

Co-op Academy Strinesdale from
September 2026



Academies Trust



APPLICATION PACK

Assistant Curriculum Leader Maths

MPS/UPS plus TLR 2A £8,819

Date: September 2026

Respect - Ambition - Determination



CONTENTS

WELCOME	4
ABOUT WATERHEAD ACADEMY	5
OVERVIEW OF THE DEPARTMENT:	6
HOW TO FIND US	6
HOW TO APPLY	7
JOB DESCRIPTION.....	8
PERSON SPECIFICATION	11
SAFEGUARDING NOTICE.....	13

- Submit your application by 3pm on Friday 24th April 2026
- If you have any queries regarding the application process please contact our HR at HR@waterheadacademy.co.uk
- Closing date for applications: 3pm on Friday 24th April 2026
- Interviews: Week beginning 27th April 2026



WELCOME

Dear Potential Colleague,

Firstly, thank you for your interest in working at Waterhead Academy, which will become Co-op Academy Strinesdale from September 2026.

We are keen to establish a bold new agenda to truly transform and rapidly establish the pace of change at WHA (Co-op Academy Strinesdale) on our 'Journey to Good'. We know that there is a great deal of work to do at WHA based on the October 2022 Ofsted report, but you can be rest assured that we have an unwavering commitment to deliver the very best for our school community and are already seeing tangible impact with our behaviour and learning and teaching strategies.

We firmly believe that positive relationships should be at the core of what we do every day, along with high quality teaching and pastoral care overseen by strong and passionate staff. With this mindset, we will ensure that WHA (Co-op Academy Strinesdale) creates a stimulating, ambitious and caring environment to enable our students to thrive and achieve their full potential.

We are looking for a passionate, energetic and dedicated candidate with a strong character and someone who has the ability to motivate and inspire our students to achieve their full potential. Most importantly we are keen to hear from candidates that are driven by a strong

sense of purpose and the genuine ambition to help the academy drive standards and turn our vision into reality.

If this is a position that appeals to you and you have the passion to make a positive difference to the life chances of our students, we very much look forward to hearing from you.

If you wish to discuss any of the opportunities we have on offer, please contact us at HR@waterheadacademy.co.uk or call 0161 620 5859. Please also visit our website <https://www.waterheadacademy.co.uk> and our social media pages to learn more about life at WHA (soon to be Co-op Academy Strinesdale).

Yours faithfully,

Mrs T Foy
Principal

ABOUT WATERHEAD ACADEMY

OUR VISION AND VALUES

Our **vision** is to maximise every child's potential to ensure we can say

“WE GAVE EVERY STUDENT THEIR GCSE PASSPORT TO SUCCESS.”



Our core **values** of Respect, Ambition and Determination underpin everything that we do, and we passionately believe that, as educators, we have the power and responsibility to inspire our students to be the best they can be - to enable our learners to pursue their dreams and achieve their passports to success.

WHY JOIN US

1. **School improvement journey:** We are a rapidly improving school with a clear plan in place for an ambitious future for our academy.
2. **Community:** Waterhead Academy is a welcoming place to work and staff work together as a collective team and go above and beyond for our school community.
3. **Culture:** Positive relationships are at the core of what we do each and every day; and these are underpinned by our core values of Respect, Ambition and Determination, to create a positive environment for learning.
4. **Strong routines:** The Academy has structured routines and high expectations to support learning both inside and outside of lessons of both staff and students.
5. **Facilities:** We have great facilities with a modern building and specialist classrooms, good quality sports facilities including an Astro turf, fitness suite and extensive outdoor spaces which all support high quality learning experiences both within and outside of the classroom.
6. **Leadership:** We have strong and passionate leadership at all levels who are committed to the development of the Academy. Senior leaders are highly visible, supportive and have an open-door policy.



