 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 pupils/students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils/students regular feedback, both orally and through accurate marking, and encourage pupils/students to respond to the feedback.



Behaviour and safety and Personal Development

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, 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 pupils/students' needs in order to involve and motivate them.
- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current School teachers' pay and Conditions Document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.
- Promote British values, equalities and pupils'/students' spiritual, moral, social and cultural development.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and wellbeing.
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil/student progress and attainment in order to inform regular academy development planning.
- Carry out any such duties as may be reasonably required by the Headteacher.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.



Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.

Resource Management:

- Responsibility for the safe use and safe keeping of Academy and Trust resources in line with the requirements of the role.

Influencing and Managing Relationships:

- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third party organisations as required.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.



Person specification

The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The two right-hand columns provide guidance as to whether these items are essential (E) or desirable (D) criteria.

		E	D
Qualifications and Attainments	<ul style="list-style-type: none"> • Qualified teacher with QTS or recognised equivalent • Secondary Maths QTS • Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant) 	E E E	
Skills and knowledge	<ul style="list-style-type: none"> • Ability to create a stimulating and safe learning environment. • Ability to establish and maintain a purposeful working atmosphere • Ability to plans, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught • Ability to assesses and record the progress of pupils learning to inform next steps and monitor progress • Ability to demonstrate a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom • Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles • Ability to deploy a wide range of effective behaviour management strategies • Ability to demonstrate current knowledge and understanding of national and local education issues • Ability to contributes to a culture of collaborative working to develop professional practice 	E E E E E E E E	D
Experience	<p>Demonstrable understanding of:</p> <ul style="list-style-type: none"> • The developmental, emotional, social and educational issues of children and young people • Awareness of the range of needs of children within the classroom • Keeping children safe <p>Proven experience:</p>	E E E E	

	<ul style="list-style-type: none"> • Experience within teaching environment at relevant age level • Recent experience in work with children and families • Management Information Systems e.g. SIMS, G4S, MyConcern 	E	D
Personal Attributes	<ul style="list-style-type: none"> • Approachability, enthusiasm and creativity • Honesty and Integrity • Discretion • Patience, tolerance and sensitivity • Flexibility • Resilience • Organisational skills • Commitment to make a difference • Demonstrable commitment to personal CPD 	E E E E E E E E	
Additional Requirements	<ul style="list-style-type: none"> • This role is subject to an enhanced DBS • May be required to travel to other Trust locations or third party services as part of the role • Hold a driving licence and have access to own vehicle 	E E	D



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

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