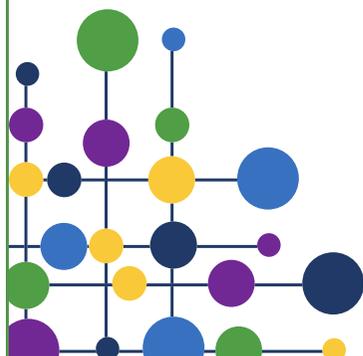
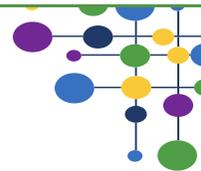


# **Application Pack for Teacher of Mathematics**





## Welcome from the CEO

Academic Year 2022 /2023

Dear Applicant,



Thank you for taking an interest in this vacancy working in one of our secondary academies within the trust. I hope the materials enclosed in this pack give you a good sense of what makes the trust a special place to work and provides the information you need about the post.

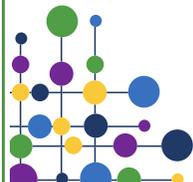
Our belief in "Valuing People, Supporting Personal Best" means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as "helping others to achieve their best" and that is what your line manager will try to do for you.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

**John McNally**  
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of four secondary and four primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Whitcliffe Mount School, Cleckheaton, Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. Shelley College is the Teaching School Hub for Kirklees and Calderdale and as such, we can offer our teaching staff a wealth of first class, personal development opportunities as well as providing an excellent induction programme for Early Career Teachers. All staff receive full induction training and ongoing support to ensure they enjoy working for the trust.

More than seven hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

At SHARE MAT, we aim to:-

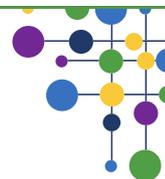
- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

We are seeking to appoint a suitably qualified professional who is both passionate and knowledgeable to join our highly successful and well lead Maths departments as Teacher of Maths within the Share Academy.

The ability to demonstrate a commitment to excellence in teaching and learning in Maths is paramount for us in Share. You will have a genuine commitment of working towards the aim of all students receiving a positive and inspiring experience of studying Maths.

As an organisation that recognises individual strengths, you will have the opportunity to demonstrate your individual strengths and areas of expertise. In conjunction with the other subject areas, the Maths department offer outstanding extra-curricular opportunities.

The Share Multi-Academy Maths team is a leading group of colleagues that work effectively across all schools in the trust sharing ideas and strategies. We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our team.



## Teacher of Mathematics Role Profile

<b>Role Title</b>	Teacher of Mathematics	<b>Reporting to</b>	Director/Head of Mathematics
<b>Section</b>	Mathematics		
<b>Contract type</b>	Permanent	<b>Grade / Salary</b>	MPR/UPR

<b>Overall purpose of role</b>	<p>As a Teacher of Mathematics you will be required to meet the general requirements of this post, as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Principal/Headteacher.</p> <p>The post will require you to work in partnership with the Headteacher, Senior Leadership Team, governors and staff to ensure the continuous improvement of the Academy.</p>
<b>Safeguarding Requirements</b>	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.</p> <p>Applicants MUST complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the headteacher.</p>

<b>Key Outputs</b>
<ol style="list-style-type: none"> <li>1. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students.</li> <li>2. To monitor and support the overall progress and development of students as a teacher and form tutor, setting students individual improvement goals as appropriate.</li> <li>3. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their personal best.</li> <li>4. To contribute to raising standards, with a focus on student progress.</li> <li>5. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> </ol>

6. To promote and actively support the academy's responsibilities towards safeguarding.
7. To prepare and regularly update subject materials.
8. To ensure that ICT, Literacy, Numeracy and subject specialism(s) are reflected in the teaching and learning experience of students.
9. To set regular, relevant and challenging homework tasks.
10. To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
11. To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour standards of work and homework.
12. To ensure the learning needs of individual students are met, particularly vulnerable groups, such as those with SEN, disabilities or disadvantage students.
13. Where necessary, to liaise with parents and others to support students.
14. To provide regular, high quality feedback to students that supports future learning and progress.
15. To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
16. To assess, record and reports on the attendance, progress, development and attainment of students and to keep such records as are required.
17. To use the outcomes of on-going assessment to help shape future planning.
18. To self-evaluate and undertake professional development to help achieve the highest possible standards in role.
19. To reward and celebrate students' success.
20. To attend meetings and complete additional administration tasks as required by the role.
21. To undertake any other duties associated with the role, as may be decided by your line manager or the Headteacher.

**Dimensions** (*Financial/Statistical/Mandates/Constraints/No. of direct reports*)

- Range of Teachers not exceeding 100 across the whole school.
- Range of Students not exceeding 1500

**Work/Business contacts**

**Internal:** All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

**External:** Parents and families, external agencies, examinations boards.

**Expertise in Role Required (At selection - Level 1)**

**Essential or Desirable**

- |   |           |
|---|-----------|
| • Qualified Teacher Status  | Essential |
| • Degree or equivalent  | Essential |
| • Evidence of continuing professional development and a willingness to undertake further development as appropriate                                 | Essential |
| • Evidence of/potential to become an excellent classroom practitioner, capable of inspiring students and forming good relationships with colleagues | Essential |
| • Ability to inspire and motivate students  | Essential |
| • Able to analyse data with a view to developing strategies to improve performance  | Essential |

• Ability to monitor and evaluate impact of interventions and strategies	Essential
• Detailed knowledge of current developments in subject area	Essential
• Knowledge of innovating teaching and learning strategies	Essential
• Successful experience or the ability to teach Mathematics at GCSE	Essential
• Successful experience or the ability to teach Mathematics at A Level	Desirable
• Highly competent in ICT and the use of computers	Desirable
• Excellent communication skills	Essential
• Excellent behaviour management skills	Essential
• Commitment to the safeguarding of young people	Essential
• A willingness to be fully involved in the wider life of the academy including extra-curricular activities.	Desirable
<b>Other (Physical, mobility, local conditions)</b>	
• Is willing to work flexibly within scope of overall hours, e.g. evening meetings.	Essential

### **Expertise in Role - After initial and advanced development**

- Successful experience or the ability to teach at A Level
- Evidence of monitoring and evaluating interventions and strategies
- Evidence of data analysis and strategies used to improve performance
- Evidence of on-going continuing professional development.

### **Structure**