Video Link



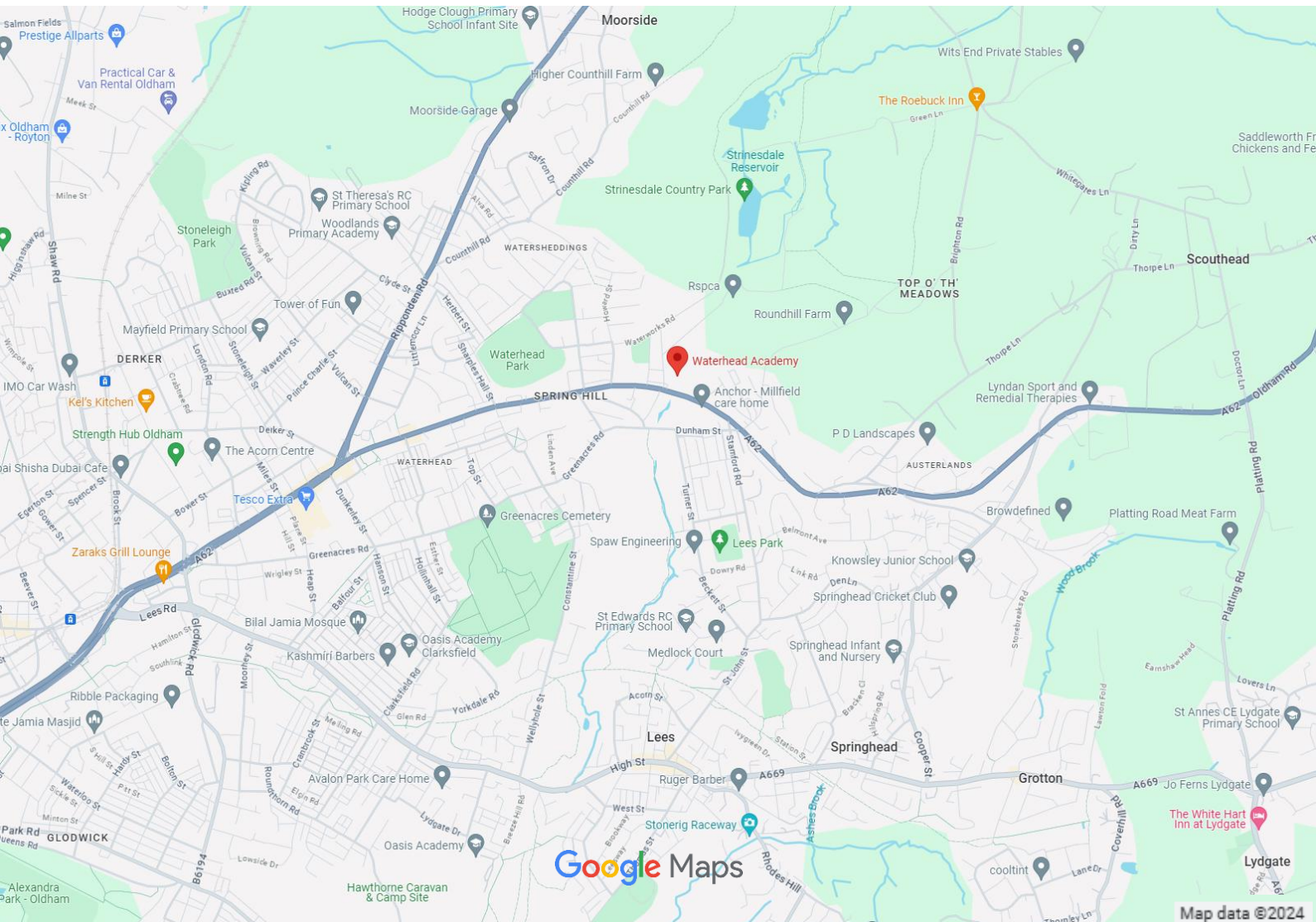
OVERVIEW OF THE DEPARTMENT:

As a member of our dedicated department, you will play a pivotal role in motivating, empowering and guiding our students to reach their full potential - as well as being part of a forward thinking and innovative team who have a fully embedded curriculum with long, medium and short term plans in place.

You will join a team of seven dedicated members of staff which includes a Curriculum Leader and an Assistant Curriculum Leaders.

If you're enthusiastic about this role, understand our vision, and want to be part of our exceptional academy, then we would welcome your application.

HOW TO FIND US



HOW TO APPLY

- Thank you for taking time to read about the Academy. If you wish to apply you should;
- Complete the application form fully, via My New Term www.mynewterm.com ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employers in the last two years (with email addresses if possible).
- Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.



JOB DESCRIPTION

Salary/Grade Range:	MPS - UPS + TLR2A
Location:	Co-op Academy Strinesdale
Reports to:	Curriculum Leader Maths

Purpose of Role:

The post holder will be expected to support the Curriculum Leader of Mathematics in improving the quality of education of students in Maths. The post-holder will play a lead role in managing and developing the Key Stage 3 and 4 schemes of work and curriculum and their key tasks are outlined below. However, the post-holder will take on areas of responsibility and key tasks relevant to their skills set and these will be determined through the selection process.

