



# Recruitment Pack

**CURRICULUM STANDARDS LEAD  
FOR MATHS**

**APRIL 2026**



**The Halifax Academy**

[www.thehalifaxacademy.org](http://www.thehalifaxacademy.org)



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At The Halifax Academy we have the courage to do things differently. Our ground-breaking approach to education takes children through five phases from Reception to Year 11, creating a fully integrated school journey from ages 4- 16. The Maths Faculty, and the STEM subjects in particular, are an integral part of our approach. This is your chance to join a friendly, community focused through school and founding Academy of the Impact Education Trust, helping us to shape the future of education.

This position offers the right candidate an opportunity to help pupils develop excellent knowledge and skills in Maths. They will help design and further embed a range of activities and experiences that assist our students in becoming confident individuals. At the heart of our curriculum is a focus on social justice for the most vulnerable families and pupils, so that they realise their 'voice to change the world'.

As Curriculum & Standards Lead for Maths, you will have an opportunity to shape practice, working across all phases alongside the Senior Director of STEM and other key leaders. The faculty is a high performing team with strong values, work ethic and mutual sense of purpose and with a strong record of delivering results. The team care about the little things, enjoy learning together and share unrelentingly high standards. You will have access to a highly regarded professional development programme; we are incredibly proud that our school has been awarded the Investors in People Platinum Award - the only through school in the country to attain this level.

The successful candidate might be an aspiring teacher looking for their first position leading a subject or a current leader seeking a new and slightly different challenge. What matters is your mindset. We are looking for someone who can bring something special to our school. Someone who has the courage to change the way they do things, who is itching to innovate the way we approach the curriculum and teaching and learning; someone constantly curious, self-reflective, eager to explore collaborations and to experiment with classroom practice.

Matt Perry  
Headteacher

# Flexible School Fridays

**The Halifax Academy is a Flexible Working Ambassador school. From September 2024 we will be adopting the Flexible School approach.**

## *What is a Flexible school?*

Flexible schools work the same number of hours but in fewer days. This means the school works normally 9 out of 10 days. On the second Friday of every week, the school works differently – more flexibly – providing benefits for all members of The Halifax Academy community.

## *Why are we doing this?*

The world is different and changing fast. New ways of working and living, and the development of new technologies, mean that the school system, designed for Victorian factories and mills, is outdated and ripe for change. A more flexible approach drags the education system into the 21st Century and better prepares all of us for life in the decades ahead.

## *What does it mean for staff?*

By allowing us all to work differently when appropriate, a flexible school approach means that life's emergencies can be better managed and that the treadmill of a school term can be slowed – rather than careering headlong into exhaustion at half term. The flexible school creates time for deeper professional learning, more thoughtful preparation and planning, more time spent with your team. Ultimately, it means improved wellbeing, capability and retention.





# The Halifax Academy has three key values:

## Heart, Mind, Connect

**HEART:**  
BE KIND, JOIN IN

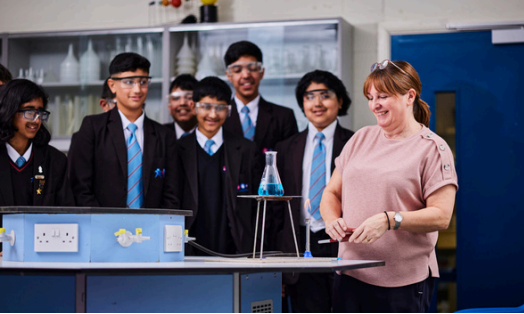
- I communicate **respectfully** and **kindly**
- I **consider** how my actions affect others
- I offer **comfort** and seek **support** when needed

**MIND:**  
BE CURIOUS, TRY HARD

- I take **responsibility** for my learning, arriving **on time** and **all set**
- I am **curious** and **keen**, **taking part** and **trying hard** in all lessons
- I work **resiliently** through **challenges**, responding thoughtfully to **feedback**

**CONNECT:**  
BE PROUD, SPEAK UP

- I work **cooperatively** with others
- I **speak up** and use my **voice** for good
- I take **care** and **pride** in our environment and our community



# Teaching & Learning at The Halifax Academy

## Voice

Talk is important at our school where pupils are encouraged to find their own voice to change the world. We teach pupils how to speak with clarity and conviction, how to listen carefully and how to take part in powerful and productive conversations. Talk infuses every aspect of our school curriculum whether that be storytelling, role play, performing or listening carefully to each other. We enable pupils to learn about what matters, and to understand how to effect real change in their school, their community and the world.

