

NEW VACANCY

The Calder Learning Trust
Pennine Alliance Learning Trust



Teacher of Mathematics

Everybody, Everyday

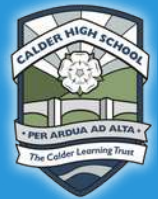
Located within the beautiful Calder Valley, West Yorkshire
Start date: As soon as possible or September start will be considered
Full time, Permanent
Grade: MPR

Care, Commitment, Courage



Completed applications should be returned to hr@calderlearningtrust.com
Closing date: 9:00am, Monday 24 February 2025
Interviews: To be confirmed

Welcome from the Headteacher



The Calder Learning Trust is an all-through school, providing an excellent standard of education for students from 4 – 16 years. There are two phases to our school: Calder Primary School for ages 4 – 11 and Calder High School for ages 11 – 16. Whilst each phase is distinct, they blend seamlessly into one learning community, offering fantastic opportunities for all our students.

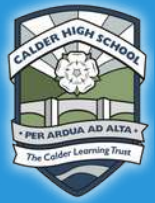
Located in the heart of Pennine Yorkshire, in the village of Mytholmroyd, approximately six miles west of Halifax, The Calder Learning Trust serves the Calder Valley community stretching from Halifax through Luddendenfoot, then Mytholmroyd, and beyond to the town of Hebden Bridge and the border of Todmorden. It is ideally situated both close to the countryside and with easy transport links to towns and cities for varied learning opportunities outside the classroom.

We aim for our students from Reception to Year 11 to become confident, responsible and articulate young people, supported within and beyond the curriculum and engaging in the fantastic range of opportunities available. These include The Duke of Edinburgh award, sporting events and competitions and Expressive Arts.

Our school values are 'Care, Commitment, Courage' and are woven through all that we do. Here at The Calder Learning Trust we aim for 'Everybody, Everyday' to be and do their very best so that they can realise their dreams and aspirations and we look forward to welcoming you to our school and offering you the opportunity to take an assisted tour.

Mr A Guise Executive Headteacher at The Calder Learning Trust and CEO of Pennine Alliance Learning Trust





This is a very exciting time to join The Calder Learning Trust. having recently become part of the Pennine Alliance Learning Trust.

We are seeking to appoint a dedicated, well-qualified and committed Teacher of Maths, starting as soon as possible or September starts will be considered to drive developments in teaching and learning and work with the team to raise attainment in Maths across different Key Stages. The role will continue our work to improve both provision and outcomes across the Maths faculty, whilst there will also be opportunities for the successful candidate to work cross phase, liaising closely with our Primary lead to ensure effective academic transition.

This is a fantastic opportunity for a teacher starting their career in Maths teaching or someone seeking to move into middle leadership or gain more experience of leadership in a different setting. The Calder Learning Trust is a wonderful place to work, set in the fabulous countryside of the Calder Valley, but within commutable distance of Leeds and Manchester. We have a diverse student population who are friendly, creative and articulate. We strive to be a Trust that truly provides opportunities for 'Everybody, Everyday'.

Staff at the Trust benefit from a culture which pays real attention to staff wellbeing and workload and provides many opportunities for continuous professional development through coaching, drawing on evidenced based research to make improvement to teaching, learning and the curriculum.

We welcome applications from candidates of all backgrounds and life experiences and are willing to consider requests for part-time working and other flexible working arrangements. We would very much encourage candidates to arrange a visit to see the school for themselves.

The Calder Learning Trust employs rolling recruitment methodologies, with shortlisting and interviews for some roles taking place as and when applications are received.

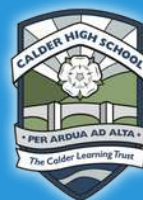
This may mean that some roles are recruited before the closing date, and therefore advise that applications are made without undue delay.

Reporting to: Head of Faculty - Maths

Responsible for: Specific tasks relating to the provision of a full learning experience and support for students across a specified Key Stage

Liaising with: Head/Deputies/Assistant Heads, Head of Year, teaching/support staff, LA representatives, external agencies and parents

Job Description



Purpose

- To raise the attainment of students in Maths
- To implement and deliver an appropriate Maths curriculum for students progress
- To analyse faculty data and plan effective teaching and intervention strategies for key groups
- To liaise with colleagues to ensure continuity of provision across Key Stages
- To monitor and support the overall progress and development of students as a maths teacher

Operational/ Strategic Planning

- To support the improvement in teaching and learning and raising standards across Maths across different Key Stages
- To support colleagues in securing improvements in teaching and learning and raising standards across Maths
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Faculty
- To contribute to the Faculty Improvement Plan and its implementation
- To plan, prepare, deliver and evaluate sequences of learning for students under the post holder's remit
- To contribute to the whole Trust's Planning activities

Curriculum Development

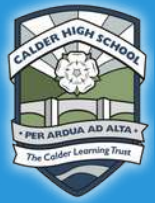
- To assist the Head of Faculty and colleagues to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Vision, Values and Strategic Objectives

Staffing

- To take part in the school's programme of Continuing Professional 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

Management Information

- To maintain appropriate record and to provide relevant accurate and up-to-date information for management information systems, 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



Recruitment/Deployment of Staff

- To engage actively in the Performance Appraisal process
- To fulfil the requirements of the Teacher Standards, September 2013
- To ensure the effective deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the trust.

