



Biddick Academy

Application Pack

Second in Maths

MPS/UPS

TLR 2C (£7,847)

Start Date: September 2024

Closing Date: 13th March 2024

We reserve the right to close advertisements early. Advertisements will therefore close at 12 midnight, either on the advertised closing date, or the day the decision has been taken to close the advertisement early.

Biddick Lane, Washington, Tyne & Wear, NE38 8AL

11-16 Comprehensive
1144 on roll
Headteacher: Miss Kate Morris

Required for September 2024
Closing date 13th March 2024

Second in Maths (MPS/UPR)
TLR 2C (£7,847)

Inspiring learning, unlocking potential, achieving success

We are looking for an inspirational teacher who has a genuine passion for maths. The Maths Faculty at Biddick Academy seeks a committed, enthusiastic and talented Second in Faculty to join our team. This is a fantastic opportunity for a motivated and ambitious professional to make a substantial contribution to the development of the Academy. We are really looking for someone who can drive forward the quality of teaching and learning in the department along with supporting in the leading and managing of the team.

Biddick Academy is a good school (Ofsted, 2021) conveniently situated 10 minutes' drive from Newcastle and Durham. The Academy enjoys an excellent reputation within the local community and is consistently oversubscribed year-on-year. We are seeking to appoint a colleague who shares our passion for learning and our determination to change lives through the education we provide. Our curriculum is founded on the core values of resilience, curiosity, aspiration, and readiness.

The successful candidate will:

- be uncompromising in their high expectations of students;
- have a genuine desire for students to succeed;
- possess excellent subject knowledge;
- exhibit excellent interpersonal and communication skills;
- have the ability to engage and inspire pupils;
- be able to demonstrate high quality teaching;
- have the desire and ability to lead others in excellence;
- have an evident passion for maths.

At Biddick Academy you will be joining a team where we work collaboratively to ensure our students are safe, happy, inspired and cared for. We provide an extremely supportive induction programme for new staff and high quality, bespoke leadership professional development opportunities.

Please contact Ashleigh Bulbeck, HR Manager at – bulbeck.a@biddickacademy.com or 0191 5111600, ext 5013 to arrange an informal discussion regarding the role or a visit.

To apply, please return completed applications forms to recruitment@biddickacademy.com

Biddick Academy is committed to the safeguarding and promoting the welfare of children and expect that all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check before taking up the post, along with pre-employment safeguarding checks.

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Dear Applicant

Thank you for your interest in the post of Second in Maths at Biddick Academy.

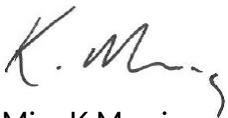
Our aim is to inspire children to learn, unlock their potential and achieve success. We are passionate and determined that every student feels a sense of achievement, enjoys their learning, is happy and cared for, and develops as a well-rounded individual.

At Biddick Academy, we are preparing students not just to excel in examinations but also to have the skills and attributes to be successful in life. Our curriculum is designed with the intention of developing curious, resilient, aspirational young people who leave us, truly ready for their next steps. We recognise the importance of the informal and formal curriculum and actively encourage a wealth of extra-curricular activities.

I am proud to lead a team of exceptional staff who develop positive relationships with students and are committed to providing opportunities so that students fulfil their potential. You will be joining a team that works together, supporting and motivating each other to ensure our students thrive and flourish.

Biddick Academy is at the heart of the local community and for this reason; the Academy is a warm, energetic, and supportive environment. We provide a comprehensive induction programme for new colleagues and offer a range of high-quality professional development opportunities.

I would like to wish you the best of luck with your application and should you require any further information please do not hesitate to contact the Academy.



Miss K Morris
Headteacher

Academy Information

As an oversubscribed school, Biddick Academy has an excellent reputation in the local community. With 1144 students on roll and a specialist ASD provision comprising of 35 places, Biddick Academy is a dynamic place to work. We have 6 feeder primary schools and our catchment area is comprehensive, encompassing a wide variety of backgrounds.

The Academy has benefited from significant investment over a number of years and has excellent facilities, including a purpose-built Engineering workshop and Hair and Beauty salon. After school hours, the Academy is busy with many community groups using the 3G pitches and leisure facilities.

As an organisation, we want everyone, students and staff alike, to:

- Be part of a safe and respectful community
- Feel happy, valued and empowered so that we all thrive
- Aspire to be the best we can be
- Act with integrity
- Nurture resilience and independence
- Have the attitude and character to excel in life
- Have a desire to learn and work with passion, purpose and pride

Curriculum

Key Stage Three

In Years 7 to 9 students study a broad range of subjects that, at the end of Key Stage Three, enable them to make informed choices for their GCSEs. For example, at present students study the following subjects: English, Mathematics, Science, Geography, History, Religious Education, Physical Education, Music, Art, Design Technology, Computing, PD (Personal Development), Accelerated Reader, Spanish/French.

