

Director of Mathematics L8-12



**EVERYONE Matters
EVERYONE Helps
EVERYONE Succeeds**



PROUD TO BE A MEMBER OF
**EVERYONE MATTERS
SCHOOLS TRUST**

Principal's welcome

As Principal of Rainford High and CEO of the Everyone Matters Schools Trust. I am passionate about making Rainford High the best possible school for the young people who come here. This school is an inclusive and continually improving school, we are moving towards our goal of achieving excellence. As part of the Everyone Matters Schools Trust our aim is to build a legacy of excellent education for all our children and our community.

Our school has a clear ethos that **Everyone Matters, Everyone Helps and Everyone Succeeds**. This means we expect our community to be polite, kind and respectful, make sensible choices and work hard. To ensure **Everyone Matters** we are compassionate, understanding and ethical in how we operate as a school and trust. We understand that as a community we are an interconnected team and - put simply - we improve every day when **Everyone Helps**. We value the importance of hard work and the ability to keep going and overcome challenges as this means **Everyone Succeeds**.

Schools are fantastic places because they are about making dreams a reality. I believe young people can achieve anything that they want but they must underpin their dreams with a solid foundation of hard work, respect and honesty. It is Rainford High's job to prepare its young people for the future. I believe that the same applies to our staff we want them to be the best they can be and be happy, proud and fulfilled as part of our school community.

We are looking for a special kind of person who wants to be part of community, live our ethos and make a difference to everyone who is part of the school and the trust. We believe that better people make better teachers, and we want the best people to work as part of our very special school community.



**Principal
Ian Young**

Role overview

Rainford High is a truly comprehensive school community that is diverse and inclusive. We are excited to have the opportunity to appoint a new Director of Mathematics to take our successful team of Maths teachers to the next level.

We are looking for a leader who can develop a clear dynamic and exciting vision for Maths that can embed the principles of mastery maths teaching so that our young people can become the best mathematicians possible.

We require a leader who can create a team that becomes more than the sum of its parts and can deliver a first-rate mathematical experience for all students whatever their ability. We are looking for a leader to deliver the school ethos through Maths to ensure that everyone matters and a team that makes sure everyone helps so that all everyone can succeed.

We are looking for a leader of Maths who can develop excellent transition from the Key stage 2 curriculum through a challenging and creative Key Stage 3 into a well-structured and rigorous Key Stage 4 that allows everyone to succeed and progress to the next stage of their learning and journey, including a significant number of young people who are confident and ready to succeed at Key Stage 5.

We need a leader who has integrity, compassion and resilience to achieve their vision for a great Maths team that becomes central to the next phase of Rainford High School's journey to be the best school possible and deliver its school ethos of Everyone Matters, Everyone Helps and Everyone Succeeds.

In return the successful candidate will be supported to develop as a professional, leader and team member. We strongly believe that better people make better teachers and as a school we work in an ethical fashion that means being a great leader and teacher does not mean you have to sacrifice being a father, mother, daughter, son or friend. We are committed as a school and a trust to supporting staff with an effective work life balance so that they can develop a great career as well as maximising the life opportunities that will come to them as being part of the team. We are the lead secondary school with North West Maths Hub 3 and this has bought both local, regional and national opportunities over the last decade.

As a school we offer a supportive approach to flexible working, leave of absence and an employee assist programme to support all of our team to be as successful as possible. If you believe you can make the difference to the children, the staff and our community we look forward to hearing from you.

Our school

Rainford High is an inclusive, inspirational and aspirational school community that prides itself on being truly comprehensive providing a great all-round education for our community.

We offer a broad, balanced and enriched curriculum that exceeds the National curriculum across key stage 3, 4 and 5. We are proud that we try to excel in all areas of school life including sport, the Arts, STEM and community work to make sure that all of our community benefit from being part of Rainford High.

The students and staff are key to making Rainford High a special place that is compassionate, understanding and kind as well as being focused on achieving the highest standards for everyone in everything we do.



The Trust



EVERYONE MATTERS SCHOOLS TRUST

We are a trust that is passionate about making a difference to every child and person in the community we serve. We work tirelessly to ensure we have great schools made up of great people supported by the trust to provide a great educational offer for every child who attends one of our schools.

