



# Darwen Aldridge Community Academy



**AST MATHEMATICS POST**  
**Information for applicants**

# February 2010

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Dear Colleague,

Thank you for expressing an interest in the post of AST Mathematics teacher at Darwen Aldridge Community Academy.

The post arises as a result of the collaboration between DACA and the National Centre for Excellence in the Teaching of Mathematics (NCETM). The successful candidate will become an employee for the Academy, with four days per week working in the Academy, and one day per week working on behalf of the NCETM. As part of the NCETM commitment, the successful candidate will be their lead Mathematics AST in the north-west, liaising with other ASTs and working with the team of Mathematics ASTs across the regional network.

The Mathematics Faculty plays a key role in raising standards and the quality of teaching and learning in the Academy. In anticipation of this, and in developing the Mathematics curriculum at all key stages, we are looking for an outstanding and innovative AST teacher who can offer to teach across the Mathematics Faculty, work collaboratively with others to develop functional skills, and lead on Academy initiatives. The post will include the teaching of Maths across Key Stages 3, 4 and 5. We are looking to expand our Key Stage 5 provision, and there will be the opportunity to support the development of post 16 courses. Contribution to the Academy's extra-curricular Session 3 programme is also expected.

The Academy opened in September 2008 as an innovative 11-18 state funded independent school. Our specialism is Entrepreneurship, encouraging our students to develop a passion for learning as well as an enterprising spirit. Our new and expanding Sixth Form offers opportunities for staff and students, including academic and vocational courses, as well as visits abroad. With our new £30 million Academy building being open in September 2010, this is an exciting time to become part of the DACA team.

Potential applicants will find useful details about the Academy at [www.daca.uk.com](http://www.daca.uk.com) and our sponsor Rod Aldridge at [www.aldridgefoundation.com/site/web/home.html](http://www.aldridgefoundation.com/site/web/home.html). Our sponsor is a keen supporter of engaging young people in education and raising their aspirations. In addition, further information about the NCETM is available at [www.ncetm.org.uk](http://www.ncetm.org.uk).

Please find enclosed with this letter;

- General information about the Academy
- A job description for the post
- A person specification for the post
- An application form
- A prospectus

I hope that this information will encourage you to apply for this key post. The closing date is Wednesday on 3<sup>rd</sup> March 2010 at noon.

Yours faithfully,

Brendan Loughran  
Academy Principal

## [Darwen Aldridge Community Academy Information](#)

The Academy opened in September 2008 in the buildings of the former Darwen Moorland High School. The new Academy building with its stunning facilities, including an entrepreneurship centre, is scheduled to be open in September 2010 in a new location adjacent to the town centre.

### **The Sponsor**

The sponsor of the Academy is Rod Aldridge, providing funding through his charitable trust, and on-going support through the Aldridge Foundation. The Aldridge Foundation brings extensive expertise from the public and private sectors to support this project.

### **Academies**

Academies are a new type of secondary school, aiming to break the cycle of under-achievement in areas of social and economic deprivation. Academies bring together innovative approaches to teaching and learning with state-of-the-art technology and surroundings. A defining feature of an Academy is its specialism. Our specialism of entrepreneurship has been a real and dynamic part of Academy life from the moment we opened. The second specialism for the Academy is Sport.

## **Entrepreneurship**

Entrepreneurship is the main specialism for the Academy. To us, entrepreneurship means;

- Developing a positive attitude and a determination to succeed
- Developing the highest standards in the teaching and learning of business and enterprise
- Providing opportunities for young people to learn about and become involved in social entrepreneurship
- Developing strong partnerships with a range of other education organisations
- Developing strong partnerships with adult learning providers and the business community

Through our specialisms, the Academy will instil in young people a determination to succeed, to achieve high expectations and to become more responsible for the world within which they are growing up.

The Academy will be a large organisation. It will have an annual standard Year 7 entry number of 240 students. It is projected that when the Academy reaches full capacity by 2012, it will have 1200 11-16 year olds on roll and 400 post 16 students. It will have approximately 140 employees and provide opportunities for community learning.

The Academy is committed to working in partnership with other organisations to support the development of provision, care and achievement for 14-19 year olds. An imaginative and innovative curriculum is being developed for the Academy. The timetable will combine an offer of academic and vocational courses to ensure that the needs of all students are met.

The design of the Academy reflects a curriculum structure where lessons are within extended morning and afternoon learning sessions, with additional extra-curricular sessions beyond the traditional school day.

We hope that this information motivates you to apply for this important position. You will probably recognise that we are in the process of raising standards and embedding the Academy ethos, as well as preparing for the opening of our new building, and this is a great opportunity to make a contribution to an exciting project and to be involved in shaping the future educational provision in the town.

