

Candidate Information Pack

Maths Raising Aspirations Lead

Required: January 2025

Closing Date: Monday 9th December at 9am

Interview Date: Thursday 12th December



Welcome to Burton Borough School a proud member of the Learning Community Trust

Dear candidate,

We are committed to providing a high-quality education that prepares our students for a happy, successful life and enables them to make a positive contribution to society. Our school is built on the values of ambitious, proud, and caring. We believe that these values are essential in shaping the character of our students and preparing them for the future.

At BBS, we understand that education is not just about academic excellence, but also about fostering strong relationships with families and the community. We believe that working in partnership with families and the community is crucial in providing a holistic education for our students. We encourage parents and guardians to be actively involved in their child's education and to work with us in creating a supportive and enriching learning environment.

Our dedicated team of teachers and staff are committed to providing the best possible education for our students. We believe that every child has the potential to succeed and we strive to create an environment that nurtures and supports this potential. We offer a wide range of programs and activities that cater to the diverse interests and needs of our students.

At BBS, we place a strong emphasis on learning and getting a good education. We believe that education is the key to unlocking a world of opportunities and possibilities for our students. Our curriculum is designed to challenge and inspire our students, and our teachers are dedicated to helping each student reach their full potential.

Thank you for considering BBS for your child's education. We look forward to working with you and your family in providing the best possible education for your child.

Yours sincerely,

Mrs C Bedford

Principal

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About the School

It is an exciting time to be joining BBS. In April Ofsted noted in its inspection that “leaders are driven and determined” and that the school is “taking effective action to improve the quality of education”.

This year we have converted to a horizontal pastoral structure to ensure we can give bespoke support at each year group level. We have also embedded a whole team devoted to our Year 7 cohort as we recognise the need to nurture following lost learning at such a young age. We take pastoral care incredibly seriously at BBS and have a superb team of staff who always put the interests of the community first.

The school is implementing a new and innovative Teaching and Learning strategy which has been created by the staff team, matching the needs of our school and its community. Staff who have a passion within this area will find that there are numerous opportunities to share good practice and get involved in developing pedagogy throughout the school and across our Primary Cluster.

As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things.



Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their ECT or working with staff who aspire to leadership.

We extend this CPD throughout our staffing structure. Both the SEND and Pastoral teams have weekly CPD enabling them to develop professionally and ensure that we have highly trained and knowledgeable staff who can understand the needs and requirements of all of our students.



Job Title Maths Raising Aspirations Lead

Salary Range Main scale/UPS + TLR 2.1

Job Description

Job Purpose

The successful candidate will work alongside the Head of Department to develop and deliver an instructional coaching programme to further hone the implementation of the maths curriculum. The Raising Aspirations Lead will have a sound understanding of effective maths pedagogy and curriculum principles, alongside knowledge of effective coaching practices.

The Raising Aspirations Lead will also model exemplary leadership, raise expectations and standards and promote a caring, values-driven environment in which student achievement is promoted, recognised and celebrated.

To lead on raising the aspirations of students in the maths department and developing strategies to improve attainment and progress.

To model and promote high standards in all areas of the school's work in order to secure school improvement towards 'outstanding' outcomes.

To provide the highest quality of education, care and preparation for life for all students in the school in accordance with the Teacher Standards (indicated in brackets through the rest of this document in italics).

Major Tasks

Principal Accountabilities:

- To work with the Vice Principal for Quality of Education and Maths Head of Department to develop an instructional coaching programme within the maths team.
- To engage with identified instructional coaching CPD to hone and refine coaching practices.
- To undertake regular lesson visits and feedback sessions to support the coaching process.
- To uphold the coaching values to ensure that CPD is supportive and precise so that it positively impacts on the quality of education.
- To work with the head of department to gather qualitative and quantitative evidence to measure the impact of CPD within the maths department.
- To contribute to whole school CPD alongside the quality of education team.

Main Responsibilities as a Subject Teacher

- 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 pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - 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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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.

General Duties

- To adhere to the policies and procedures of Burton Borough School.
- To share in the corporate responsibility for the development and well-being of all students.
- Make a positive contribution to the wider life and ethos of the school.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected within the school's community based on mutual respect between students and staff
- To take a pro-active part in the school's appraisal system, both as a reviewer and reviewee, with the ultimate aim of improving standards of teaching and learning in school.

Contacts & Relationships

- With students – daily
- With students' parents/carers – as required linked to incidents, complaints etc
- With professionals linked to students – as required dependant on need/care plans etc.
- With visitors, or other external bodies – as required
- With staff within school - daily
- Establish constructive relationships and communicate with other agencies / professionals

Physical Demands

- The school is on one site with 4 main buildings sited alongside the sports field. The post holder will be required to move around buildings accordingly.

