



Candidate Information Pack

Head of Maths



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."

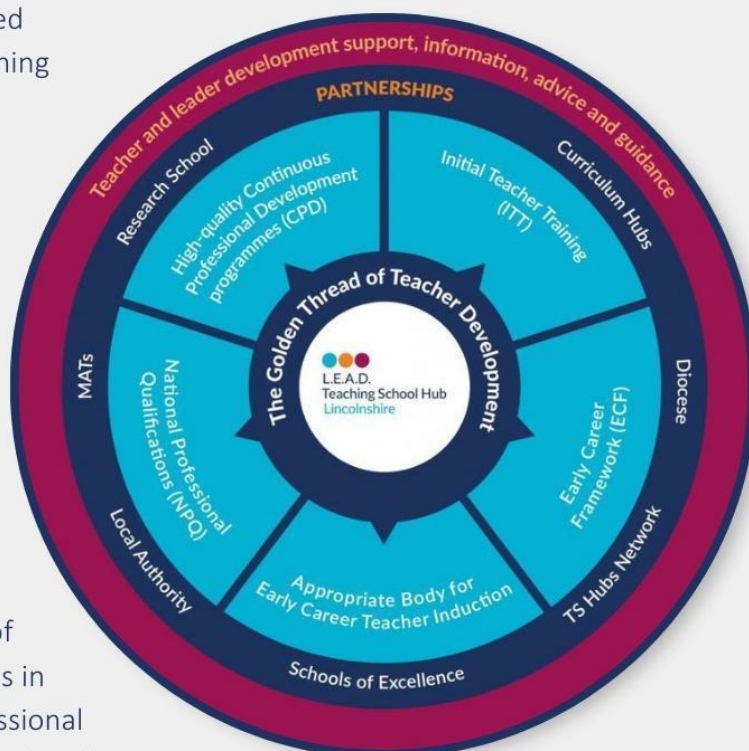
Witham St Hughs
Academy
Ofsted Report, 2012

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 incredibly proud to be the Headteacher of Noel-Baker Academy. We recognise that there is always opportunity for continual improvement; we want Noel-Baker Academy to not only be the Academy of choice in the local community, but to continually be improving in every aspect. It's an amazing place to work and I strongly encourage anyone considering applying for one of the roles below to get in touch with us via vacancies@noelbakeracademy.co.uk to arrange a visit to the school.

Mrs K Richardson, Headteacher



The Opportunity

Would you like to work in a school where “pupils thrive,” where there is an “excitement about learning,” where “conduct is exemplary” and where “high expectations are set by staff and pupils live up to them”? (Ofsted February 2022). If so, we are seeking to appoint a Curriculum Director for Maths who is passionate and has the drive to inspire and empower both the maths team and our students. The successful candidate will lead the Maths department do further develop the delivery and impact of the curriculum. They will also teach across the full age and ability range of the school. If you believe that all children, no matter their background, needs or aptitudes are entitled to learn the best that has been thought and said, we encourage you to apply for this role to join our extraordinary staff team.

About Noel-Baker Academy

At Noel-Baker Academy everything we do is underpinned by our passionate belief that outstanding schooling is the right of every child, and a determination that such a vision is achievable. We believe that our students are entitled to the same breadth and depth of provision as any student attending any of the best schools in the country. This is a vision shared with the LEAD Academy Trust, of which we are a part. We are on a journey towards excellence and that with persistent effort, hard work and patience amazing things can and will be achieved for and by our young people.

We believe in and aspire to provide an inclusive education for all. That is, high expectations of and for all pupils, an insistence on excellent behaviour, equal access to an academically rigorous curriculum taught by highly skilled subject specialists and a sharp focus on high value enrichment opportunities that will enable all students to excel. We will never accept that family background, socio-economic circumstances or prior attainment will inevitably limit young people's potential and so the profile of our intake will always be a reason for our provision, and never an excuse for our outcomes.

Our students are entitled to the very best of what has thought, said and written and we are unapologetically ambitious for every student, no matter what their background, prior attainment or needs.

This vision is underpinned by a wider set of core principles.

Lead (to show the way; to be first or foremost):

- We are compassionate, considerate and kind.
- We welcome and value all members of our community and expect all members of our community to work with us to play an active part in our children's education.

- We encourage each other, and we celebrate our successes.

Empower (to give power to; to enable):

“I am the master of my fate, I am the captain of my soul” William Ernest Henley (1849-1902)

- We teach our students to take responsibility for themselves.
- We insist on excellent behaviour and learning habits.
- We know that factual knowledge is a prerequisite for deep understanding: that the more you know, the more you are able to learn and understand.
- We have an unrelenting focus on hard work, commitment and perseverance.