## Coaching

Coaching lies at the heart of our professional development. We provide staff, across all roles, with the time and space to take part in meaningful professional conversations. The ability to reflect on what we do and how we do it, and to collaborate with our peers, drives our approach to school improvement, and in particular to classroom expertise. We know that however excellent our current approach, we can always improve.

## Subject Specialism

We use every opportunity to connect students with subject specialists both inside and outside the school. The through-school approach helps us to offer students the chance to see their learning through the eyes of experts and to experience learning which has been developed and delivered by specialists.

## Creativity

We are a school that loves art and see creativity as a vital tool for developing imagination, building relationships, exploring the world around us and encouraging problem solving skills. Our art curriculum has been developed by specialists and is delivered across all year groups by our highly successful team of practitioners. Pupils are supported in taking risks, giving and receiving feedback and producing beautiful outcomes.

## Wellbeing

Our curriculum teaches pupils to be well in mind and body, and to build happy relationships with others within the school and wider community. We encourage students to collaborate with each other and teach emotional intelligence and empathy. We connect pupils with nature through carefully designed outdoor areas and through the use of natural learning resources throughout the curriculum. We care about staff wellbeing and work hard to make sure teachers are happy and thrive.

### Professional Learning & Ethical Leadership

At The Halifax Academy, we take staff development and wellbeing extremely seriously. We are a school made up of people who want to give pupils 'a voice to change the world.' To do this we believe in creativity with rigour; finding new approaches and different ways of thinking, implementing them with excellence, and constantly testing, reviewing and reflecting on our practice.

The ways we support staff personal and professional development are as follows:

- We offer a teacher enquiry model of professional development, that engages teachers as researchers of their own practice, using coaching as the drum beat of professional life. Teachers work in collaborative coaching trios exploring a range of themes, relevant to themselves and their pupils.
- All staff have the opportunity to take part in a Learning Enquiry to reflect on an aspect of the school's work and to make a genuine impact on policy and classroom practice.
- We make sure that teachers have the time, space and resources to learn, reflect and take risks.
- We take a long-term view of learning, not expecting quick fixes, and recognising that changing professional practice can be difficult and that it takes time to show real impact on learning.
- We check in regularly on teacher wellbeing, and are committed to the idea that you can both innovate and thrive, if challenged, nurtured and supported through a carefully managed culture of feedback. All staff have regular Valued conversations and are encouraged to shape their own professional learning. We aim to help all staff become the best professionals they can be, developing them in the round by focusing on behaviours, skills and knowledge.
- We offer a wide range of leadership opportunities and there are many opportunities for individuals to access leadership courses; the school is a partner of Best Practice Network, delivering a wide range of courses including NPQSL and NPQML.



Heart



Mind



Connect

# What we are looking for....

We are committed to the ongoing development of our staff and believe in developing leaders at all levels, in all roles. Valued, our professional learning review, is built around our values of Heart, Mind, Connect, allowing individuals to drive their own learning. Staff take ownership of their development through self-evaluation against professional standards and by using The Ethical Leadership Framework as a tool for positive behaviours. We want all colleagues to be inspired and supported to realise their full potential.

## CREATIVITY

### Living out our values - MIND

- We will develop our problem solving skills and resourcefulness to enable staff and students alike to challenge themselves, release their creativity and achieve to their full potential.
- We will provide opportunities to stretch individuals in order for them to take responsibility for their own learning and develop independent thought, in order to take on different and challenging roles within our school and communities.
- We will ask questions and learn from one another and develop our critical analysis skills to make sound, reason-based decisions and judgements.

