



Head of Maths St Ivo School

Recruitment Pack



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Welcome Letter

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their academy to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Libby Nicholas

Chief Executive, Astrea Academy Trust





A Warm Welcome, from Sam Griffin, St Ivo School

Dear Colleague,

Thank you for your interest in St Ivo School and the post of Head of Maths. This is an opportunity to join a vibrant, successful and supportive department and play a key role in the development of the school towards outstanding.

The vacancy has arisen in difficult circumstances. Our Head of Maths passed away just before Christmas following a brief illness. The department is being led on an acting basis by colleagues within the team. We see this appointment as a key step in building on the strong work already undertaken and forming future direction.

St Ivo is a large 11-18 comprehensive academy in the town of St Ives, Cambridgeshire. We have around 1750 students with around 300 in our Sixth Form. The school is 60 years old and is proud of its place within the local community. We are a truly comprehensive and inclusive school. This is reflected in our approach to all areas of our work. From supporting students preparing for Oxbridge through to working with the most vulnerable St Ivo embraces everyone.

The rapport between staff and students has been central to our success over the years. St Ivo is a happy place to work and to teach. Students here are keen to learn and are well behaved. We are an active and dynamic community who see learning in all aspects of our work: lessons, tutor work, clubs, extra-curricular activities and trips. To get a picture of what we get up to visit our Facebook or Twitter feeds.

Staff development is hugely important at St Ivo. I believe that we are a creative staff that is willing to take risks and experiment with new ideas. We have well established Teaching and Learning groups who lead our CPD work. This includes research work alongside the Cambridge University Faculty of Education as part of the SUPER partnership. Indeed, a large number of staff have undertaken Masters programmes with the faculty over recent years. The scale of the school means that there are plenty of internal opportunities to broaden your knowledge and to develop your career. The majority of the current SLT have reached their positions through internal promotion. St Ivo is a school where you can make progress, develop your career and, I hope, enjoy doing it.

St Ives is a delightful town centred around an old river port on the River Ouse. It is well connected being close to both the A1 and A14. Public transport to and from Cambridge (15 miles) is excellent giving access to its fantastic mix of history, culture, shopping and cutting edge technology and business. London is less than an hour by train from either Cambridge or Huntingdon. In addition to this the area is surrounded by fantastic countryside. We think it is a great place to live, work and raise a family.

School performance is well above national average. In 2018 65% of our students gained grade 4+ in both GCSE English and Maths, with 24% of all grades at A*A or equivalent. In the Sixth Form, 51% of A Level grades were A*B. Our 2016 Ofsted report rated the school as Good in all areas. It praised the quality of teaching, assessment and leadership. There was a strong message that this is a school well positioned for further improvements and a clear move towards Outstanding. As such this is an exciting time to be joining a rapidly improving, successful school.



As you will see elsewhere Maths is a vibrant and successful subject within the school. This is a great opportunity to join a team of first rate teachers across the school and to innovate a curriculum to be amongst the best in the country.

I hope that you will want to find out more about St Ivo School and that you will want to apply for the post. If you would like to visit us prior to application, you would be most welcome. Please contact Emillie Newell, PA to the Principal, on 01480 375400, or email office@stivoschool.org to arrange a visit.

I look forward to receiving your application.

Yours sincerely

Sam Griffin
Principal





Astrea Academy Trust

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.



All members of staff are encouraged to use the Astrea Academy Sheffield Nursery for any eligible children in their care. The Nursery and Primary prospectus can be found here; <https://astreasheffield.org/nursery/>



Astrea Academy Trust Ethos

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Astreastars**

Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

Honesty and Integrity

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website: <https://astreaacademytrust.org/>



Astrea Academy Trust Family

Academies currently within Astrea Academy Trust:

Primary	Website
★ Atlas Primary Academy, Doncaster	http://www.stirling.doncaster.sch.uk/
★ Byron Wood Academy, Sheffield	https://astreabyronwood.org/
★ Carrfield Primary Academy, Rotherham	https://www.astreacarrfield.org/
★ Castle Academy, Doncaster	https://www.astreacastle.org/
★ Denaby Main Primary Academy, Doncaster	https://www.astreadenabymain.org/
★ Edenthorpe Hall Academy, Doncaster	https://astreaedenthorpehall.org/
★ Gooseacre Primary Academy, Rotherham	https://www.astreagooseacre.org/
★ Greengate Lane Academy, Sheffield	https://www.astreagreengatelane.org/
★ Hartley Brook Primary Academy, Sheffield	https://www.astreahartleybrook.org/
★ Hatfield Primary Academy, Sheffield	https://www.astreahatfield.org/
★ Hexthorpe Primary Academy, Doncaster	https://www.astreahexthorpe.org/
★ Highgate Primary Academy, Rotherham	https://www.astreahighgate.org/
★ Hillside Academy, Doncaster	https://astreahillside.org/
★ Intake Primary Academy, Doncaster	https://www.astreaintake.org/
★ Kingfisher Primary Academy, Doncaster	https://www.astrea-kingfisher.org/
★ Lower Meadow Primary Academy, Sheffield	https://www.astrealowermeadow.org/
★ The Hill Primary Academy, Rotherham	https://www.astreathehill.org/
★ Waverley Primary Academy, Doncaster	https://www.astreawaverley.org/
Secondary	
★ Astrea Academy Woodfields, Doncaster	http://astreawoodfields.uk/
★ Cottenham Village College, Cambridgeshire	https://www.astreacottenham.org/
★ Ernulf Academy, Cambridgeshire	http://www.ernulf.cambs.sch.uk/
★ Longsands Academy, Cambridgeshire	http://www.longsands.cambs.sch.uk/
★ Netherwood Academy, Barnsley	https://astreanetherwood.org/
★ St Ivo Academy	http://stivoschool.org/
★ The Dearne Academy, Rotherham	https://thedearnealc.org/
Special School	
★ The Centre School, Cambridgeshire	https://www.astreacentreschool.org/
All-through	
★ Astrea Academy Sheffield, Sheffield	https://astreasheffield.org/