Achieve (to accomplish; to get or attain by effort):

- We believe that all children are entitled to learn “the best that has been thought and said,” and that our students are the inheritors of the greatest ideas, written texts and discoveries of the past.
- Our purpose is to provide a rich education that will allow our students to achieve excellent qualifications and become thoughtful, educated and well-rounded young adults.

Drive (to cause and guide progress; to impel forward):

- We know that success takes hard work.
- We know that effort, practice and revision develop expertise and intelligence.

Our Academy is a warm and friendly place to work. We value our staff and believe that we are starting out on a journey that will transform our school and the lives of our pupils for the better. If you want to be part of a team of people who are working together to achieve a shared vision, where you are free to teach “the best that has been thought and said,” where classroom practice is underpinned by research informed pedagogical approaches and where you will be part of building a unashamedly academic and disciplined culture then we want to hear from you.

We are now at the next stage of our adventure to becoming extraordinary. We are looking for people who want to **LEAD**, **EMPOWER**, **ACHIEVE** and **DRIVE** our transformation

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





What OFSTED say about our extraordinary staff and pupils:

“Their conduct is exemplary. High expectations are set by staff and pupils live up to them. Pupils’ learning is not disrupted. Pupils thrive. They look forward to their lessons.”

“Teachers motivate pupils to achieve. Pupils are praised and valued. They love the rewards that they now receive. They are proud of the positive recognition that they so richly deserve.”



How to apply

We encourage interested parties to visit the academy website www.noelbakeracademy.co.uk and to arrange an informal visit to the academy prior to applying.

Visits to the school are recommended and warmly welcomed. To arrange a visit please contact vacancies@noelbakeracademy.co.uk

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

CLOSING DATE: Friday 16th May

INTERVIEWS: We expect interviews to take place during week commencing Monday 19th May.

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.



"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

Role: Maths Curriculum Director

Salary: MPS/UPS + TLR1B £12,370

Contract Type: Full-time

Contract Term: Permanent

Start Date: 01/09/2025

Job Title: Head of Department - Mathematics

1. Job Purpose

- Ensure all mathematics staff are supported and developed in order to deliver excellent and improving service.
- Ensure support for students and their families through the faculty's academic provision in order that they are all safe, happy and successful.

2. Responsible to:

Deputy Headteacher through Assistant Headteacher.

3. Responsible for:

Specific duties of the post include, but are not limited to the following:

- Improving the quality and on-going improvement of teaching, learning and professional development;
- Performance management and professional mentoring of colleagues;
- Developing the enrichment and co-curricula offer;
- Supporting teacher recruitment events;
- Target-setting and monitoring of student progress;
- Developing the curriculum so that the intent, implementation and impact are in line with the academy vision;
- Intervention and catch up planning.

4. Liaising with (working relationships):

- The Noel-Baker Academy Governing Body
- The Headteacher and senior leadership team
- Teaching and support staff
- Senior staff in other LEAD academies

5. Hours of work:

Full Time

6. Grade and Range of post:

UPS/MPS + TLR 1b

7. Disclosure Level:

This post is subject to an enhanced DBS disclosure

8. Main/Core Duties:

Leadership responsibilities:

- Promote and uphold the academy vision and priorities;
- Support the leadership team on a daily basis in establishing the core values of the academy throughout the community;
- Contribute to management decisions on all aspects of policy, development and organisation, self-evaluation and improvement planning;
- Build excellent relationships and working practices to support all staff in delivering on academy priorities;
- Support the development and improvement of curriculum development and delivery.

Curriculum Director Responsibilities:

- Teacher of mathematics;
- Support the development of curriculum, teaching and learning within the subject area of responsibility;
- Use appropriate data to monitor the effectiveness of the curriculum throughout mathematics and to plan and implement appropriate interventions;
- Develop the leadership and management skills of the key stage coordinators in mathematics.

Teaching and Learning:

- Plan and deliver highly effective mathematics lessons as a model of best practice throughout mathematics;
- Monitor the quality of provision throughout mathematics;
- Coach and support colleagues in mathematics, in line with appraisal and performance management procedures, to ensure quality first teaching of the curriculum;
- Promote high expectations of behaviour and attitudes by ensuring school policies are followed consistently throughout mathematics.

Assessment and Feedback:

- Lead mathematics in the planning and implementation of appropriate assessment of the impact of the curriculum;
- Lead activities which ensure that all assessment is moderated and there is a consistent standard across mathematics;
- Monitor the quality of feedback throughout mathematics to ensure that it results in progression for students.

9. Operational planning:

- Support the construction of the academy's assessment and reporting cycle;
- Lead the construction of the mathematics annual CPD programme, in line with the academy CPD programme;
- Support in updating the academy's prospectus annually

10. Service provision:

- Line management of all mathematics staff including KS3 co-ordinator of mathematics and KS4 co-ordinator of mathematics;
- Ensure effective implementation of provision to ensure that the progress of all groups of students improves relative to their peers;
- Ensure that all mathematics staff receive effective performance management in line with academy policy;
- Monitor the progress of all students in mathematics.

