



TRUE LEARNING
PARTNERSHIP



Head of Mathematics

Main scale/Upper scale salary range

Full time permanent from September 2024

TLR 1b

Role information

Closing date for applications: Wednesday 6th March 2024 at 9am

Interviews will take place in the week beginning 11th March 2024



Dear applicant

Thank you for your interest in working at our school. Poynton High is a great school, full of inspirational young people and exceptionally talented staff. As Headteacher I am proud to have such a supportive, expert and engaged staff team and I hope that you will wish to move forward on your application and look to join us in due course.

We seek to appoint a well-qualified and enthusiastic Maths teacher to lead a highly successful and innovative team. The new Director of Learning (Head of Maths) to be appointed will succeed the current Director of Learning who is retiring after many years of successful service. The successful candidate will be passionate about teaching, committed to delivering high standards of teaching and learning and thrive on the responsibility of teaching and leading across all Key Stages.

This position offers someone with good communication and interpersonal skills a fantastic opportunity to join an ambitious and forward-thinking school.

Our school has served the families of Poynton, Disley, Adlington and surrounding areas since 1972 and we lie at the heart of this community's learning needs. We pride ourselves on our vision as a school which serves our whole community and which works in partnership with our colleagues in other schools. We have approximately 1500 students in Years 7 to 13 and offer a wide range of A levels in our successful Sixth Form.

Our staff support our students in an extraordinary range of ways and at the heart of this lies our House System. Every member of staff and every student is in one of our four Houses and we have an extensive programme of House Activities on offer; from House Fishing and House General Knowledge to House Dragons' Den; as well as the traditional football, rugby, lacrosse, athletics, basketball, etc.

The school motto is INSPIRE ACHIEVE CELEBRATE and we apply that to every element of school life. Our role as staff is to ensure that we inspire every student to achieve the best they possibly can in everything they do, whether that be academic, sporting, cultural or in the community and at the heart of our culture is a celebration of that achievement. We hope that as a prospective member of staff you will share our mission to "inspire and empower all within our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society".

I would encourage you to visit our website (www.phs.cheshire.sch.uk) to get a better understanding of life here at Poynton High and if you have any questions that you would like to ask please do not hesitate to contact me directly on head@phs.cheshire.sch.uk. I very much hope that you want to join our team and I look forward to receiving an application from you in due course. Good luck!

Matthew Dean
Headteacher

Job Description for Curriculum Director of Learning

Overall purpose:

To provide leadership and management for the team within the curriculum area to secure:

- Improved standards of learning, teaching and achievement
- A shared vision of strategic development which supports and enhances whole school development
- Effective and efficient use of resources

To translate the school's vision and strategic plan into action.

To contribute to whole school strategic development of the curriculum

Responsibilities

Specifically, the post holder, working with colleagues, will have responsibility for:

Improved Standards of Learning, Teaching and Achievement

Curriculum Directors of Learning secure high standards by:

- High quality teaching
- Securing, sustaining and supporting effective teaching
- Sharing best practice and encouraging debate about how to help students learn.
- Monitoring and evaluating the quality of learning and teaching to lead to improvement.
- Ensuring curriculum coverage, continuity and progression for all students.
- Establishing and implementing effective policies for assessing, recording and reporting students' achievements.
- Setting expectations and targets for students to effect improvement.
- Ensuring communication with students and parents about learning, teaching and progress.
- Setting expectations and targets for staff to effect improvement.
- Encouraging staff in the development of good working relationships with students.
- Supporting staff in implementing the school's behaviour policy.
- Ensuring the professional development of staff.
- Recruiting the best staff.
- Establishing a team identity.
- Promoting teamwork through motivating, supporting, trusting and empowering staff.
- Ensuring clear line management for the team.
- Liaising effectively with other professional teams in the school.
- Developing partnerships with the community, business and industry to enhance the learning process.

A Shared Vision of Strategic Development Which Supports and Enhances Whole School Development

Curriculum Directors of Learning secure high standards by:

- Developing and implementing team policies and plans which reflect whole school aims and developments.
- Using data effectively to implement strategies for improvement.
- Visioning, prioritising and planning effectively.
- Monitoring the progress made in achieving team plans and targets, evaluating the effects on learning and teaching and using this to guide further improvement.
- Representing the interests of the team within whole school development.
- Being aware of the national context and developments which affect the curriculum area.
- Working closely with senior leaders and governors to promote team development.
- Ensuring effective marketing of the team's work internally and externally.

