

Tile Cross Academy



Teacher of Maths Candidate Pack



Washwood Heath
Multi Academy Trust



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Headteachers Welcome

Welcome to Tile Cross Academy. Thank you for your interest in the role of Teacher of Maths within our School.

At Tile Cross Academy we care deeply for our students; their safety and wellbeing is our primary concern. Tile Cross Academy is the ideal environment in which to stimulate the minds of the next generation. It is a special place where both students and staff feel a real sense of belonging, with relationships at the heart of everything we do. With the wide range of backgrounds and cultures represented in our school population we celebrate diversity and difference, whilst recognising that we are all equal through a Rights Respecting ethos where students' rights are 'learned, celebrated and lived'. We value everyone's opinions and beliefs, whilst also encouraging every single child to achieve their very best.



We were honoured to be named '**School of the Year 2020**' at the **UK Social Mobility Awards** and have been recognised as a finalist every year since. This reflects our unwavering commitment to providing opportunities for all students, regardless of background.



Most recently, in **June 2024**, we were **rated 'Good' by Ofsted**, a testament to the dedication and hard work of our staff, students, and wider school community.

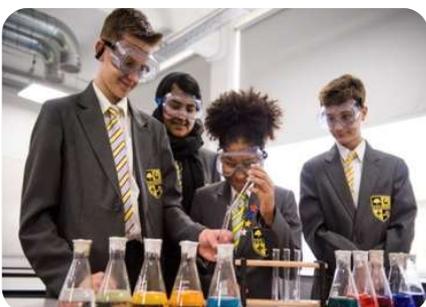
Tile Cross Academy opened in May 2017 as part of the Washwood Heath Multi Academy Trust. It sits on a site once occupied by Central Grammar School for boys, Byng Kenrick Grammar School for Girls, Sir Wilfred Martineau School and The International School. Our new school sits at the very heart of its community with a proud and distinguished heritage and an exciting and successful future ahead of it.

Thank you for your interest in our school and I would like to take this opportunity to wish you well in your application.

Gurt Sanghera

Headteacher

“Strive, Achieve, Believe”





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About Our School

School Vision & Ethos

Tile Cross Academy is a small and caring 11-16 mixed comprehensive school. We have high expectations for our students in which they develop through high quality Teaching and Learning and our focus to develop the Character of every child, so they become outstanding learners and citizens.

We aim to provide a high-quality education in an atmosphere of mutual respect where everyone is valued as an important member of our school community. We strive to develop and nurture the values, skills and attributes which create good citizens and lifelong learners, so that every student can discover, develop, and achieve their full potential and be successful in whatever path they choose. Our broad and balanced curriculum prepares our students to meet the challenges of a rapidly changing society, ready and willing to grasp the opportunities available to them and positive about their futures. and Ethos.

Curriculum Overview

Our curriculum is at the heart of our school and reflects our values 'Strive, Achieve, Believe'.

At Tile Cross Academy we aim to offer a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. We offer this through a curriculum which is sequenced towards knowledge retention and developing skills for future learning and employment. We offer a full programme of enrichment activities to engage our learners that allows them to develop experiences outside the classroom.

We offer a full, broad and balanced curriculum with a diverse range of subjects including GCSE and Vocational subjects. Within our curriculum, we strive to improve literacy across all age groups so that our learners are articulate, speak to a high standard, listen to their peers and respond with fluency and expression, read widely and write with enjoyment and confidence.

We want all our students, no matter what their background or previous social and academic experience, to leave school as well qualified, resilient, independent and confident young adults, ready to make a highly positive contribution to their community and wider society.

In a rapidly changing world we feel strongly that our students should show adaptability and resilience as well as demonstrating respect, kindness and tolerance of people from all faiths, cultures and backgrounds.

Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.

Our learners will:

- Experience a diverse, challenging, and engaging curriculum
- Thrive by exemplary practice modelled through our Teaching & Learning cycle
- Develop their independence, collaboration, and ability to evaluate
- Be supported and challenged as they aim to reach their true potential
- Be literate and articulate enabling them to access the wider world

Pastoral Care & Wellbeing

Tile Cross Academy Provides a caring atmosphere where students feel secure and comfortable as they settle down to focus on their learning.

Form Tutors and Pastoral Managers look after the day to day needs of students and they remain with their tutor groups throughout the five years wherever possible, getting to know both students and parents very well. We



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value our close partnership with parents and encourage them to be actively involved in their child's education at every opportunity.

Students build up a trusting and friendly relationship with their Tutor, Pastoral Manager, Head of Year and peers through activities in registration and assemblies. Each Year group has a weekly assembly in the Central Hall, with Form Tutors, the Head of Year and a member of the Senior Leadership Team present. Others, including outside speakers are invited during the year. Heads of Year ensure the social and academic well-being of students in their year group as well as helping to maintain good attendance and standards of behaviour. A wide range of pastoral, wellbeing and academic interventions take place with students supported to overcome challenges and develop lifelong character traits.

Our culture and environment will empower each child to develop the attitudes and their characters to thrive, enabling them to be the best version of themselves.