• **DEFINITION** Ability to adapt to and work with a variety of situations, individuals and groups - able to think on your feet and not being disconcerted or stopped by the unexpected.

• **WHY IS IT IMPORTANT?** To respond to the different and changing demands and work across a range of activities, now and in the future. Flexibility in interpreting rules, procedures and policy to ensure the needs of both staff and students are met to maximise their contribution.

## BELIEF

### Living out our values - CONNECT

- We will provide clarity of vision which will enable us to develop shared goals with everyone feeling empowered to pass on their skills and knowledge to the benefit of the wider community.
- We will develop inspiring leaders with the emotional intelligence to work collaboratively with and respect people from a diverse range of cultures and backgrounds.
- We will ensure everyone is part of the team with clear roles and expectations.

• **DEFINITION** This is about encouraging, inspiring and supporting others to develop self-belief and the capability to help them realise their full potential. It involves being totally clear with others about what has to be achieved, to what standard, by when, within what budget (where appropriate), and then making their accountability for making it happen clear.

• **WHY IS IT IMPORTANT?** Leaders are responsible for ensuring their teams understand what is required and why, for providing or arranging appropriate support and coaching and delegating appropriately so that individuals are confident to take on more responsibility. It is important to ensure objectives are achieved and that everyone is doing their job to the required standard. A key part of the success of the school is managing poor performance when this is not happening.

## COURAGE

### Living out our values - HEART

- We will expect and value integrity and people should feel safe to speak up for what they believe and know their voice will be heard.
- We will develop a keen sense of what is right and wrong and seek to tackle injustice wherever we find it, whilst ensuring we are tolerant of different views.

• **DEFINITION** This is about having the belief in one's ability to do the job, providing opinion or judgement when necessary and being prepared to take a decisive course of action.

• **WHY IS IT IMPORTANT?** This behaviour is particularly important to those jobs where individuals are placed in challenging circumstances and where their opinion or advice may be questioned. It enables individuals to stand their ground and to work independently without constantly referring to others for advice. Individuals who demonstrate courage are prepared to take on new or different challenges in their role. Courage is about having confidence in one's knowledge and ability and the resilience to do difficult things because it is right to do them.

## UNDERSTANDING

### Living out our values - CONNECT

- We will develop inspiring leaders with the emotional intelligence to work collaboratively with and respect people from a diverse range of cultures and backgrounds..
- We will promote and value effective teamwork.
- We will ensure everyone is part of the team with clear roles and expectations.

• **DEFINITION** Successful teamwork is about working co-operatively to achieve shared goals. It is built on self awareness and an understanding of how you and others work within a team, the impact of behaviour and strengths and limitations.

• **WHY IS IT IMPORTANT?** Within The Halifax Academy, we must work co-operatively together, sharing best practice, breaking down barriers, and communicating fully on new initiatives and priorities. Understanding oneself enables individuals better to understand and relate to one another.



# Job Description

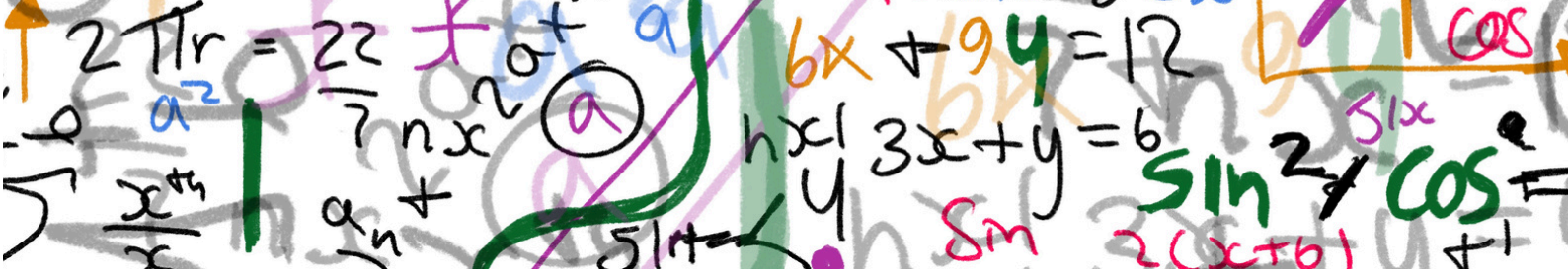
<b>Post Title:</b>	Curriculum Standards Lead for Maths
<b>Salary:</b>	MPS/UPS with TLR 1A
<b>Reporting to:</b>	Senior Director of STEM

