



PRINCE ALBERT HIGH SCHOOL

RECRUITMENT PACK



**SECOND IN DEPARTMENT
- MATHS**

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WELCOME FROM OUR CEO

Thank you for taking the time to download the application pack and expressing your interest in the Second in Department - Maths at Prince Albert High School.

I am a mom of five wonderful children and I passionately want the very best for each and every one of them, they are all unique individuals which means no one model suits them all. What I want for them is the same as any parent would want for their child; the very best. The best school, the best teachers, the best opportunities, the best sports coaches, the best dinner staff and the best pastoral care in order to ensure they are happy, safe and successful, today and in the future.



I have worked as a teacher and leader in numerous schools across Birmingham for the last 22 years. Being the Chief Executive Officer for The Prince Albert Community Trust is an exceptionally privileged position which enables me to strive and achieve for PACT children what I want for my own. One of our mantras is “we work this hard because we believe that our schools have to be good enough for our own children...we hope someone will work this hard for our children.”

Key to achieving our PACT vision “enable every student to succeed at school and in life” is one of my core principles; developing people. I believe by inspiring and developing staff we will inspire and develop our students and so we work extensively to personalise the learning for all. I feel blessed to work with the children, staff, and trustees of the PACT. My role allows me to work with and for all of our schools. Having a strategic overview of their strengths and areas for development, we work tirelessly to support each other across the PACT working in true collaboration.

We actively seek and positively welcome challenge, feedback and suggestions. Please feel free to see any of our staff, myself, or our feedback section on our websites and help us on our journey. The door is always open.

A handwritten signature in black ink, which appears to read 'Phillipa Sherlock-Lewis'.

Phillipa Sherlock-Lewis

OUR VALUES

Everything in our school is about purpose and that is underpinned by our three values:



Integrity

We are honest to our work, ourselves and others. We always do the right thing because simply because it is the right thing to do - not for reward or to avoid sanction.



Excellence

We have the highest expectations of ourselves and each other. We are happy to get feedback and learn to be better. We are proud of our identity and to be ambassadors of our community.



Service

We believe that to lead is to serve and service brings joy. We promote kindness and grace in every interaction - inside and outside of school. We give back to our community to make our education valuable.

PHILOSOPHY

Our philosophy emphasises the importance of articulatory, vocabulary and the art of debate. This is promoted through the curriculum, enrichment, and students' interaction with every member of staff:



We are a no shouting school

We believe that shouting is a loss of control and therefore model emotional constancy in every interaction. We do not raise our voices at students.



Deliberative language and choice

We pay close attention to words. We use language that is relentlessly positive, unambiguous, emotionally constant and growth-orientated.



Routines are codified

Our routines are the backbone of our culture. They provide an effectiveness, consistency and clarity that liberates staff and students.



Behaviour is separate from the individual

We believe that behaviour is a choice which can be improved, rather than based on an innate personality trait. We model better choices through our value of excellence.



We sweat the detail on everything

We enter the building in service to a calm start. We speak to each other in service of respect and grace. We present our work in service to our value of excellence.



We remain close to the work

Our staff, including senior leaders, are visible and present. They exemplify and model our expectations of excellence in every interaction.

SAFEGUARDING

CHILD SAFEGUARDING POLICY

At Prince Albert Community Trust we are committed to Safeguarding and Promoting the Welfare of all its students. Each students' 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 PACT, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

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 2024

The Trust pays full regard to "Keeping Children Safe in Education" guidance 2024. 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, social media, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

For the full policy visit the school's website by clicking on the school's logo on the right:



ROLE INFORMATION

Post: Second in Department - Maths

Salary: Appropriate point on the MPR/UPR + TLR2B

Conditions of Employment: The duties and responsibilities contained in the current Education (School Teachers' Pay and Conditions of Employment) Order apply to this post; the working time will be in accordance with the school's annual time budget, issued by the Headteacher.

Accountable to: To be directly responsible to the Head of School, Deputy Head teacher and Assistant Head teachers usually through the AHT and where applicable the Head of Department. Will be directly responsible for any persons providing support within the classroom.

JOB DESCRIPTION: SECOND IN DEPARTMENT - MATHS

Job Description:

Prince Albert Community Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

Core Purpose:

To promote, maintain and evaluate provision and standards in the light of school aims, values and School Improvement Priorities. Provide guidance and support to ensure high standards of teaching and learning, measured by pupils' engagement in their learning and their quality of outcomes within a specific area. To promote, improve and evaluate the provision of a specific leadership area in relation to the needs of the Department.

Duties and responsibilities:

- To maintain, monitor and develop leadership action plans for required areas, which contribute positively to the achievement of the department and reflects the School Improvement Plan in line with the new curriculum
- To monitor and evaluate the quality and impact of teaching and learning across the department
- To ensure that the provision of the curriculum meets the needs of more and less able pupils across the department Monitor as appropriate, and provide feedback to the Head of Department
- To support and develop the profile of your area, resulting in a positive impact on pupil learning across the department
- To be a model of good/outstanding practice to other practitioners across the school
- To plan and organise activities beyond the classroom which broaden children's learning across the school
- Where applicable to support the Head of Department in overseeing and managing a budget, ensuring best value and equal opportunities for all across the school
- To carry out any other duties related to the area that the Head of School would deem to be your responsibility
- Where applicable supporting the Head of Department in the development and implementation of departmental best practices and operations

Teaching

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports
- Making records of and reports on the personal and social needs of pupils
- Communicating and consulting with the parents of pupils
- Communicating and co-operating with persons or bodies outside the school
- Participating in meetings arranged for any of the purposes described above

Other activities:

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports
- Making records of and reports on the personal and social needs of pupils

JOB DESCRIPTION: SECOND IN DEPARTMENT - MATHS

- Where applicable communicating and consulting with the Head of Department on pupils needs and development
- Communicating and consulting with the parents of pupils
- Communicating and co-operating with persons or bodies outside the school
- Participating in meetings arranged for any of the purposes described above
- Performance Review.