Brendan Loughran  
Principal

## **The Mathematics Faculty**

The Mathematics Faculty is committed to raising standards and instilling a love of the subject into young people. The faculty is committed to raising standards, through innovative learning and teaching, and instilling a love of our subjects into young people, is looking to extend its provision at Key stage 5, and is working with the specialism to develop financial capability across the Academy. Within its first year, mathematics improved the GCSE C+ outcome by 11%, achieving the highest ever score of 38% C+. Our intention is to see this trajectory of improvement year on year. To this end, we have already secured 32% grade C+ with the current Y11 from GCSE early entry, raising our aspiration to reach 50% this year.

There are five full and one part time teaching staff, and two HLTAs in the faculty. In addition, a new Director of Learning has been appointed to take up post this September. The faculty is committed to teamwork. Ideas, approaches, strategy and planning are co-operative. As part of this team, the Mathematics AST will provide pedagogic leadership within the school and play a key role in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of their colleagues. The primary leadership role as the AST for Mathematics is to raise and maintain standards of Mathematics and numeracy across all subjects as well as within the faculty through the sharing and demonstration of good teaching and learning practices.

The Mathematics Faculty has a suite of rooms equipped with interactive whiteboards, wireless access, a wide range of resources, and access to their own class set of laptops, in addition to the IT provision in the Academy. Throughout this year the Faculty have been reviewing and re-writing schemes of work and lesson plans to take full advantage of the new longer learning sessions and the Academy specialism. The strength of the team is demonstrated in their willingness to try new teaching and learning methods in order to raise standards.

At Key Stage 4 we deliver the Edexcel modular and linear specifications to meet the needs of our students, and have been part of the national BTEC Mathematics pilot. From this year we are also part of the national Functional Skills pilot. Gifted, able and talented students have the opportunity to do part of their GCSE examinations in Year 9, with a view to completing in Year 10, and undertaking AS level in Year 11. A key feature of lessons in the faculty is the use of ICT in the approach to learning and teaching - the use of ICT is widespread and staff are encouraged to take risks and try something new.

We are looking to appoint a Mathematics AST who can inspire students, work as part of our team, and contribute to the development of the subject and the Faculty as a whole. Additionally, we are looking for someone who can begin each day with a smile, and finish each day with a sense of humour!

Chris Wilford

Director of Learning for the Mathematics Faculty



**Darwen Aldridge Community Academy**

**Job description – Advanced Skills Teacher for Mathematics**



You are to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

All colleagues are expected to demonstrate a wholehearted commitment to the development of the Faculty and a willingness to assist the Faculty Director of Learning in preparing for, and adapting to, the changing needs of the Faculty.

The AST will provide pedagogic leadership within the school and play a key role in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of their colleagues.

Your primary leadership role as the AST for Mathematics is to raise and maintain standards of Mathematics and numeracy across all subjects as well as within the Mathematics Faculty through the sharing and demonstration of good teaching and learning practices.

You will model the entrepreneurial traits of having a determination to succeed and a positive attitude in all aspects of your work. You will endeavour to instil these attitudes in colleagues and students.

**PURPOSE OF POST:**

To lead learning within the Maths Faculty, and across the Academy as part of the AST team, and to act as a model of good professional practice within the Maths Faculty.

To lead best practice in the teaching of Maths within the Maths Team, working with colleagues to ensure excellence in Maths teaching and learning

To support teaching and learning developments across the curriculum, by helping and supporting colleagues within Darwen Aldridge Community Academy by sharing good practice in teaching and learning

To teach a timetable of Maths across the age and ability range of the Academy, delivering agreed Schemes of Work, and leading on teaching and learning developments.

To carry out a programme of "outreach" activity within Darwen, focussing on the Darwen Aldridge Community Academy family of schools

To inspire and enthuse your colleagues by being innovative and creating the capacity for change. Improvements will need to be embedded in the practice of faculty teams and subject teams within these.

Your role as AST for the Maths Faculty is to:

- carry out day to day duties of a classroom teacher
- raise and maintain standards across the Maths Faculty and the Academy

As part of an ongoing review of monitoring of student progress, you have three core roles within the faculty:

**Making judgements** about the standards of students' achievement.

**Evaluating teaching and learning** and setting priorities for improvement across the faculty.

**Leading sustainable improvement** by identifying targets for improvement, by developing and leading strategies to achieve these strategies.

*What more should we aim to achieve this year, within a two/three year period and what must we do to make it happen?*

- You will establish improvement targets of moving from satisfactory to good, and from good to outstanding as part of the Academy's IQA process.
- You will work with Directors of Learning and all staff to develop and implement strategies to achieve these targets.