Our mission is to improve every person's life and their opportunities

Our trust culture is based on our humanity and the principles of compassion, generosity and kindness. We are proud of the trust's ethos and vision:

Everyone Matters: we strive for all our partners to be happy and successful schools within our trust community based on our culture of compassion, generosity and kindness.

Everyone Helps: we work together to make great choices for our schools and our children to create an interconnected community of team members who do the best for children, staff and our community.

Everyone Succeeds: we work tirelessly together to overcome the challenges we face to invest in our schools, so all our schools, children and team members are successful.



www.rainford.org.uk

Job description

Scale: Leadership L8 – L12

Overall Role and Remit

To maximise the achievement of students in the Mathematics curriculum against national and locally agreed benchmarked targets.

To maximise the quality of teaching. In particular to ensure there is no 'inadequate' teaching, and to maximise the proportion of 'outstanding' teaching.

- (a) To ensure delivery of Teaching and Learning Strategies.
- (b) To ensure the curriculum is up to date and innovative.
- (c) To develop mastery and problem solving across all Key Stages
- (d) To maximise the learning opportunities for students.

To line manage all the teaching and support staff in the Mathematics Faculty.

Responsible to: Assistant Principal Teacher Learning and Development

Leadership and Management Responsibilities

- Maintaining clear vision, purpose and high expectations, focused on students' achievement
- Maintaining strategic planning for the Maths Department, co-ordinated with the School Improvement Plan
- Inspiring motivating and influencing staff and student's providing knowledgeable and innovative leadership of teaching and the Curriculum
- Providing a good role model for other staff and students.
- Undertaking rigorous self-evaluation and using the findings effectively
- Monitoring of performance data, reviewing patterns and taking appropriate action
- Using the performance management of staff to bring about improvement
- Promoting CPD within the Mathematics
- Deploying staff effectively and assisting them in managing their workload
- Using financial and resource management effectively to support the achievement of school aims

General Responsibilities to all Curriculum Leader and Curriculum Management Posts

Standard 1 Knowledge and Understanding

- Maintain broad and current knowledge of teaching and learning and disseminate this to other teachers
- Co-ordinate and deploy departmental resources effectively
- Maintain knowledge and understanding of the school's aims, priorities, targets and action plans
- Understand and promote the benefits and effective use of ICT and technology
- Understand and promote links between the subject and the wider curriculum

Standard 2.1 Teaching and Assessment – Planning

- Monitor and evaluate the planning of other teachers, providing constructive and developmental feedback on a regular basis
- Disseminate examples of effective planning practice within the department
- Ensure that teachers are aware of the needs of inclusion of all Students and groups and make provision for this in their planning
- Ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning
- Establish strategic planning, including short, medium and long-term plans for the development and resourcing of the department

Standard 2.2 Teaching and Assessment – Teaching

- Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the curriculum area, and communicate this to Students
- Observe colleagues teaching (using OFSTED criteria) and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
- Identify and promote innovative and effective teaching strategies in the department to meet the needs of all Students
- Co-ordinate/monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to Students' learning
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology within the department

Standard 2.3 Teaching and Assessment – Monitoring Progress

- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, expectations and teaching methods
- Monitor and evaluate assessment data across the department to identify trends in Student performance and issues for development
- Define intervention strategies to address issues for development that are identified
- Evaluate and report on the effectiveness of intervention strategies used to address identified issues
- Use assessment data to make comparative evaluation of Students' performance in the department

Standard 3 Student Progress

- Identify quantifiable and challenging student progress objectives with teachers within their performance management objectives
- Support teachers in planning appropriate strategies to achieve student progress target levels and objectives
- Ensure that agreed student progress target levels within the department are achieved or exceeded wherever possible
- Encourage student's motivation and enthusiasm in the subject(s), developing positive responses to challenge and high expectation
- Monitor the objectives and targets for students with SEN and promote the importance of raising their achievement

Standard 4.1 Wider Professional Effectiveness – Personal Development

- Maintain ‘leading edge’ knowledge through reading, INSET and research to inform own practice, demonstrating impact in teaching and on Student’s learning.
- Assimilate and implement new curriculum guidance to lead the process of change within the department
- Prioritise and manage own time effectively, balancing the demands made by teaching, subject or team management and involvement in school development.
- Identify own personal and professional development needs
- Achieve own challenging professional objectives