Key Stage Four

At the end of Year 9, students make choices regarding the courses they would like to study in Years 10 and 11. All students study GCSEs in the following subjects: English Language, English Literature, Mathematics, Science, History and /or Geography. In addition, all students must also continue to study Physical Education and PD (Personal Development) as part of the non-examined curriculum.

Students may then choose from a wide variety of further subjects to make up their option choices. At present GCSEs and vocational courses are available in: French, Spanish, Religious Education, Computer Science, Creative iMedia, Business and Enterprise, Hospitality and Catering, Fine Art, Art and Design, Textiles, Digital Art, Physical Education, Dance, Drama, Music, Chemistry, Biology and Physics.

Mathematics Faculty

The Faculty aims to provide all students with a rewarding and enjoyable experience of mathematics and to prepare them to become confident, numerate individuals who are able to deal with all aspects of mathematics in their chosen career and adult life. This is accomplished through a commitment to the high-quality teaching of a well-designed curriculum which motivates and engages all students.

The Faculty comprises of eleven teachers with a range of experience who work collaboratively to plan and implement a well sequenced curriculum which engages our students.

The Mathematics Faculty is:

- Highly successful
- Committed to sustaining and improving results across KS3 and KS4
- A highly collaborative and supportive department
- Innovative, creative and student centred
- Following EdExcel at GCSE for Mathematics

Alongside the Faculty Leader and Second in Faculty, there are several supporting TLR leadership positions within the faculty, including a Lead Practitioner, to support and develop teaching and learning.

Job Description

Job title:	Second in Maths
Contract type:	Permanent
Accountable to:	Faculty Leader/ SLT Link
Grade:	MPS/ UPS with TLR 2C
The role:	<ul style="list-style-type: none"> To work under the direction of the Leader of Maths to raise standards of student attainment and achievement within Maths; to monitor and support all students' progress and be accountable for that progress. To be responsible for leading, managing, deploying and developing the teaching and support staff within the faculty. To be responsible for a key stage within Maths and to lead on monitoring and reviewing the curriculum. To be responsible for self-evaluation and analysis of achievements and standards within Maths. Implement appropriate plans to impact on the progress of students in Maths. To consistently teach good and outstanding lessons which bring about excellent outcomes for all students. To ensure good and outstanding lessons are taught by all staff in the department, which bring about excellent outcomes for all students. To work under the direction of the Leader of Maths to assess the performance and professional development needs of the Maths department, providing consistent feedback, guidance and support to ensure high standards. Undertake any professional duties reasonably delegated by the Headteacher. Any other duties that support the development of teaching and learning.
General Expectations:	<p>Staff will:</p> <ul style="list-style-type: none"> Contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities'. Be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection and Safeguarding, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person. Uphold our commitment to safeguarding and to promote the wellbeing of children. Play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage staff and students to follow this example. Follow school policy regarding safeguarding, care, support and supervision of students. Attend training and development activities and courses, ensuring continuing, personal and professional development. Contribute to a welcoming school culture by promoting mutual respect for all. Comply with any reasonable requests from a leader to undertake work of a similar level that is not specified in this job description. Work as a team member. Act as a role model to students in speech, dress, behaviour and attitude. Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

<p>Duties and Responsibilities for all Teaching Staff:</p>	<p>All teaching staff will:</p> <ul style="list-style-type: none"> • Work within the National Conditions for Employment of School Teachers (STPCD). • Uphold and observe the Professional Code for Teachers (GTC) and meet the National Standards for Qualified Teachers. • Promote the school's stated ethos and support the school's policies in student leadership and Management. • Support and encourage colleagues at all levels within the school. • Contribute to and implement the annual School Improvement Plan and agreed policies. • Teach as directed throughout the school, subject to appropriate training. • Expect, monitor and improve progress in student learning. • Contribute to the personal and social development of all students. • Participate in the pastoral management and delivery of the schools Careers Education Information Advice and Guidance (CEIAG) and personal development programmes as requested. • Take part in quality assurance and performance management procedures outlined in an agreed school policy. • Take responsibility for personal development.
<p>Responsibilities for all Subject Teachers:</p>	<p>All subject staff will:</p> <ul style="list-style-type: none"> • Take full responsibility for ensuring a scheme of learning is delivered to students in their allocated classes. • Plan lessons using a range of strategies to meet student's individual learning needs understood from attainment and supporting data. • Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school. • Use the models set out in School Policies for delivery of lessons. • Set homework according to school and department policies. • Mark, assess record and report on student's achievements, setting appropriate targets. Keep to deadlines for reporting, marking, submission of coursework and assignments. • Prepare students for examinations when required, taking part in standardising and moderating activities required by departments and examination boards. • Contribute to the development of schemes of learning, school and department policies as appropriate. • Attend and contribute to appropriate meetings and professional development activities. • Take an active part in the school's self-evaluation process, including the completion of appropriate documentation, and contribute to this process within the subject area. • Undertake whatever other duties might reasonably be requested by the Headteacher or Faculty Leader.
<p>Responsibilities of all Form Tutors:</p>	<p>All form tutors:</p> <ul style="list-style-type: none"> • Are responsible for day-to-day administration in the tutor group. • Review and discuss student's work and welfare, setting targets as necessary. • Meet with parents including school calendared meetings. • Promote good behaviour and positive attitudes at all times. • Support form, year and school activities as appropriate. • Deliver an appropriate programme of form group activities, including the agreed CEIAG/IAG programme.