Assessment and reports:

- Providing or contributing to oral and written assessments, reports and references to individual pupils and groups of pupils.

Review, induction, further training and development:

- Be proactive about your own development as a leader
- Participating in arrangements for further training and professional development as a teacher and leader, including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements
- Commit to your own personal development as evidenced through the Leadership Development Matrix

Educational methods:

- Supporting and co-operating with the Head of department in advising the Head of School and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, leadership styles, assessment and pastoral arrangements.

Discipline, health and safety:

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Ensure any disclosure of child protection is dealt with quickly and effectively and in accordance with school policy and procedure.
- Ensure that all pupil data in your care is treated in line with school policy and procedure Ensure at all times that school health and safety policy and procedure are adhered to.

PLEASE NOTE: THIS JOB DESCRIPTION IS NOT PRESCRIPTIVE AND MAY BE REVIEWED AND CHANGED, IN CONSULTATION WITH THE POST-HOLDER, TO MEET THE CHANGING NEEDS OF THE SCHOOL

Data Protection

Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act(2000).

PERSON SPECIFICATION: SECOND IN DEPARTMENT - MATHS

Category	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> DCSF recognised qualified teacher status 	<ul style="list-style-type: none"> Other relevant training Good degree in subject
Professional Knowledge	<ul style="list-style-type: none"> An understanding of equal opportunities Working knowledge of implications of recent educational thinking Knowledge of development within own subject discipline Knowledge of leadership skills A practical knowledge of assessment systems and progress tracking methods Knowledge of different aspects of the monitoring cycle. 	<ul style="list-style-type: none"> Practical knowledge of different schools Evidence of effective leadership of an aspect within school Coaching and /or mentoring experience
Knowledge and Understanding	<ul style="list-style-type: none"> Good understanding of the characteristics of high-quality teaching and effective learning An ability to successfully plan and implement curriculum developments A clear educational philosophy Ability to see the big picture, think strategically and apply this to a department. Good knowledge and understanding of pedagogy and how to help students learn and make progress Good understanding of effective pastoral systems Ability to support others with behaviour strategies 	<ul style="list-style-type: none"> Involvement in whole school initiatives Strong awareness of emerging national educational issues Knowledge of National bodies who effect education and how best to maximise their influence.
Skills and Abilities	<ul style="list-style-type: none"> Evidence of successful class teaching and reflective practice with consistently good or better outcomes Ability to plan and organise own time and workload effectively. Ability to communicate and lead effectively Evidence of creative and approaches to teaching Ability to use accurate assessment information effectively to provide appropriate learning opportunities for all children Excellent interpersonal skills. Ability to work effectively in dynamic teams and a learning community Ability to use a wide range of ICT effectively to enhance teaching and learning 	<ul style="list-style-type: none"> Proven ability as an effective teacher in more than one key stage /school Evidence of use of creativity in planning and teaching
Suitability to work with children	<ul style="list-style-type: none"> Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with Not barred from working with children 	
Professional Qualities	<ul style="list-style-type: none"> Committed to concept of a Learning Community and promoting the school's vision, values and ethos. Committed to the successful growth and development of the school Committed to high quality provision of a broad, balanced, differentiated and stimulating curriculum within an innovative framework. Committed to excellence in teaching and learning across the whole school Committed to excellence in teaching and learning across the whole school Committed to positive management of behaviour Committed to Inclusion and equal opportunities for all pupils in the school Evidence of initiative, flexibility and adaptability Committed to professional development of self and others Commitment to team-based learning Committed to being a positive and professional role model 	<ul style="list-style-type: none"> Commitment to developing subject curriculum

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 and volunteers to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in Prince Albert Community 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. For further guidance please see [here](#).

All candidates invited to interview must bring the following documents:



1. Documentary evidence of **right to work** in the UK



2. Documentary evidence of **identity** that will satisfy DBS requirements



3. Documentary proof of current **name** and **address**



4. Where appropriate any documentation evidencing **change of name**



5. 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.

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
- Satisfactory Online Check
- Verification of professional status such as QTS Status, NPQH (where required)
- A comprehensive online check to ensure our commitment to meet safeguarding duties in line with KCSIE
- 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?

To apply for this role, please complete the online application form available via My New Term

Adverts Open
24 March 2026



Deadline for Application
12 April 2026

Shortlisting
TBC



Interviews
TBC

All candidates are required to complete an application via MyNewTerm. All applications will receive an email confirmation of receipt of application via MyNewTerm. The candidates selected for interview will be informed after shortlisting via MyNewTerm and full details of the interview programme will be provided. Candidates not successfully shortlisted will be updated via MyNewTerm.

Please note that PACT does not provide feedback to applicants who have not been shortlisted for a post.

The information supplied in your application, as well as any supporting documents provided at the interview stage, will be used as part of the PACT 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.

WE RESERVE THE RIGHT TO WITHDRAW FROM THIS RECRUITMENT PROCESS AT ANY GIVEN POINT.

SPECIAL CONDITIONS OF EMPLOYMENT

Rehabilitation of Offenders Act 1974



This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

Health And Safety



The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Equality and Diversity



Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

Training and Development



PACT has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

Mobility



The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and/or facilitating the avoidance of staffing reductions. This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

CONTACT US

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E: hr@the-pact.co.uk or enquiry@pahigh.co.uk

W: <http://www.pahigh.co.uk>



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@pacommunitytrust