Other

General Accountabilities:

- Completing duties and attending events agreed as part of the annual directed time budget.
- Managing a budget in line with the financial scheme of delegation.
- Complying with the Burton Borough code of conduct and professional dress code.
- Contributing to the rich and varied extra-curricular programme.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified. The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.

The postholder will be expected to participate in training and other learning activities and performance development as required.

The postholder will be expected to actively follow Learning Community Trust policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.

The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.

The school is committed to safeguarding and promoting the welfare of children and young people by having a child centred approach and expects all staff and volunteers to share this commitment.



Person Specification

Criteria	Standard
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status; • Degree in relevant subject area; • Be an outstanding classroom practitioner; • To have, or willing to obtain the NPQML
Experience	<ul style="list-style-type: none"> • A proven track record of examination success • Relevant, organisational and/or management experience in the secondary age range • Leadership of staff teams • Evidence of department and school improvement • Coaching of teachers. • Delivery of CPD at department and / or school level.
Knowledge	<ul style="list-style-type: none"> • Strong current subject knowledge. • Strong knowledge of evidence-informed pedagogy. • Strong knowledge of the key features of an effective maths curriculum. • Knowledge of coaching practices. • A positive disposition. • A willingness to develop excellent ICT skills. • An effective communicator with exceptional interpersonal skill. • Influencing and negotiation skills.
Skills	<ul style="list-style-type: none"> • Very good ICT skills, e.g. production of reports, correspondence, inputting / updating information. • Able to relate well to children and adults, including all stakeholders and other professionals. • Able to use analytical, judgmental, creative and developmental skills. • Able to demonstrate sensitivity and tact particularly when dealing with the more sensitive issues. • Able to maintain confidentiality. • Able to work accurately and with attention to detail. • Able to undertake short term planning, e.g. managing own workload, managing the work of others, ensuring deadlines are met, planning for school activities, e.g. school trips / sports day. • Able to deal with more complex queries and know when to refer to more senior staff. • Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these. • Able to self-evaluate learning needs and actively seek learning opportunities.
Personal style & behaviours	<ul style="list-style-type: none"> • Customer focused • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener • Takes responsibility and accountability • Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations • Is committed to the provision and improvement of quality service provision • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive • Has the ability to learn from experiences and challenges

	<ul style="list-style-type: none"> Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.
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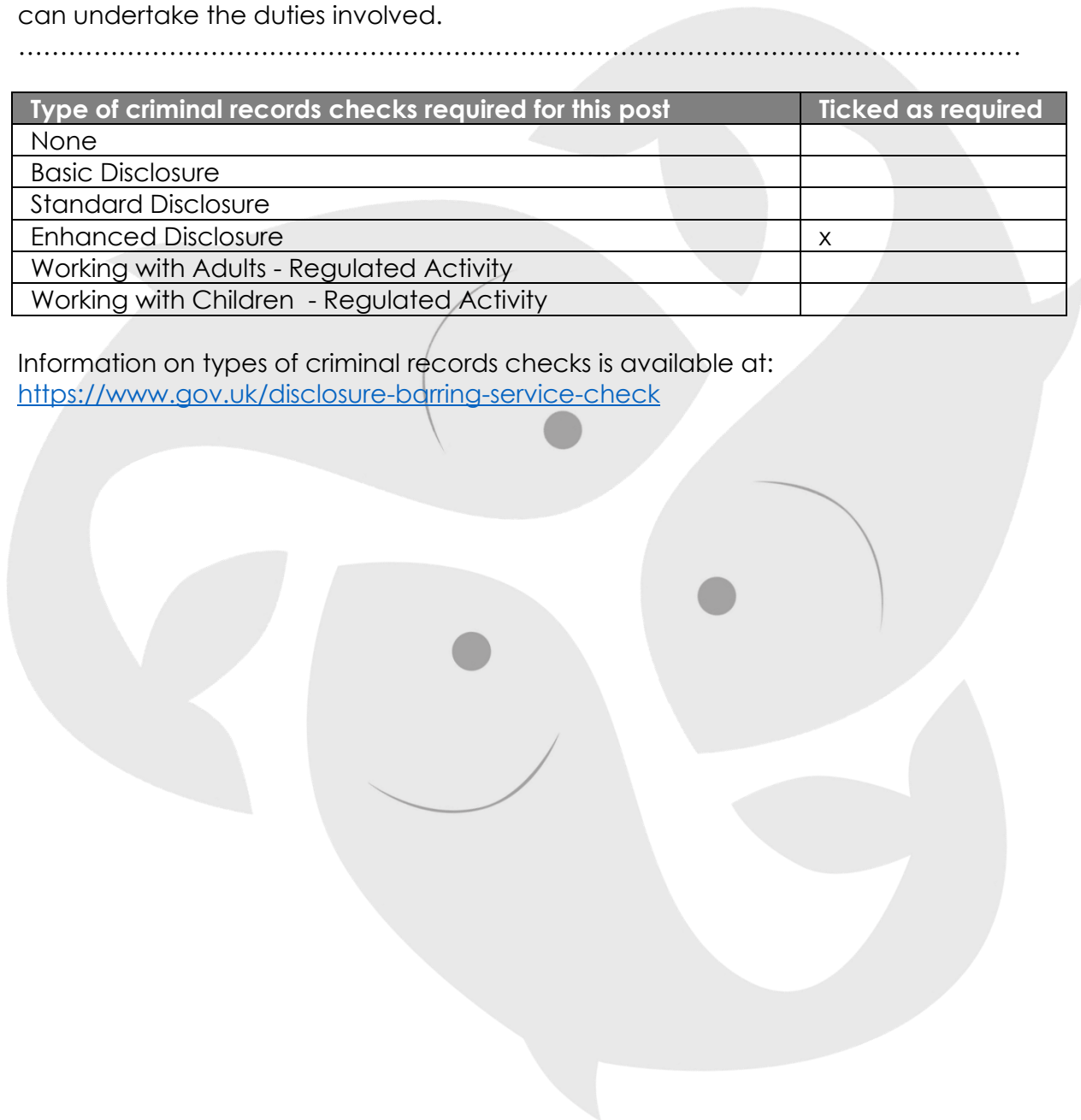
We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	X
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>