Responsibilities of Post Threshold Teachers:	<p>Teachers who have passed the Threshold should ensure that they continue to meet Threshold Standards and should demonstrate that they make an active contribution to the policies and aspirations of the school.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • They provide a role model for teaching and learning. • Make a distinctive contribution to the raising of student standards. • Contribute effectively to the work of the wider team. • Take advantage of appropriate opportunities for professional development, using outcomes effectively to improve students' learning. <p>There is a clear expectation that Post-Threshold Teachers will take a lead role in the development of other teaching staff and will welcome Early Career Teachers and visitors, by prior arrangement, into their learning environment.</p>
Contribution to school development:	<ul style="list-style-type: none"> • Contribute to the development of school policy through participation in appropriate meeting groups, committees and working parties. • Liaise as appropriate with external agencies including school improvement services/partners. • Support the school ethos and policies in relation to students, parents, the local community and other external groups. • Provide reports as appropriate for Trustees on activities and progress within the area of responsibility.
Student Outcomes:	<ul style="list-style-type: none"> • Be accountable for the performance of students against targets in the appropriate curriculum area(s). • Prepare reports as required analysing student progress and performance in the designated area • Establish and maintain a safe, healthy and attractive environment for learning.
Resources:	<ul style="list-style-type: none"> • Manage budgets allocated to the area following all Trust procedures. • Deploy staffing and physical resources effectively to support the delivery of high quality teaching and learning. • Ensure all relevant health and safety requirements are complied with, bringing concerns to the attention of the relevant staff promptly.
Notes	<p>This document is an overview of the role. The responsibilities will include but are not limited to those listed above and it is anticipated that the role will evolve over time and the duties may change.</p> <p>This document does not form part of your contract of employment.</p> <p>This post will have contact with children and as such a satisfactory disclosure form the Disclosure and Barring service (DBS) is a required condition of employment.</p>

Job title: Second in Maths	E/D
Qualifications and Training	
GCSE (or equivalent) in English and Maths at Grade C or above	E
Degree in a relevant subject	E
Recent evidence of commitment to own professional development.	E
Ability to teach Maths to KS4.	E
Teaching and Learning	
A proven track record of raising and maintaining high educational standards In Maths.	E
A proven track record of delivering strong progress outcomes.	E
Demonstrate excellence in teaching, learning and assessment.	E
Experience of leading teaching and learning initiatives beyond own classroom to raise standards.	D
Ability to interpret and act on a wide range of key data to inform practice and expectations.	E
Evidence of the effective use assessment to inform planning for outstanding teaching and learning.	E
Experience of contributing to the professional development/coaching and mentoring of colleagues to improve teaching and learning/outcomes.	E
Evidence of outstanding classroom management skills and consistently excellent teaching and learning.	E
Knowledge and Understanding	
Knowledge of KS3 and KS4 Maths specifications.	E
Use of assessment information to improve student progress.	E
Develop high quality learning strategies to enhance teaching and learning (including intervention).	E
An awareness of current educational developments.	E
Skills and Experience	
Excellent interpersonal and communication skills.	E
Ability to set and meet ambitious, challenging goals and targets.	E
Able to motivate, enthuse and influence others.	E
Experience of strategic planning and implementing development planning.	D
Leadership Attributes	
High expectations for accountability and consistency.	E
Genuine passion and a belief in the potential of every student.	E
Motivation to continually improve standards and achieve excellence.	E
Judgement, drive and influence to lead and inspire others.	E
Personal Attributes	
Passion, commitment, innovation, perseverance and flexibility in supporting achievement.	E
Able to work consistently at a high level of performance.	E
Team player.	E
Ability to effectively manage behaviour in the classroom / work as part of a team / undertake a full range of professional duties.	E
A commitment to promoting equality, diversity and inclusion.	E
Commitment to the safeguarding and promoting the welfare of children.	E

Assessment against the criteria outlined above will be through the application form, letter of application, work related assessments, interview process and references.