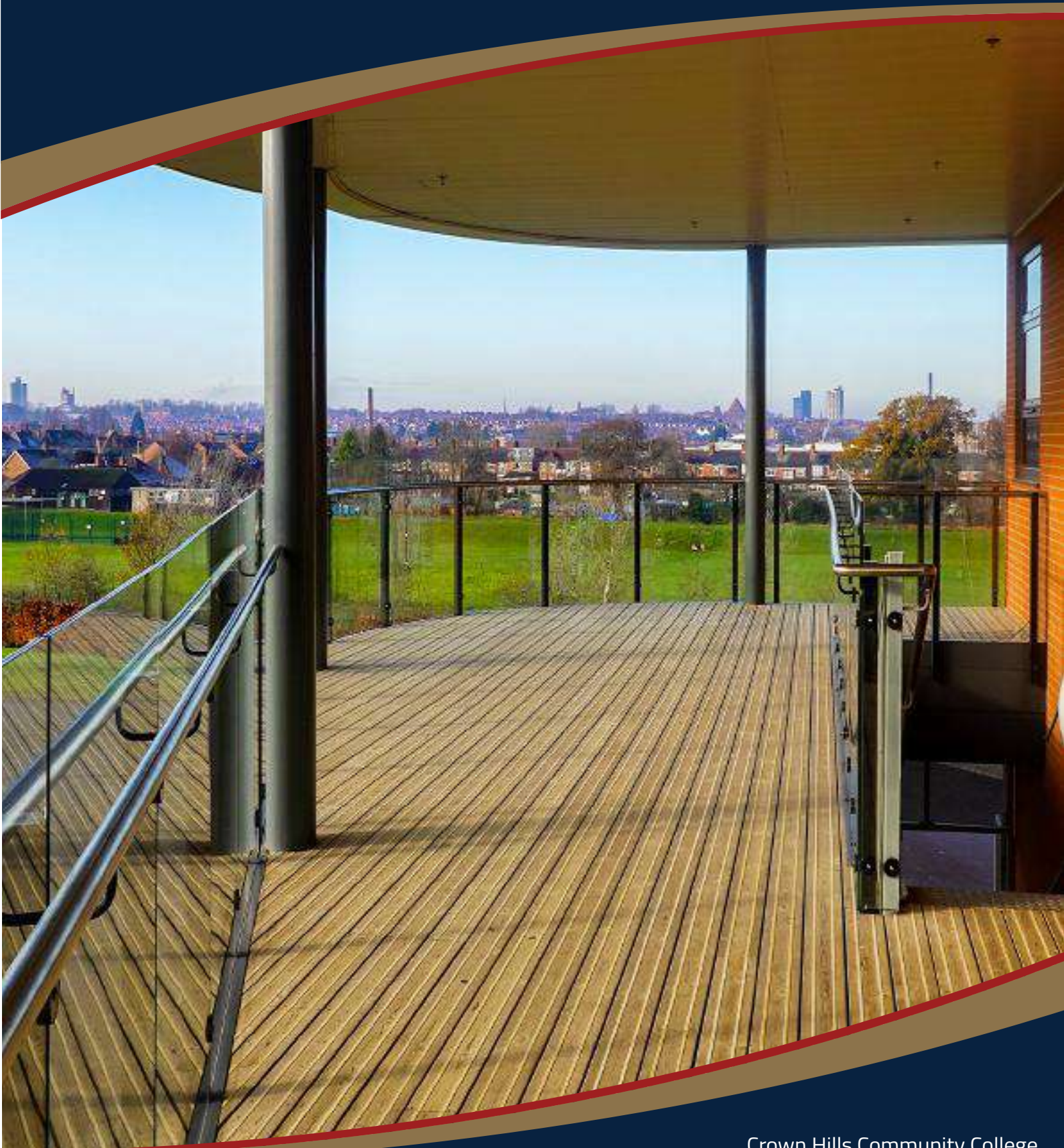




CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Appointment Information

Maths Head of Faculty



Crown Hills Community College
Gwendolen Road, Leicester LE5 5FT
Tel: 0116 273 6893
office@crownhills.leicester.sch.uk
crownhills.com





Dear prospective applicant,

Thank you for expressing an interest in this key vacancy at our college. This is a key role in our college as we move from good to great.

The last few years have been amazing for our college community, as we have started to gain external recognition for the way we are doing things; from being shortlisted twice for the TES well-being school of the year in 2022 and 2023, to being one of five schools to win the Silver Award for the Pearsons secondary school of the year in 2023.

Our aim has always been to make this school one of the best schools to attend as a child and to work in as a member of staff. That mission is extremely rare and we urge you to come and see us in action, speak to the staff and speak to the students. Every decision that we take is done with a lot of thought and consideration and we put well-being at the centre, so that teachers can teach and students can learn.