Standard 4.2 Wider Professional Effectiveness – School Development

- Co-ordinate strategies to achieve relevant school improvement priorities that have been identified in the department
- Evaluate and report on the effectiveness of practice in the department annually, suggesting areas and issues for further improvement
- Lead professional development in the department through example and support and co-ordinate the provision of high-quality professional development for staff
- Build effective links with the local community, including business and industry, to develop the curriculum area
- Use financial and resource management innovatively and effectively

Standard 5 Professional Characteristics

- Create a climate which enables staff to develop challenge and support each other, resulting in positive professional growth
- Mentor and coach staff to develop confidence and maintain positive attitudes
- Communicate effectively and with professional integrity within and beyond the school community
- Provide a positive role model for teachers and for other aspiring leaders and managers
- Take action to build and maintain effective teamwork with high expectations of outcomes

Additional Duties

- Any other duty deemed reasonable, as directed by the Principal

Review of Performance

- Performance Management reviews will focus on the completion of the Inquiry Question (IQ) process but also consider their role as a leader

Expectations

- The post-holder is deemed to be a ‘good’ classroom teacher. The postholder is, at least, at Threshold Standards in their work. The postholder needs to be a good leader of the team.

Person specification

Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree 2:2 plus 	Application
Experience	<ul style="list-style-type: none"> • Outstanding practitioner • Experience of leading Teacher training and development. • Present Middle Leadership responsibility • Be able to demonstrate successful outcomes for responsibilities held. 	Application/ Interview
Knowledge	<ul style="list-style-type: none"> • Clear understanding of OFSTED criteria • Deep knowledge and understanding of what excellence in Teacher training and development looks like. • School improvement and effectiveness strategies including self evaluation 	Interview
Skills and Abilities	<ul style="list-style-type: none"> • An ability to fulfil all aspects of the role with confidence through the medium of English. • Demonstrable knowledge of how to improve Teacher training and development and achievement across the Maths team. • Understanding of effective systems and processes of quality assurance • Experience of implementing significant change in curriculum • The ability to teach problem solving and mastery in Mathematics. • Effective leadership in challenging colleagues • Leadership that delivers change with support of those involved. • Challenging staff underperformance effectively. 	Application/ Interview
Leadership	<ul style="list-style-type: none"> • Show experience of leading, planning and delivering impact around Teacher training and development 	Application/ Interview

How to apply

The Everyone Matters Schools Trust Mission is to make a difference to every person so that we improve their life and opportunities. The Trust is working hard to make a difference to staff workloads by investing time, technology and support to make Rainford High a great place to work. For the right candidate there will be additional opportunities based on potential, ability and capacity to make a difference across the team and the school. If you believe you are good enough and can meet the standards, maybe Rainford High is the school for you.

Benefits of working for the Everyone Matters Schools Trust

- Flexible working Opportunities
- Development opportunities within the trust
- Long Service awards
- Cycle to work scheme
- Holiday buying and selling scheme (support staff)
- Generous Annual Leave Package (support staff)
- Access to the Employee Assist Programme
- We look forward to receiving your application.

The school is committed to safeguarding and promoting the welfare of children. To ensure that this is achieved we expect all employees and volunteers to share this commitment and staff will be recruited and selected in line with safer recruitment policy and practice. The successful applicant will undertake an enhance DBS check.

Application forms can be downloaded from the Rainford High School website at:
<https://rainford.org.uk/about-us/vacancies/>

Completed application form and supporting letter should be returned to my Personal Assistant, Mrs Julie Kershaw, J.Kershaw@rainford.org.uk. We look forward to receiving your application.

Guidance

Application forms and letters should be typed in Calibri font and size 11.

Your letter of application should outline:

- Your experience
- Your qualities
- Any impact you have been able to show in previous roles
- How you believe you would contribute to our team
- Why you would want to work at Rainford High School as part of the Everyone Matters Schools Trust.

Please include two referees one of whom must be your present or most recent employer.

We would recommend that application forms are submitted prior to deadline by at least two hours to allow for any issues that can occur with email and communication devices.