### **Specific Responsibilities**

*The main responsibilities of the post are to:*

- lead the learning and teaching of Maths, demonstrating best practice and supporting colleagues to deliver challenging and exciting lessons
- provide a well-planned, challenging and purposeful learning environment for students in Maths
- lead the development of a programme for the most able and gifted students
- lead the setting of homework on a regular basis and ensure that student work is marked promptly
- lead the assessment, monitoring, recording and reporting on student achievement in line with Academy policy, including writing student reports and attending parents meetings
- assist in the identification of student special educational needs, and support the work of the Learning Support Team, including participation in the writing and review of individual education plans
- lead the development of course outlines, syllabuses and schemes of work in Maths
- make effective use of student performance data, and student and staff target-setting; and provide relevant information to staff
- monitor and record student attendance in Maths in line with Academy policy, and support the Leadership Team in the maintenance of high levels of student attendance
- lead, support and carry out policies and practices to promote positive student behaviour and achievement in Maths within the framework of the positive discipline policy
- assist the Academy Director of Leadership team and AST team in the development of teaching and learning within the Academy, contributing to the staff development, induction, NQT, GTP and ITT programmes
- work with teaching staff on the development of best practice in assessment and target setting
- lead the Key Stage 3 liaison within Maths with Darwen Aldridge Community Academy partner primary schools
- support staff in partner primary schools in the development of assessment transfer strategies for Maths
- devise and lead workshops and development activities to improve teaching and learning practice within the Darwen Aldridge Community Academy family of schools
- support colleagues in other LA schools in the development of effective and efficient subject and departmental management strategies
- help curriculum teams prepare for OFSTED inspections
- actively support and participate in the session 3 learning programme
- participate in and support the performance management policy
- assist in the development of the Academy Quality Improvement Plan and its review mechanism
- undertake such other duties as reasonably required by the Principal
- act as a consultant to teams of colleagues developing strategies for students experiencing difficulties

- identify educational research to enhance existing practice
- designing and delivering professional development activities including undertaking lesson observations and feedback
- leading a professional learning group
- participating in the planning and delivery of focussed in service training days

### **General Duties**

- You will work in accordance with current health and safety requirements: Governing Body, LA, DCSF, and Government policies
- You will abide by the Conditions of Employment set out in the relevant paragraphs of the School Teachers' Pay and Conditions document in operation at the time when you are carrying out your duties.
- You will carry out any other duties designated by the Principal.

### **Relationships**

- You are responsible to the Principal or Vice Principal as delegated.

### **Additional Note**

The above represents a broad outline of the duties and responsibilities currently attached to the post of AST Mathematics teacher. Depending on the needs of the Academy, these may be altered from time to time in accordance with the conditions set out in the currently operating School Teachers' Pay and Conditions Document and the relevant Governors' Policy Documents.

## **NCETM**

### **Job Description**

In each Government Region there is an NCETM regional team consisting of two Regional Coordinators and a Regional Administrator. Their work will be supported by NCETM Advanced Skills Teachers and other influential mathematics teachers and Ambassadors.

NCETM ASTs will work in their own school 4 days per week and on a variety of regional and national projects, as determined by the Director for Delivery, Reach and Impact, one day per week. The AST will be expected to work collaboratively with the relevant Regional Coordinators. The main responsibilities of the role are to:

- Establish teacher networks and collaborative focus groups in the region and encourage them to play a wide role by involvement in practice with all sectors and by using the NCETM portal to disseminate successful practice.
- Ensure the sustainability of local teacher networks, by identifying and coaching key teachers to take on the role of hosting and coordinating meetings and distance learning.

- Raise standards in their own school by working collaboratively with other teachers of mathematics under the guidance and mentorship of the Headteacher.
- Be an ambassador for the development and shaping of mathematics teaching and learning and effective mathematics continuing professional development (CPD) in their region.
- Work within the regional delivery plan reporting to the Director for Delivery
- Develop good professional working relationships with key stakeholders in local commerce and industry to play a role in the region possibly through illustrating practical applications of mathematics and sponsoring events
- Contribute to the regional presence of the NCETM through the portal by maintaining regular Blogs and Learning Journals, sharing ideas through communities, developing online networks, and promoting relevant activity in the region.
- Liaise effectively with other ASTs, regional co-ordinators, the Directorate and the wider NCETM team.
- Undertake activity at a national level from time to time as agreed with the Director for Delivery.

The posts will be funded until end of March 2011 at which point the commitment to the employer school will move from 0.8 to 1.0 fte. The post holder must be willing to travel throughout the whole of the specified region and to the NCETM team meetings and events held across England. On occasions this will necessitate overnight stays.