Effective and Efficient Use of Resources

Curriculum Directors of Learning secure high standards by:

- Ensuring a safe learning environment by implementing school and team health and safety policies and monitoring practice of the team.
- Using accommodation to provide the most efficient and stimulating learning and teaching environment for all.
- Ensuring that all equipment is properly looked after and accounted for.
- Managing team finances to achieve value for money.
- Advising senior leaders of expenditure priorities, including long term needs.
- Deploying staff effectively.
- Efficient administration.

To Contribute to Whole School Development of The Curriculum by:

- Attending meetings for Directors of Learning.
- Ensuring effective communication of whole school curriculum thinking.

CORE RESPONSIBILITIES FOR ALL TRUST EMPLOYEES

Health & Safety

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the site management team or another member of SLT as appropriate.

Equality & Diversity

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

Data Protection

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

Safeguarding & Child Protection

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Trust Senior Team from time to time, up to or at a level consistent with the Main Responsibilities of the job.

Person Specification

QUALIFICATIONS AND TRAINING	
Essential	Evidence
1. To be a qualified teacher.	AF
2. To have a degree or equivalent in Maths or a related subject.	AF
3. To have recent experience of teaching students in the secondary sector of education.	AF
4. To provide evidence of professional development relevant to teaching and leadership.	AF
5. To have experience of leadership in school.	AF + I
PROFESSIONAL SKILLS AND EXPERIENCE	
Essential	
1. To have proven excellent classroom teaching and examination success teamed with a commitment to high standards of achievement for students of all ability levels.	AF + LO
2. To have experience of target setting and improvement planning.	AF + I
3. To have the ability to use ICT effectively in teaching and leadership.	AF + I
4. To demonstrate the ability to analyse problems, reach judgements and resolve issues.	AF + I
5. The ability to analyse data for the purpose of school improvement.	AF + I
6. To develop strategies for raising achievement, achieving excellence and improving standards of teaching, learning and assessment.	AF + I
7. To demonstrate the ability to analyse problems, reach judgements and resolve issues.	AF + I
KNOWLEDGE AND UNDERSTANDING	
Essential	
1. To have effective behaviour management strategies.	LO + I
2. To be able to teach Maths at KS3 and 4.	LO + I
3. To have the ability to input into personalising the curriculum in order to meet the needs of all students and knowledge of current thinking in teaching and learning within Maths.	I
Desirable	
1. The ability to teach Maths at KS5	AF + I
ABILITIES	
Essential	
1. To be able to lead and motivate students, setting high standards and providing a focus for improvement.	I
2. To foster an open, fair, equitable culture.	I + R
3. To be able to prioritise, plan and organise yourself and students	I + LO + R
4. To use high quality interpersonal and communication skills which acknowledge excellence and challenge poor performance.	I + R
5. To demonstrate the ability to lead, direct and co-ordinate the work of others, inspiring, motivating and supporting high performance teachers.	AF + I
6. To make decisions based upon analysis, interpretation and understanding of relevant data and information.	I
7. To have the ability to work as a member of a team and to lead and support other colleagues.	AF + I
COMMITMENT	
Essential	
1. To be committed to the promotion of Poynton High School, a school at the heart of learning in the community.	I
2. To believe in equality and celebrate diversity.	I
3. To be committed to inclusion and the right for all to fulfil their potential.	I
4. To be committed to the development of the professional effectiveness of all staff within the department.	I
5. To ensure that all students reach their full potential in Maths	I
6. To provide the choice and flexibility in learning to meet the personalised learning needs of every child.	I

Key to evidence source:

AF = Application Form

LO = Lesson Observation

I = Interview

R = Reference

Maths Team

We are looking for a candidate to lead our strong Mathematics department. The successful candidate will be enthusiastic for the subject and keen to develop this enthusiasm in the students. There is a real opportunity for professional development as Maths is a large and successful team that teaches the full age and ability range and Directors of Learning play a key role in the wider development of the school.