The following podcast with the Youth Sport Trust gives you a glimpse of our approach at CHCC:

<https://www.youthsporttrust.org/news-insight/podcasts/well-schools-s2-e3-farhan-adam-crown-hills-community-college-in-leicester>

Therefore, we are not a college that is driven by OFSTED and whether we are GOOD or OUTSTANDING but we do things because they are at the very essence of helping our children and school community to be the best that they can be.

Our approach is underpinned by leaders understanding their responsibility and fulfilling it, not by wielding their power or authority and we welcome and appreciate challenge if we do not live up to the standards that are expected of us. Therefore, how we lead, is as important as the direction we are taking staff in. You need to have the emotional intelligence to deal with sensitive matters with clarity as well as trusting those around you to deliver and, when needed, have tough love conversations to improve delivery.

You will have the responsibility of up to 12 staff, including two Deputy Head of Faculty, so your ability to work with different groups of people in a dynamic environment is paramount, and a key part of the role.

As Principal, it has always been my philosophy to grow and nurture new talent so that we create the next generation of leaders, it is something that I have done throughout my career, and this role will support the successful individual on their journey. I have personally led on leadership programmes over the last decade with the DFE and supported over 120 leaders to be successful in their next step.

Our mission is simple, we want every student to be the best that they can be, thrive in the best possible career and contribute positively to society.

We are very clear that the gender, background, colour, financial or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

All of our pupils are entered for Maths and our progress score was +0.31 (Top 35%) and grade 4+ was at 65% last year. So, there is still some work to do as we are aiming to be in the top 5% of schools nationally.

We have removed lesson observations from the appraisal process for the last seven years and linked it to professional development. Currently staff are entitled to 'visits' and entitled to a professional dialogue to improve their practice. That is a risk we have taken but it is aimed at creating a learning community where teachers can teach and learners can learn, without fear.

Our behaviour policy is clear and simple, "First Time Every Time," no quibbles, no arguments just do as we expect. Teachers no longer have to do detentions, chase up absence, attendance or punctuality. These are all done centrally with a highly skilled team that has taken the workload away from teachers.

If you walk the building during lessons, it is as if the school is empty; you will only hear the sound of delivery from teachers through an open door.

Curriculum is obviously now at the forefront of what we do and is the progression model. We have spent a significant amount of time ensuring that the curriculum is sequenced appropriately so that students are knowing, remembering and therefore able to do more.

Teachers are at the centre of delivery, they hold the knowledge and it is their expertise that is used to impart the key knowledge to students, we call it a knowledge-first approach and not a discovery model of delivery. We will talk more about this at the information evening but you can also find information on our website.

We are looking for somebody who is smart, hungry and humble as a leader and willing to do what it takes to improve the lives of children.

If you would like an informal chat about the role please do not hesitate to contact me directly on 07594595877

We are building a learning community that is built on trust and continuous professional development. If you have high aspirations for children from deprived backgrounds and experience of delivering educational excellence by improving pupil outcomes, then we would love to hear from you.

I would also urge you to look at our well-being charter that provides you with clarity about how you will be supported in your role as a leader at the college and what the expectations are that we have of you as a leader at CHCC.

If you would like to arrange a visit to school please contact sumayaseedat@crownhills.leicester.sch.uk

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our website: www.crownhills.com, please include e-mail addresses of all referees, and email it together with a letter of application (no more than 2 sides of A4) outlining your experience relevant to this post to sumayaseedat@crownhills.leicester.sch.uk by Wednesday 22nd May 2024 9am.

KEY DATES:

Deadline – Wednesday 22nd May @ 9am

Interviews TBC

Start Date: August 2024

I look forward to meeting you in person or seeing you online and hopefully reading your application!

Yours sincerely,



Mr F Adam
(Principal)

****Commitment to Safeguarding**

Crown Hills Community College is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including an online search, an enhanced DBS check and satisfactory references. Online searches will only take place on shortlisted candidates and will be carried out only to identify any matters that might relate directly to the employer's legal duty to meet the safeguarding duties set out in Keeping Children Safe In Education. Shortlisted candidates will be notified of the form the search will take and any information gathered through an online search that gives rise to legitimate areas of concern will be raised with the candidate directly in the interview.

JOB DESCRIPTION

Job Title:	Head Of Maths Faculty	11-16	Maintained
College:	Crown Hills Community College	Grade:	MPR/UPR
Reports to:	Principal via Assistant Principal	Salary:	£30,000-£46,525 TLR1b - £11,407
Term:			
Key areas of Responsibility:	Maths Faculty		
Additional:	Line Manage both 2nd in faculty		

JOB PURPOSE SUMMARY

The leadership role of Head of Faculty is central to the success of the college. Areas of responsibility include those relating to the faculty area and those related to contributions towards the general ethos and the development of the college as a whole. More specifically, effective heads of Faculty align with, and work within, the staff values of 'THIRST' (Trust, Honesty Integrity, Respect, Support and Tolerance) as defined in the college's Health and well-being Charter.

