



# Richard Barnes Academy



## Richard Barnes Academy

Application Information Pack

### Maths Teacher



## Principal's Welcome



Dear Applicant,

We are delighted that you are considering joining our team at Richard Barnes Academy. Our two-campus alternative provision helps young people change their lives through positive relationships and a focus on our pillars: Safe, Character, and Ambition. We support those who struggle with conventional education or need time in an alternative setting due to life events.

We are an inclusive school, dedicated to supporting and raising the aspirations of every young person. Our learners work towards meaningful qualifications to transition back to mainstream school, specialist provision or onto Post-16 courses. We believe in the potential of all young people to become successful adults, supported by strong relationships with our staff.

One of our greatest assets at Richard Barnes Academy is our staff, who go above and beyond to promote a love of learning which enhances pupils' achievement and supports their personal, social and emotional development. We offer our staff a supportive and inclusive work environment where you can make a significant impact on students' lives, helping them achieve their full potential.

We are privileged to be part of the Thomas Deacon Education Trust, which shares our commitment to enhancing educational outcomes for all students across its diverse range of primary and secondary academies. As a staff member here, you will benefit from exceptional professional development and support, both within our school and through a variety of exciting development and training opportunities offered by our locally based trust. By collaborating with a network of like-minded schools, we ensure that our staff have access to the best possible opportunities for growth and development, no matter where they are in their career journey.

I am pleased that you are interested in finding out more about our Academy. We would warmly welcome visits from prospective candidates interested in being part of our team.

Warm regards,

Claire Everton | Principal



## Job Description

|                     |                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Job Title</b>    | Subject Teacher                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Reports to</b>   | Vice Principal                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Salary/Grade</b> | MPS/UPS                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Core Purpose</b> | <p>To deliver engaging, well planned and appropriate lessons, according to the curriculum in Maths, that secure the progress of all learners and to monitor and support the overall progress and development of students.</p> <p>To facilitate and encourage a learning experience which provides students with the opportunity to fully achieve their individual potential.</p> |

## Key Responsibilities

- Teach the relevant subject, according to students' educational needs, following the curriculum and schemes of work within the Academy.
- Having regard to the relevant curriculum to promote the development of the abilities and aptitudes of the students in any class or groups assigned.
- Carry out planning, course preparation, marking and assessment of student work, in line with Academy policy.
- Collaborate and work with other teachers on the preparation and development of teaching programmes, methods of teaching and assessment and pastoral arrangements.
- Maintain positive behaviour and discipline among students by following the Academy's Behaviour Policy and safeguarding their health and safety both when they are authorised to be on the Academy premises, and when they are engaged in extra-curricular activities.
- Carry out other teaching activities to include the provision and guidance to pupils on educational and social matters. Communicate and consult with parents and outside bodies where appropriate and attend associated meetings.
- Provide or contribute to oral and written assessment reports relating to individual students or groups.
- Participate in the review of your teaching programmes and methods of work, development of course materials and programmes and participate in arrangements for further training and professional development.
- Provide teaching support and cover, within the agreed guidelines, where the teacher is not available to teach.
- Participate in arrangements for preparing students for external examinations, undertaking assessments as required and participating in arrangements for students' presentation and supervision during examinations within the agreed guidelines.
- Participate in appropriate administrative and organisational tasks relating to teaching duties, attend assemblies and register attendance.



- Maintain an accurate register of attendance and do everything possible to encourage good attendance.
- Lead and participate in timetabled extra-curricular activities.

#### **Tutor Responsibilities**

- Undertake responsibility for a tutor group and monitor and set targets for the social and academic progress of all pupils in the form.
- Endeavour to build rapport with students in the tutor group, providing guidance, advice and support.

## **General Responsibilities**

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- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.**

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or



- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.