At present the department contains seven full-time and three part-time teachers and a learning support assistant who is linked to the team.

The Mathematics leadership team consist of five people – a Director of Learning, a KS3 coordinator, a KS4 coordinator, a Teaching and Learning coordinator and a KS5 coordinator. The Director of Learning is also supported by a member of the school's Strategic Leadership Team. The whole team contribute to the work of the department by developing lesson resources and collaborative planning. In addition to our in-house professional development, staff are given opportunities to attend external courses, such as those run by the AMSP and the Maths Hub. We also offer support through regular supported study sessions for our Sixth Form students.

We use a progressive scheme of work, that is based upon the White Rose Maths scheme of learning. At GCSE, students follow the AQA specification. In 2023, 80% gained a grade 4 or higher and 24% gained a 7 or higher at GCSE.

Students in all year groups in Key Stage 3 and 4 are set across half year groups, with 4 or 5 sets in each half.

Currently 72 students study Mathematics at A level. In addition, 10 students are studying Further Mathematics at A level. The department follows the OCR specification at A level. In 2023, 33% of the students achieved A*-A and 52% achieved A*-C at A level. In Further Maths A level, 20% achieved A* - A and 100% achieved A*-C. In September 2022, the department started to deliver Core Maths and the first cohort of Year 12 sat these examinations in 2023 with 50% gaining a C grade or better.

The Mathematics department has nine rooms equipped with promethean screens and access to a computer suite.

This is a high achieving department with results that are well above national average and with a strong record of students taking Maths at A level and continuing with Maths, or related subjects, at university.

Key information regarding the application process

Further details

For further details, please contact the HR team via recruitment@truelearning.org.uk

To apply

Applicants are required to submit a completed Teacher application form which is available from the school website www.phs.cheshire.sch.uk

Applications should be sent to recruitment@truelearning.org.uk

Closing date

The closing date for applications is 9am on Wednesday 6th March 2024

Interviews will take place in the week beginning 11th March 2024

The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance including an online check. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.



Trust vision and ethos

TRUE Learning Partnership's vision, as a community-based Trust, is that all its students will benefit from an outstandingly rich and broad education within its ethos and values.

Vision

A community focussed, values based, learning organisation that meets the needs of all its stakeholders so that all will achieve.

Values

Serve our communities with 'An unswerving commitment to ensure every young person achieves their potential, whatever their circumstances'.

Every child, every chance



Information regarding the constitution of the Trust Board

The constitution of the Trust Board is set out in the Articles of Association. Trustees are appointed / elected or co-opted for a period of four years. The Chair of Trustees is elected every four years. Trustees appoint the Chief Executive Officer to assure the strategic intentions of the Multi Academy Trust.

The Chief Executive is also a trustee director of the Multi Academy Trust. As per the scheme of delegation, the CEO and Trustees work in partnership with the local governing bodies to appoint Headteacher's to take responsibility for the day-to-day management of the individual schools.

The regular meeting of Trust management and local Headteachers will be facilitated through the Trust Executive Strategic Group to help facilitate the sharing information and expertise, to aid efficient working and to help provide creative solutions to the many challenges in the current educational landscape.



TRUE LEARNING
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Why work for the Trust?

TRUE Learning is a community based, values focused, cross phased multi academy trust based across Cheshire and Derbyshire. All five academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. Our vision is a community based, values focused, learning organisation that meets the needs of all its members so that all will achieve. By working within our community clusters, we will ensure that every child that is presented to us at the age of 3 is the best they possibly can be by the time they leave us at 18.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central. For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where we can provide world class education where all can achieve.

We offer highly competitive salaries, pension scheme membership, free on-site parking and regular social events. All staff are able to access discounted gym memberships and other negotiated benefits across the Trust.

The Trust provides an Employee Assistance Programme through Health Assured which offers a wide range of services including legal and wellbeing support for employees and their families.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. The CPD@TTLP programme enables all of our staff to access development opportunities across the Trust. Future goals and aspirations are supported through this programme to ensure that all staff are able to develop and achieve their own personal goals.