- To support the mission statement and values of Crown Hills Community College.
- To work as the leader of the Maths Faculty.
- To lead the work of the faculty leadership team.
- To work as a part of the extended leadership team.
- To align with and lead using the staff values of THIRST (Trust, Honesty, Integrity, Respect, Support, Tolerance) as defined in the College's Health and Well-being Charter.
- To role model good practice for staff and students.
- To carry out all other reasonable tasks as requested by the Principal.

Key Purpose

Provide strategic vision, leadership and management in all areas within the Maths faculty and implement effective procedures, and seek opportunities to develop sustainably, the provision of an outstanding education.

Key responsibilities and accountabilities

- Knowledge and understanding of the subject and its curriculum.
- Planning and expectations.
- Curriculum, teaching and learning and assessment.
- Student achievement and progress.
- Parents and wider community engagement.
- Professional development – own and that of others.
- Management of resources.
- Leadership.

Knowledge and understanding of the subject and curriculum

- A clear understanding of leadership and how to lead a curriculum team.
- A clear and thorough understanding of the curriculum and how it should be sequenced so that students know more, remember more and therefore are able to do more.
- An understanding of the pedagogy that allows that students to know and remember more.
- A clear understanding of the college aims and vision, the college's Improvement Plan and ensures that these are promoted and implemented in the faculty and zone areas, through coherent faculty and zone visions and improvement plans
- Has an excellent knowledge of effective and appropriate teaching and learning within the faculty and so is able to judge this when engaging in quality assurance activities.
- Has good knowledge of other faculties with related knowledge and skills and works with these to provide coherent learning if and when appropriate.
- Understands the statutory aspects of education and how they apply in the faculty – SEN Code of Practice, equal opportunities, health and safety etc.
- Understands the importance of students with EAL and SEND and the need for differentiation at Crown Hills for high expectations of the capabilities of all students, regardless of barriers.

Planning and expectations

- Is the lead person for strategy within the Maths faculty.
- Sets clear and high expectations with all staff within their team, in relation to student achievement, student targets and progress behaviour management and team working and is able to strike the right balance between accountability and support.
- Works with other staff to ensure the effective implementation of EHCP's and other specific plans for students.
- Has in place clear and precise improvement plans for the short, medium and long term, based on effective self-review processes, self-review processes, with clear success criteria and timelines.
- Sets and works towards challenging targets at faculty, group and individual student levels.
- Ensures all plans and expectations are consistently implemented by all staff within the faculty.
- Produces a faculty Improvement Plan and SEF (Self Evaluation) document each year? Review the curriculum here?

Curriculum, teaching and learning and assessment

- Understands that the pedagogy of teaching should be linked to supporting students to know more, remember more and as a result able to do more. This will allow students to make progress through the curriculum.
- Able to coach staff as appropriate so that they are able to improve the quality of their delivery in line with this.
- Analyses and interprets national, local and school data, as well as research, to inform policy and practice resulting in more effective teaching, learning and achievement.

- Has a clear policy for assessment, both in terms of formative and the use of summative assessment.
Uses this to understand the journey through the curriculum that students have and are taking and how teaching needs to adapt (responsive teaching) to address any gaps in knowledge and understanding before moving ahead.
- Has in place good systems for transition, to ensure that all teachers take note of prior attainment in their lessons as well as the curriculum journey that these students have been on and are going on to at KS2-3, KS3-4 and KS4-5.
- Regularly evaluates the quality of teaching and learning and the quality of provision and uses this to further improve learning across the faculty.
- Has the ability to hold staff accountable for the quality of their delivery and provide appropriate support and challenge where required.

Student achievement and progress

- Ensures that progress is measured through the curriculum and is monitored accordingly throughout different year groups. This is to ensure that students know where they are at and where they need to get to
- Uses responsive teaching and assessment to inform them about where students are on the curriculum journey and that any data used is to ensure that gaps in knowledge are closed.
- Uses student performance data to inform the faculty about how well the curriculum is being taught and retained.

Parents and wider community engagement

- Uses assessment to influence curriculum re design.
- Works in partnership with parents, having in place an informative process of communication with them.
- Reports to parents in line with the college's policy.
- Develops links with local business in order to deliver more relevant work-related learning and enterprise skills within the faculty.
- Engage with appropriate stakeholders to support the 'hidden' curriculum e.g. British values, cultural capital with the faculty.
- Develops links with others in the community and thus supports the personal development of students.
- Ensures professional links with primary schools, other local secondary schools and FE colleges are created and maintained to aid transition and progression for all students.