Successful applicants will be expected to attend personal professional development events with other NCETM ASTs. These may take place in school holiday time or during weekends (maximum of 3 days).

## NCETM

### Person Specification

**In addition to meeting all of the standards for Advanced Skills Teacher Status (See Appendix 1), applicants should:**

#### **Essential**

1. have successful experience in delivering professional development activities for mathematics teachers in schools and/or colleges
2. be willing to innovate to achieve the aims of the NCETM
3. be an enthusiast for mathematics and the teaching of mathematics and be able to motivate and enthuse others
4. be an effective communicator with stakeholders and other interested parties through a variety of media, whether conveying training, information or ideas, with clarity and an appropriate awareness of audience
5. be willing to travel to schools and colleges across the whole of the specified region and across England for the NCETM team meetings and events
6. have excellent organisational skills, experience of evaluation

7. be able to use ICT effectively
8. be able to work on their own initiative but with effective interpersonal skills so be an effective a team member
9. have experience of working to tight deadlines to achieve set tasks

### **Desirable**

1. is a member of one or more of the professional bodies for mathematics education
2. is well respected by the mathematics education stakeholders in schools and/or colleges in the region
3. have experience of evaluating the quality/effectiveness of mathematics education provision or training

## **Person Specification – Appendix 1 Standards for Advanced Skills Teacher Status**

Excellence in the following:

1. Professional Attributes
2. Professional Knowledge and Understanding
3. Professional Skills
  - Planning
  - Teaching
  - Assessment, Monitoring and Giving Feedback
  - Reviewing Teaching and Learning
  - Team Working and Collaboration

Additional Notes:

**Professional Attributes**

## **Frameworks**

**P1** Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

**E1** Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

**A1** Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.

## **Personal professional development**

**E2** Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

## **Professional knowledge and understanding**

## **Teaching and learning**

**P2** Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

**E3** Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

## **Assessment and monitoring**

**P3** Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

**P4** Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

**E4** Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

## **Subject and Curriculum**

**P5** Have a more developed knowledge and understanding of their subject /curriculum area and related pedagogy including how learning progresses within them.

**E5** Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

## **Achievement and diversity**

**E6** Have an extensive knowledge on matters concerning equality, inclusion and diversity in

teaching.

### **Health and well-being**

**P6** Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.



	<b>Essential</b>	<b>Desirable</b>	<b>Evidenced by</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Relevant teaching experience 11-16</li> <li>• Evidence of successful leadership and management of a relevant curriculum area</li> <li>• Evidence of successful collaboration with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Recent, relevant teaching experience 11-18</li> <li>• Evidence of raising achievement through successful leadership</li> <li>• Experience of the use of data, tracking and target setting to raise individual and cohort attainment</li> <li>• Experience of monitoring and evaluating the quality of teaching and learning</li> </ul>	Application form Interview
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Suitable qualification for the subject required</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree or advanced qualification</li> </ul>	Application form
<b>Professional Development</b>		Recent, relevant in-service training in current educational practice related to subject area.	Application form
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>• Evidence of successful teaching which is consistently good or better</li> <li>• An understanding of leadership and management</li> <li>• Excellent ICT and pedagogical skills</li> <li>• Excellent classroom management skills</li> <li>• Knowledge and use of a range of appropriate teaching and learning styles including strategies for differentiation</li> <li>• Ability and willingness to work in a team</li> <li>• Enthusiastic approach to teaching and learning and maximising students achieving their full potential</li> <li>• Able to develop others' capabilities and help them realise their full potential</li> </ul>	<ul style="list-style-type: none"> <li>• Proven ability to inspire and motivate young people to achieve high standards</li> <li>• The ability to create and maintain a teaching environment which promotes effective learning and strives for achievement</li> <li>• Ability and willingness to initiate and participate in both cross curricular and extra curricular activities, as well as demonstrating successful involvement in all aspects of Academy life</li> </ul>	Application form Interview References Lesson observation
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to the aims and values of the Academy</li> <li>• Presentational skills, confidence and fluency to deal with students, parents and others</li> <li>• Awareness, understanding and commitment to equal opportunities</li> <li>• An understanding of the needs of young people</li> <li>• Capacity to work hard with all students</li> <li>• Energetic, positive and cheerful attitude</li> <li>• Is a strong role model for staff and students including having excellent attendance and punctuality</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to contribute to the Academy specialism of Entrepreneurship</li> <li>• A good sense of humour, able to work under pressure and the ability to keep things in perspective</li> <li>• Has the potential for further promotion</li> </ul>	Interview Lesson observation