Communications

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To follow agreed policies for communications in the school

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review Days, Parents as Partners and events with partner schools
- To contribute to the development of effective subject links with external agencies

Management of Resources

- To contribute to the process of ordering and allocation of equipment and materials
- To assist the Head of Faculty 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 usages of resources to the benefit of the school, faculty and the students



Job Description



Pastoral System

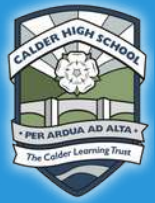
- To be a form tutor to an assigned group of students and deliver the associated Form Tutor Programme To promote the general progress and wellbeing of individual students and implementation of the school's Pastoral System
- To register students, accompany them to assemblies, support their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep upto-date student records as many be required
- To contribute to the preparation of Action Plans, 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 contribute to PSICHE according to the Trust policy
- To apply the Trust's Behaviour Management systems so that effective learning can take place



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 are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high quality learning experience for students which meet internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the trust's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- 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

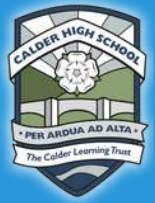
Job Description



Other Specific Duties

- To play a full part in the life of the Trust community, to support its distinctive mission and values and to encourage staff and students to follow this example
- To promote actively the Trust's corporate policies
- To continue personal development as agreed
- To comply with the Trust's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above
- To act as a positive role model to students in terms of standards, behaviour etc.





Staff Benefits

- **Wellbeing:** We subscribe to the Schools Advisory Service (<https://schooladvice.co.uk/>) to support staff with a variety of services such as online gyms, medical support and counselling .
- **CPD:** we have an extensive development programme both internally and externally to support your professional development whilst you are employed by the trust.
- **Sustainability:** We have electric charging ports to support our commitment to the environment, good local transport networks including bus and rail and we are part of the Calderdale Cycle to Work Scheme.
- **Priority places:** for children of staff at both Calder Primary and Calder High Schools as part of our Admissions Policy.
- **Childcare Vouchers** to support staff getting back to work.
- **Staff clubs** such as Staff Sketch Club, Staff Book Club and various other initiatives.



Person Specification



Qualifications and CPD

	ESSENTIAL	DESIRED	ASSESSMENT
Qualified graduate teacher in Mathematics. QTS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,I
Degree in Mathematics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A,I
Knowledge of current educational developments. Mathematics in particular	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,I
Understanding of strategies for raising attainment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,I
Evidence of staff training, relevant professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,I

Experience

Experience of teaching all aspects of Mathematics at Key Stage 3 and Key Stage 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Up-to-date knowledge of the Mathematics curriculum and national developments of policy and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Evidence of contribution to trust life beyond the formal curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Willingness to learn, develop and contribute to quality teaching and learning for self, faculty and whole trust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Ability to produce high quality learning and teaching materials and demonstrate innovation in terms of delivery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
An understanding of pastoral needs of students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Commitment to develop professionally	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I

Code for Assessment

A- Application I - Interview R - Reference

Person Specification



Skills and Attributes

	ESSENTIAL	DESIRED	ASSESSMENT
Outstanding teaching skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Good organisational, interpersonal and communication skills, including:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Ability to negotiate and handle difficult situations sensitively and decisively	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Ability to present a good personal presence and provide a positive role model for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Ability to analyse student performance, identify priorities and to set targets and /or intervention strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Ability to integrate new learning and teaching approaches into the curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
A commitment to provision of high quality teaching and learning as an entitlement for all students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Commitment to support learning through extra curricular activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Ability to work as part of a team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
A commitment to supporting learning through extra-curricular activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I

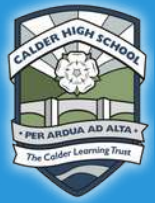
Personal Attributes/Disposition/Attitude

Understand, uphold and put into practice the requirement to safeguard and promote the welfare of children in day-to-day dealings with them.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Commitment and enthusiasm of the subject and the Trust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
Openness and willingness to learn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I

Code for Assessment

A- Application I - Interview R - Reference

Person Specification



Personal Attributes/Disposition/Attitude cont.

	ESSENTIAL	DESIRED	ASSESSMENT
Ambition for self, for students and for The Calder Learning Trust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
A professional disposition including the values of care, commitment and courage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
A positive role model for staff and students through professional expertise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
A commitment to equal opportunities in respect of race and gender.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A,R,I
High level of emotional intelligence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A,R,I

Code for Assessment

A- Application I - Interview R - Reference

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced Disclosure Baring Service check is required for all successful applicants.





Everybody, Everyday

We look forward to receiving your application

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