Safeguarding

BBS fully recognises its responsibility to safeguard and promote the welfare of students and young people. We are committed to ensuring that students have opportunity to thrive within a safe learning and working environment. Our school expect all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students.
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe.
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse.
4. Supporting students who have been abused in accordance with their agreed protection plan.
5. Establishing a safe environment in which students can learn and develop.



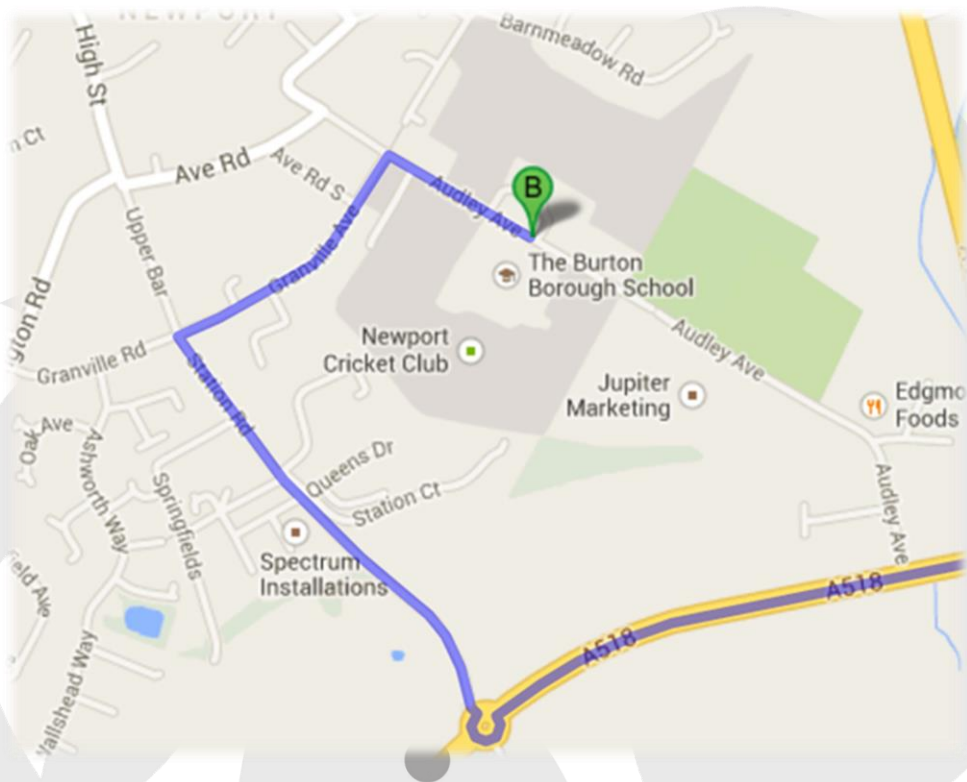
The staff at BBS are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectation in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result as risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.

Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby.



How to find us

From the North: At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport.

From the South: At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport.

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