Professional development- own and that of others

- Prioritises and manages time effectively: between teaching, faculty leadership and whole college priorities.
Uses the support given by the college in order to achieve a good work/life balance in order to be most effective.
- Sets and achieves challenging goals for their faculty and executes these by leading and managing effectively the TLR holders within the faculty by developing them and holding them to account, especially for their discrete areas of responsibility.
- Takes full responsibility for their own CPD.
- Builds constructive relationships with other staff in their team and creates a culture of achievement and success within the team.
- Assists all staff in having purposeful relationships with students.
- Has clear expectations, standards and targets for all staff in their team and offers them appropriate support and challenge to achieve these.
- Performance manages all staff within their team, making each accountable for specific aspects of their practice, student achievement and wider professional development.
- Is a role model for staff. Develops coaching for each team member and encourages pairing and observation as a means of sharing observation as a means of sharing practice.
- Supports succession planning within the faculty and beyond.

Management of resources

- Is able to plan ahead strategically to improve the faculty (its curriculum offer and its personnel) and budget for these resources through effective development planning.
- Is responsible for the effective deployment of staff and resources within the faculty, including any faculty administrator, TAs, supply teachers and the setting of cover work.
- Ensures accommodation is safe and encourages learning.
- Is responsible for health and safety issues within the area.

Leadership

- Has a clear understanding of emotional intelligence, is aware of their own emotions when leading and is able to remain calm under pressure, taking their faculty with them on the journey of from 'good' to 'great'.
- Develops own leadership qualities which align with THIRST values and undertakes appropriate CPD to enhance leadership within the faculty.
- Encourages distributed leadership within the team by appropriate delegation of tasks to others.
Establishes clear roles within the team and actively supports and monitors these to impact on classroom practice across the faculty.
- Develops a 'learning ethos' within the team with high-quality teaching and learning, achievement and, at times, innovative practice.
- Ensures all reports for SLT and Governors are on informative and on time.
- Links with other networks of leaders (locally and beyond) to help develop own practice and that of others ultimately in order to improve student achievement.

PERSON SPECIFICATION

Assessed by:

No.	CATEGORIES	Essential/ Desirable	Application Form	Interview / Task
QUALIFICATIONS AND TRAINING				
1.	Qualified teacher status	E	✓	
2.	Willing to participate in future professional development	E	✓	✓
3.	Good honours degree or diploma in relevant subject	D	✓	✓
EXPERIENCE AND SKILLS				
4.	Recent experience of teaching in a comprehensive school	E	✓	
5.	Able to communicate in spoken and written form	E	✓	✓
6.	Able to organise work and meet deadlines	E	✓	✓
7.	Able to set and achieve targets	E	✓	✓
8.	Able to accept responsibility	E	✓	✓
9.	Able to build a team and work collaboratively	E	✓	✓
10.	Practical and willing to learn/try new things	E	✓	
11.	Experience of working with disadvantaged children	E	✓	✓
12.	Ability to offer a second subject	E	✓	✓
13.	Has participated in an improvement initiative and has a clear philosophy of what constitutes effective learning	D	✓	✓
14.	Experience of developing an appropriate curriculum	E		✓

Assessed by:

No.	CATEGORIES	Essential/ Desirable	Application Form	Interview / Task
MOTIVATION				
15.	Self-starter, enthusiastic, energetic and flexible	E		✓
16.	Committed to meeting the needs of all children and to the principles of comprehensive education	E	✓	✓
17.	Is committed to the process of education improvement	D	✓	✓
ATTITUDE AND TEMPERAMENT				
18.	Decisive	E		✓
19.	Co-operative	E		✓
20.	Able to lead	E	✓	✓
21.	Teamworker	E	✓	✓
22.	Sense of Humour	E		✓
23.	Ability to relate well to teenagers	E	✓	✓
24.	Reliable	E	✓	
25.	Patient and calm- not easily ruffled	E	✓	✓
26.	Is sensitive to the learning needs of children	E	✓	✓
27.	Is thoughtful and reflective and adjusts practice in the light of that experience	E	✓	✓
28.	Is willing to seek support	E	✓	✓
APPEARANCE				
29.	Professional appearance	E		✓

Assessed by:

No.	CATEGORIES	Essential/ Desirable	Application Form	Interview / Task
OUTSIDE ACTIVITIES				
30.	Ability to contribute to extra-curricular activities e.g trips	D		✓
GENERAL CIRCUMSTANCES				
31.	Sensitive to the issues and problems faced by students in an inner city context and their barriers to learning	E	✓	✓
32.	An awareness of recent education initiatives	E	✓	✓
33.	Committed to using a wide range of teaching and learning styles	E	✓	✓
EQUAL OPPORTUNITIES				
34.	Must be able to recognise discrimination in its many forms and willing to put Councils Equality Policies into practice	E	✓	✓