MAIN (CORE) DUTIES

- To work with the Curriculum Leader Mathematics in strategic planning of provision across both Key Stages.
- Deputise for the Curriculum Leader Mathematics in their absence.
- To use and analyse data to monitor progress, plan, and support intervention at Key Stage 3 and 4.
- To organise cover for absent colleagues.
- To take a lead role for aspects of the SEF and Development Plan and budgeting.
- To support the Curriculum Leader Mathematics in Appraisal and assessment of Teaching and Learning.
- To manage and monitor Health and Safety within the department.
- To support strategic decisions across the department.
- To support subject staff in the development of curriculum resources.
- To assist in the implementation of department policies and procedures.
- To extend the provision of Literacy within the department.
- To raise the department profile including marketing and liaison of public events and activities.
- To liaise with year teams to track and monitor pastoral issues within the department.
- Work together with the Curriculum Leader Mathematics to secure improvements in student culture, staff culture, assessment, curriculum and teaching and learning.

TEACHING

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, literacy, numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching, including accredited courses.

- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus/specification.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships.
- To set high expectations for pupils' behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the school's Behaviour Policy.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required following school policies.

OPERATIONAL / STRATEGIC PLANNING

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Subject area.
- To contribute to the Subject area's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

CURRICULUM PROVISION

- To assist the Curriculum Leader to ensure that the Subject area provides a range of teaching which compliments the school's strategic objectives.

CURRICULUM DEVELOPMENT

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Strategic Objectives.
- To remain cognisant of changes at examination level so that teaching is appropriate to Ofqual/Board requirements.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods at both KS3 and accredited levels.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek, implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities

relating to the curriculum, organisation and pastoral functions of the school.

MANAGEMENT INFORMATION

- To maintain appropriate records and to provide relevant accurate and up-to-date information to Arbor, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

COMMUNICATION AND LIAISON

- To communicate with other colleagues regarding subject and student matters.
- To communicate with Pupil Premium coordinator, and SEND team regarding vulnerable groups and their progress.
- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in parents' evenings.
- To contribute to the development of effective subject links with external agencies.

MANAGEMENT OF RESOURCES

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, Subject area and the students.

PASTORAL SYSTEM

- Demonstrate a commitment to the protection and safeguarding of children and young people and comply with school policies and procedures relating safeguarding, child protection and the prevent duty.
- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the subject area group as a whole.
- To liaise with the Head of Year to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Policy so that effective learning can take place.

SCHOOL ETHOS & OTHER

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To participate in the school elective programme.
- To actively promote the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any reasonable additional duties as directed by the Headteacher.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school's changing needs.

PERSON SPECIFICATION

Note to applicants:

The Essential Criteria are the qualifications, experience, skills or knowledge you must show you have to be considered for the job.

The Desirable Criteria are used to help decide between candidates who meet all the Essential Criteria.

The Source column shows how the school will obtain the necessary information about you.

If the Source column says the Application Form (A) next to an Essential Criteria or a Desirable Criteria, you must include in your application enough information to show how you meet this criteria. Include examples from your paid or voluntary work.

Criteria	Essential	Desirable	Source
Qualified Teacher Status	x		A
To enjoy working with, and for, young people as well as adults.	x		I/R
Ability to motivate, engage and enthuse learners.	x		I/R
A degree or equivalent in the subject taught.	x		A
Experience of teaching in the 11-16 sector	x		A
Knowledge of GCSE and BTEC qualifications	x		A/R
An understanding of the importance of data in relation to student progress.	x		A/I/R
Ability to assess student work accurately and precisely using criteria.	x		A/I/R
A confident and competent user of ICT, well able to use an interactive whiteboard as a teaching tool.	x		A/R

Ability to remain calm and positive, managing a workload that may be variable and unpredictable.	x		I/R
An excellent planner and organiser, able to keep accurate, precise and relevant records	x		A/I/R
Have the imagination, energy and capacity for hard work, together with an enthusiasm to take on developments and challenges.	x		A/I/R
Ability to develop provision which challenges all students and encourages success	x		A/I/R
Ability to plan work and assess which results in learners making sound and steady progress.	x		A/I/R
Willingness and ability to communicate effectively with all stakeholders.	x		A/I/R
To demonstrate awareness of the need to promote and protect Co-op Academy Strinesdale's profile and reputation	x		A/I/R
To demonstrate commitment to the professional development of self and that of the Co-op Academy Strinesdale.	x		I/R
Have a good record of attendance	x		R
Willingness to contribute to activities outside the time-table		x	A/I/R

This post is subject to an enhanced DBS check and references. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.



Safeguarding Notice

Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:



- **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers. Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.

Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



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Website: www.waterheadacademy.co.uk