Job Description

Position:	Head of Maths
Salary Range:	MPS/UPS with TLR 1B (£9,665)
Contract Type:	Permanent
Reporting to:	Deputy Principal/Assistant Principal
Location of this position:	St Ivo School, St Ives, Cambridgeshire

Purpose of this role:

- Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
- To be accountable for student progress and development within the subject area.
- To develop and enhance the teaching practice of others.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies.
- To be accountable for leading, managing and developing the subject/curriculum area.
- To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Key responsibilities

- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- To lead and manage the planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, SIP and the aims and objectives of the school.



- To foster and oversee the application of I.C.T. in Maths including the development of materials for E-Learning.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Manager.
- To liaise with SLT to maintain accreditation with the relevant examination and validating bodies.
- To ensure that the development of Maths subjects is in line with national developments.
- To be responsible for the efficient and effective deployment of the Department's technicians/support staff (if appropriate).
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To participate in the school's ITE programme.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- To contribute to the school procedures for lesson observation.
- To seek/implement modification and improvement where required.
- To ensure that the Department's quality procedures meet the requirements of Self-Evaluation and the School Improvement Plan.
- To produce reports within the quality assurance cycle for the department.
- To produce reports on examination performance, including the use of value-added data.
- In conjunction with SLT, to manage the Department's collection of data.
- To provide the Governing Body with relevant information relating to the Departmental performance and development.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- To represent the department's views and interests.
- To contribute to the planning and delivery of school liaison activities.
- To lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
- To promote actively the development of effective subject links with external agencies.
- To work with the SLT Line Manger in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.



- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE, citizenship and enterprise according to school policy.
- To ensure the Behaviour Management system is implemented in the department so that effective learning can take place.
- Support the school in meeting its legal requirements for worship.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.

Main duties:

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To be responsible for the day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- To monitor actively and follow up student progress.
- To implement school policies and procedures, e.g. Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy, etc.
- To liaise with SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan and School Evaluation.
- To be accountable for the development and delivery of the subject.
- To lead curriculum development for the whole department.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- To work with SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To continue own professional development as agreed with Line Manager.
- To undertake Appraisal Review(s) and to act as appraiser for a group of staff within the designated department.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.
- To ensure the effective operation of quality control systems.
- To establish the process of the setting of targets within the department and to work towards their achievement.
- To implement school quality procedures and to ensure adherence to those within the department.



- To monitor and evaluate the curriculum area/department in line with agreed school procedures including self-evaluation against quality standards and performance criteria in line with the OFSTED framework for inspection.
- To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To monitor and support the overall progress and development of students within the department.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.



Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Knowledge, Qualifications and Experience	Essential	Desirable
Relevant Experience		
Proven experience of teaching Maths at KS3, KS4 with excellent classroom management skills	✓	
Proven experience of teaching Maths at KS5		✓
Effective classroom teacher	✓	
Education and Training		
Qualified teacher status	✓	
Degree or equivalent	✓	
Evidence of recent and relevant professional development		✓
Knowledge		
Detailed understanding of planning the KS3 Maths curriculum	✓	
Detailed understanding of planning the KS4 and KS5 Maths curriculum to meet exam board requirements	✓	
Skills and Ability		
Ability to analyse data and identify trends	✓	
Ability to communicate effectively at all levels	✓	
Effective interpersonal skills	✓	
Efficient organiser	✓	
Ability to use initiative and prioritise work	✓	
Ability to work to deadlines	✓	
Confident user of ICT	✓	
Ability to manage staff effectively	✓	
Good influencing and negotiating skills		✓
Understanding of Quality Assurance measures and indicators		✓
Experience of mentoring and supporting NQTs/Trainees in Maths		✓
Experience of monitoring progress of students in Maths and intervening where necessary	✓	
Evidence of line-managing staff		✓



Additional	Essential	Desirable
Ability to work as part of a team	✓	
Ability to quickly gain the respect of all students and staff and foster appropriate relationships	✓	
Flexible approach to work	✓	
Committed to school ethos and direction	✓	
Understanding of Safeguarding Procedures	✓	
High standard of punctuality	✓	
Appointment to the post is subject to satisfactory enhanced DBS check	✓	



Child Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our pupils.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

Keeping Children Safe in Education 2018

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2018. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy as well as other Astrea Academy Trust policies.



Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

Safeguarding Children and Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

- Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

Interview Process

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address



- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance



How can I Apply?

This is an exciting and very rewarding role and we look forward to receiving your application.

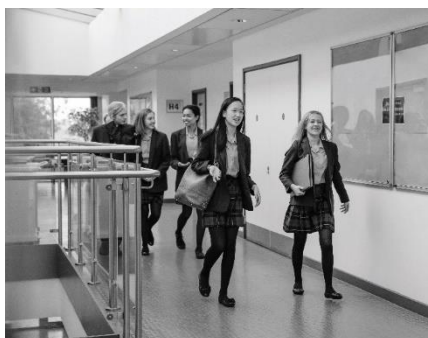
Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;

Name: Louise McAuliffe
Position: HR Administrator
Contact: hr@stivoschool.org

The Application Process

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.



Astrea Academy Trust pays full regard to 'Keeping Children Safe in Education' guidance 2018. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check. Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy. The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.