## Person Specification

| Attribute                                                                                                                                                                                                      | Essential or Desirable | Assessment |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------|
| <b>Qualifications</b>                                                                                                                                                                                          |                        |            |
| Recognised teaching qualification and Qualified Teacher Status (QTS) - <i>Where overseas trained, appropriate NARIC certificates must be provided and any qualifications must be at least equivalent to UK</i> | E                      | A          |
| Degree in relevant subject(s)                                                                                                                                                                                  | E                      | A          |
| Further degree (e.g. Master's)                                                                                                                                                                                 | D                      | A          |
| <b>Knowledge &amp; Understanding</b>                                                                                                                                                                           |                        |            |
| The subject(s) to be taught, at a level and breadth sufficient to challenge the most able students and achieve high outcomes throughout all key stages.                                                        | E                      | A/I/L/R    |
| The National Curriculum and National Literacy and Numeracy Strategies for the appropriate Key Stage(s).                                                                                                        | E                      | I/L/R      |
| Effective teaching and learning styles, including the theory and practice to implement effectively for the individual needs of all children.                                                                   | E                      | A/I/L      |
| The monitoring, assessment, recording and reporting of student progress.                                                                                                                                       | E                      | A/I/R      |
| The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection.                                                                                           | E                      | A/I        |
| Effective strategies for working with students with Special Educational Needs, including Gifted & Talented students.                                                                                           | D                      | A/I        |
| Recent, relevant curriculum developments in the subject area and their impact on teaching and learning.                                                                                                        | D                      | A/I        |
| <b>Skills &amp; Abilities</b>                                                                                                                                                                                  |                        |            |
| Promote a positive and inclusive Academy identity for all students.                                                                                                                                            | E                      | A/I        |
| Establish a purposeful learning environment where all pupils feel secure and confident.                                                                                                                        | E                      | A/I/L      |
| Set high expectations for all students and demonstrate a commitment to raising educational achievement.                                                                                                        | E                      | A/I/L      |
| Plan and implement an effective teaching programme, including the assessment of all students, creating appropriate records.                                                                                    | E                      | A/I        |
| Inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale.                                            | E                      | A/I/L      |



|                                                                                                                                                                                 |   |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------|
| Effectively deliver a range of inclusive teaching and learning strategies to maximise progress and achievement and offer equality of access to the curriculum for all students. | E | A/I/L/R |
| Use ICT effectively as an integral part of teaching and learning.                                                                                                               | E | A/I/L/R |
| Organise own work effectively to meet deadlines, including student assessment and provision of reports to parents, staff and other internal and external stakeholders.          | E | A/I/L/R |
| Build effective relationships with colleagues and to be an active team member.                                                                                                  | E | A/I/R   |
| Establish and develop good relationships with students, parents and external organisations.                                                                                     | E | A/I/R   |
| Manage difficult situations and deal with sensitive issues tactfully and diplomatically.                                                                                        | E | A/I     |
| Adapt to change and the introduction of new working practices.                                                                                                                  | E | A/I/R   |
| Develop strategies for creating links with the community and external organisations.                                                                                            | D | A/I     |
| <b>Experience</b>                                                                                                                                                               |   |         |
| Delivering student-centered learning in Maths at Key Stage 3 & 4.                                                                                                               | E | A/I     |
| Planning, designing and delivering schemes of work to national exam board/course specifications.                                                                                | E | A/I/L   |
| <b>Personal Commitment</b>                                                                                                                                                      |   |         |
| Demonstrate and adhere to TDET and Academy's Core Values.                                                                                                                       | E | A/I     |
| Commitment to equality and diversity in the workplace.                                                                                                                          | E | A       |
| Adhere to GDPR guidelines and the Academy's internal procedures.                                                                                                                | E | A       |
| Adhere to the Academy's Safeguarding and Prevent policy and procedures.                                                                                                         | E | A/I     |
| Adhere to TDET's Health and Safety policy and procedures.                                                                                                                       | E | A       |

### Assessment methods

A – Application  
R – References

I – Interview

T – Task/Activity

L – Lesson Observation



# Richard Barnes

## Academy