11. Service development:

- To seek continually to ensure value for money and performance improvement in mathematics provision;
- To be responsible for personal CPD and participate fully in training and development opportunities identified by the academy, the LEAD Academy trust or as an outcome of performance management;
- To keep the work of mathematics constantly under review.

12. Staffing and development:

- Conduct performance management for identified staff;
- Work with SLT to ensure that the latest research is used to inform staff CPD.

13. Recruitment / Deployment of staff:

- Work with other senior staff to support the recruitment of high quality mathematics practitioners.

14. Quality Assurance:

Support the Headteacher in ensuring that academy policies in all areas are followed by all staff;

- Continuously review provision in areas of responsibility against performance targets;
- Analyse and interpret relevant data, research and inspection evidence to inform provision and seek improvement where necessary;
- Ensure that personal contribution to curriculum delivery is an exemplar to other academic staff;
- Inform the Headteacher immediately of any Health and Safety or Child Protection concerns that arise.

15. Management information and Administration:

- Ensure all information required by the advisory board, senior staff, Headteacher and LEAD Academy Board, to evaluate the academy's provision is produced accurately, timely and efficiently.

16. Communications:

- Effectively articulate to all stakeholders and in a variety of ways, the vision which underpins all aspects of the academy's provision and support.
- To ensure that all communications with service users demonstrate the values of the LEAD Academy trust and the academy.
- To attend all meetings identified by the Headteacher and communicate the LEAD Academy trust and academy vision effectively at meetings – both internal and external.

17. Marketing and Liaison:

- Develop, nurture and maintain the positive image of the academy and the LEAD Academy Trust.
- Attend all functions and meetings necessary to support the delivery of the role, ensuring the values of the academy and the LEAD Academy Trust.
- Actively promote the service of the academy and the LEAD Academy Trust.

18. Management of resources (other than people):

- Responsibility for the safe use and safe keeping of Academy and Trust resources.

19. Corporate responsibility:

- To abide by and implement all policies and procedures of the Academy, including being aware of and responsible corporately and as an individual for Health and Safety policies and procedures.

20. Other Specific Responsibilities:

- To contribute to the overall ethos, work and aims of the Academy and the Academy Trust.
- To carry out all duties in the most effective, efficient and economic manner.
- To continue personal development in the relevant area.
- Participate fully with arrangements made in accordance with the Performance Management Policy.
- Perform any other reasonable duties as requested by the Headteacher.

21. Safeguarding:

- 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.

22. General Statement:

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.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	TESTED BY
Qualifications			
Good honours degree	✓		A
Qualified teacher status	✓		A
Evidence of relevant continuing professional development eg. NPQLTD		✓	A
Shaping the future			
A clear working knowledge of how to lead curriculum development and manage innovation and change		✓	A, R, I
Successful experience of coaching or mentoring trainees/ECTs		✓	I
An effective communicator at all levels	✓		A, I
A strategic thinker		✓	R, I
The ability to generate a vision and influence others		✓	R, I
A clear working knowledge and understanding of the current OFSTED framework	✓		A, R, I
Teaching & Learning			
The ability to devise and implement strategies for raising achievement and for intervention strategies	✓		A, R
A clear understanding of different models of teaching and learning	✓		A, R, I
An outstanding effective classroom practitioner	✓		A, R, I
Knowledge of how children learn, develop and progress through the stages	✓		R, I
A clear understanding of assessment procedures	✓		A, R
An ability to recognise and encourage outstanding practice	✓		A, I
Developing self and working with others			
Experience of working in more than one key stage	✓		A, I
Experience of delivering INSET		✓	A, R
The ability to develop, empower and sustain teams and individuals		✓	R, I
The ability to give and receive effective feedback and act to improve personal performance	✓		R, I
Experience of making effective use of school to school support		✓	A
Managing the Organisation			
An understanding of the principals of effective management, delegation and organisation	✓		A, R, I
Experience of performance management		✓	A, R
The ability to prioritise and manage time effectively	✓		R, I

The ability to make decisions and act upon them	✓		R, I
Securing Accountability			
The ability to use a range of data to support, monitor and improve outcomes and standards	✓		A, R, I
Experience of effective school evaluation		✓	A, R
The ability to acknowledge excellence and challenge performance that is not yet good	✓		R, I
Strengthening the Community			
Experience of successful collaborative working with other organisations and agencies	✓		A, R, I
The ability to work effectively with parents and carers to support their children's learning	✓		A, R, I
The ability to listen to, reflect and act on community feedback	✓		A, R
Personal Qualities			
Stamina	✓		R
Excellent interpersonal skills	✓		R, I
High expectations and aspirations	✓		R, I
Level headedness	✓		R, I
A sense of humour	✓		R, I
Motivation and drive	✓		R, I