Our learners will:

- Understand how their behaviours and attitudes impacts on theirs and other children's progress within a supportive, caring, and inclusive environment.
- Anticipate and experience being praised and rewarded as well as experience support and fair and effective sanctions when they fail.
- Grow through our Personal Development curriculum, modelling British Values, our 'Character Days' and our ethos of visible kindness.
- Understand their rights and responsibilities to themselves and others.
- Understand their roles within a cohesive, diverse community, celebrating our equalities and diversity.
- Prosper through understanding the needs and requirements of a healthy lifestyle.
- Be shaped for their future, their studies, their careers, and their lives as adults.

At Tile Cross Academy, we expect our students to be:

- On time, think smart and dress smart and be **Ready** to learn.
- **Respectful** of everyone in school; every child, every adult.
- **Responsible** for their learning and responsible for their actions.
- **Resilient** to the challenges that face them; in lessons and around school and as they grow through life.
- **Reflective**; understand what they do well, what they could do better and how they can all help each other grow and develop.





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Our Maths Faculty

We at Tile Cross pride ourselves in providing the best opportunities to enable all students to be well equipped with the necessary mathematics skill, knowledge and experience so they can apply themselves in the real world. Our mathematics department ensures a robust academic provision to ensure all students have an opportunity to make the correct choices when leaving school. This includes having the required qualification to begin college at A-Level, or start an apprenticeship and begin work related learning or begin their career in any form of industry.



Our current vision is simple; our mathematics department will provide all students with a high standard of learning through high quality subject expertise. We ensure all students are progressing irrespective of their starting points in a safe environment.

Our department currently consists of 6 full time qualified teachers and one part time qualified academic coach. Between us all we teach, support and guide students to take every opportunity to make their mathematical studies a success.

The Key Stage 3 programme of study is organised into distinct units which allow students to build on Key Stage 2 and develop connections across mathematical ideas to develop fluency, in mathematical reasoning and competence in solving increasingly sophisticated problems through mathematical mastery. Students also build skills to apply their mathematical knowledge in science, geography, computing and other subjects. The programme is taught through nine lessons over a two week timetable which enables us to cover the curriculum in its entire depth and breadth.

At Key Stage 4 students undertake a programme which builds on learning from Key Stage 3 to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Students also apply their mathematical knowledge wherever relevant in other subjects and in financial contexts. At Tile Cross we currently follow the Edexcel GCSE syllabus and all students are entered in a GCSE exam to accredit their study. We also support the less able students to gain accreditation in an Edexcel Entry qualification. To date 100% students have passed their Entry level qualification.

Teachers in the mathematics department work in a team and are ambitious for their students. They seek every opportunity to motivate students and challenge underperformance. Students at Tile Cross are introduced to STEM (Science, Technology, Engineering and Mathematics) activities in their lessons and during different points in their school life to appreciate and apply mathematics to the real world. Students in Years 7 and 8 are involved in the United Kingdom Mathematical Challenges. We have also entered students in the Junior Mathematical Olympiad and have seen success against local and national schools.

We hope you are excited about the Teacher Maths role at Tile Cross and we look forward to receiving your application.



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Job Description – **Teacher of Maths**

Responsible to: Head of Maths

Responsible for: Improving attainment of KS3 & KS4 pupils within the Maths Faculty

Post Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ form tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Accountabilities:

Teachers at The Tile Cross Academy will make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers will act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

1 SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- be accountable for attainment, progress and outcomes of the pupils
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 PLAN AND TEACH WELL STRUCTURED LESSONS

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity



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- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

6 MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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TRAINING	Willingness to undertake appropriate training Willingness to deliver appropriate training within the school training plan	AF/I AF/I	
EDUCATION/ QUALIFICATIONS NB Full regard must be paid to overseas qualifications	Qualified teacher status Degree or equivalent Subject specialism that has been applied for	AF/I AF/I A/F/I	
OTHER	Ability to respond flexibly and adapt to changing and challenging circumstances Ability to persuade, negotiate and influence others Ability to maintain strict confidentiality of information received and processed as part of the job role Ability to set and maintain high standards within the maths team Ability to project a professional image for the school Ability to have a flexible approach to work to meet the needs of the school	AF/I AF/I AF/I AF/I AF/I	
CONTRA INDICATION	Criminal convictions involving offences against children	AF/I	

We are part of Washwood Heath Multi Academy Trust, welcoming students from 11 years old to 16 years old, providing a standard of academic excellence for secondary and education. We are very proud of the positive learning experience offered to our students and the support available to ensure they achieve their full potential. **We:**

- offer an excellent induction programme within a friendly and supportive environment
- offer a whole range of opportunities to further develop colleagues' teaching skills and leadership potential, including a Supportive ECT Induction Process & Policy, Career Pledge for Teachers to support at each stage of career, paid opportunities to upskill via apprenticeship levy (right up to masters level).
- are creative and innovative in our approach to all aspects of school life
- have motivated, vibrant, multi-ethnic students and staff
- have a strong family ethos where individuals are respected and valued
- are part of the WHA Trust that provides numerous professional development opportunities

We know you would love working at Tile Cross Academy. We have wonderful, enthusiastic students and amazing staff who always go the extra mile for their classes.

Informal conversations are warmly welcomed. Please contact **Amy Milner – PA to the Headteacher** amilner@tilecross.academy

Application Packs are also available to download from our website on www.tilecross.academy

Tile Cross Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.