## Core Purpose

- a) To be an expert teacher
- b) To support the Director lead the direction and development of Maths in accordance with the school's ethos and vision by:
- Ensuring the vision of 'a voice to change the world' is clearly articulated, shared and understood and acted upon by all staff
  - Translating the vision into day to day practice for Maths
  - Ensuring that the curriculum reflects the academy's vision and values
  - Ensuring that all pupils achieve excellent progression by using the systems and processes to track pupils' progress and ensure relevant intervention strategies are used
- c) To have overall responsibility for raising standards of pupil achievement in the name subject by:
- Ensuring all pupils follow and well planned and sequenced curriculum from 11 – 16
  - Working with the Director to ensure that standards are high in the classroom
  - Working with the Director to ensure that all staff receive high quality coaching and continued professional development and learning opportunities
  - Working with the Director to devise and deliver a training plan that develops staff and improves student progress within Maths
- d) To develop and support the leadership culture in the academy by:
- Ensuring that all staff linked with Maths have three ValuED conversations a year
  - Support the Senior Director to instill the ValuED framework across the Maths faculty

## All members of staff are expected to:

- Have proper and professional regard for the ethos, policies, and practices of the school.
- Have regard for the need to safeguard pupils' wellbeing and health & safety by following relevant statutory guidance, along with school policies and completing mandatory training on an annual basis.
- Demonstrate positive attitudes, values and behaviours.
- Demonstrate and maintain high levels of professionalism
- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date.
- Support equal opportunities measures and promote anti-discriminatory practice



# Person Specification

Attributes	Essential	Desirable	How identified
Knowledge & Skills	Qualified Teacher Status. Degree; PGCE or equivalent qualification	Good Honours degree in a relevant discipline	Application & Interview
	Successful recent teaching experience at KS3 and KS4		
	Has a good knowledge and understanding of wider issues in education	Evidence of cross phase teaching, ie: Primary and Secondary	
	Excellent ICT skills for teaching		
	Excellent interpersonal & presentation skills		
	Excellent influencing skills and the ability to engage others in new ideas		
	Knowledge and understanding of child protection & safeguarding procedures		
	Ability to promote and develop positive relationships within and beyond the Academy		
Leading & Developing	Can demonstrate understanding of how effective self-evaluation and strategic improvement planning can increase effectiveness and raise student achievement.		
	Knowledge and understanding of strategies to safeguard students and staff.		
	Recent and relevant CPD activities		Application & Interview
	Shows commitment to professional and self-development		
Teamwork and Creative Thinking	Willingness to be involved in coaching, mentoring and supporting colleagues		
	Proven track record in leading and managing staff including contribution towards building a successful team		
	Excellent influencing skills and the ability to engage others in new ideas. Understands aims and vision of the Academy and is able to inspire, challenge and motivate others		
	Willingness to undertake delegated duties when requested and in the absence of the Director of faculty		Interview
	Understands the needs for effective relationships with parents, carers, partners and the community, which enhance and support student learning		
	A high level of self-awareness. Knows strengths and weaknesses and can relate to different personality types well		
	Has a good knowledge and understanding of the wider educational agenda		
Open minded and flexible			
Excellent organisational skills with the ability to work under pressure and re-prioritise workload when needed			