Staff wellbeing and providing a positive and healthy working environment is a key priority for us, as supporting all of our staff enables them to support all of our students. Our Director of Health and Wellbeing leads this key area working with senior staff across the multi academy trust. We are very pleased that our commitment to staff wellbeing has been recognised by the Valued Worker scheme which offers accreditation to workplaces where staff feel valued.

We are also committed to supporting mental health in the workplace by training a number of teaching and support staff across our Trust to be Mental Health First Aiders and through our work with the Time to Change programme which aims to end mental health discrimination in the workplace.

Information about our academy schools



Poynton High School

We are a very special school where the whole school team passionately believe in creating a school that truly meets the needs of all in our learning community. This is embodied in our mission statement which serves to guide us in the long-term planning for our school.

“We will inspire and empower all in our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society”

This can be summed up in three words, INSPIRE ACHIEVE CELEBRATE and is applied to every aspect of our work. We aim to inspire our young people in all of our work so that they may achieve their full potential and at the heart of this lies a truly celebratory culture; we aim to inspire our team, so that you can achieve, and we celebrate every achievement for everyone - staff and student. (Matthew Dean, Head Teacher)



Lostock Hall Primary School

We are a growing (205 students) Primary School, serving children from the age of 3 to 11. We are a safe, stimulating and friendly school which provides an inclusive, calm, caring and productive learning environment. Our aim is to challenge and support each other and every child to help them realise their potential and to make a positive difference to their lives. Children leave Lostock Hall Primary school very well prepared for their future learning at secondary school and beyond.

Through our guiding principles of Be Ready, Be Respectful and Be Safe we deliver a carefully designed curriculum which progressively meets the needs of our children through fun learning and leads to excellent outcomes. (Graham Hamilton, Head Teacher)



Disley Primary School

Our school is a very special place to be. We pride ourselves on being a happy, caring school where each child is valued as an individual. We aim to provide a stimulating learning environment which allows every individual to fulfil his/her potential.

We constantly seek exciting ways of delivering both the Foundation Stage and National Curriculum requirements, along with opportunities for social and moral development. Our children are at the heart of everything we do. (Jake Nicklin, Headteacher)



Glossopdale School

Our School is a warm and caring community for all of our 1244 students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

We are in the very fortunate position to work within a new purpose-built school which opened in September 2018. This has benefitted staff and students in so many ways. Our students learn in a modern, open and inclusive environment which has been designed to reflect and compliment the local landscape. (Debbie McGloin, Executive Head Teacher)



Hague Bar Primary School

Here at Hague Bar Primary School, we have worked hard to develop a school which provides an excellent education by helping each child to achieve her or his full potential. Our skilled staff foster a happy and caring atmosphere, where children can succeed through our personalised learning process, ensuring no child is left behind.

The origins of Hague Bar Primary School stretch all the way back to 1854, with a school which was in existence at the Strines Print Works. Hague Bar Primary School is just inside the Derbyshire border. It lies between the town of New Mills in Derbyshire and Strines in Cheshire. The school is situated on the edge of the countryside and enjoys stunning views of fields and distant hills.

We are proud of, and celebrate, the achievements of our children, both in and out of the classroom, and we are here to help your child make the most of their potential. (Karen McCurdy, Head of School)

TRUE LEARNING PARTNERSHIP: SCHOOL LOCATIONS



Our partnership of primary and secondary schools is located to the south-east of Manchester, close to the natural beauty of the Peak District National Park.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central.

For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

Trust Safeguarding Statement

TRUE Learning (TL) recognises the important role that our schools and their staff have in the wider safeguarding system for children. **ALL** staff have a responsibility to provide a safe environment in which children can learn. The Trust fully adopts statutory guidance "Keeping Children Safe in Education" (September 2023).

TRUE Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school. Full details of key contacts for safeguarding in each of our schools is listed below.

The Trust's Designated Safeguarding Officer is Catherine Holyland, Safeguarding Lead and Deputy Head Teacher at Poynton High School. If you wish to contact her directly please email cholyland@truelearning.org.uk

The Trust Board safeguarding representative is Lucy Monk. If you wish to contact her, please email info@truelearning.org.uk stating that the email relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



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