



16 December 2016

Dear Sir/Madam

## Curriculum Leader for Mathematics

Thank you for your interest in working at Fairlands Middle School. Please find below more information about our school, together with a job description and person specification. You should be able to find out even more about our school by checking our website – [www.fairlandsmiddleschool.co.uk](http://www.fairlandsmiddleschool.co.uk). Please don't hesitate to phone us if you would like further information.

We are looking for an inspiring and ambitious teacher who will fit in with the Fairlands approach to learning; it is also important that you feel our school is right for you. Fairlands is a special place to come and work each day. We have a very supportive and collaborative atmosphere and group work is central to the way our children are taught.

The post will be available from Easter 2017 or possibly sooner. There is flexibility for the right candidate. We are looking for someone who will enjoy teaching across the age and ability ranges at our school. We welcome applications from experienced and less experienced, primary or secondary teachers. alike.

We hope that you will want to make an application to us. Please complete the form and send it (preferably electronically) to reach us by **9 am on Monday 16 January**.

I am looking forward to reading your application.

Yours faithfully

PETER ELMY  
Headteacher



## School Information

### INTRODUCTION

Fairlands Middle School is located in Cheddar, 8 miles from Wells and 20 miles from Bristol. We are a mixed school covering years 5 - 8 (children aged between 9 and 13).

### THE SCHOOL

The school was opened as a new purpose-built school with specialist accommodation in 1976, when re-organisation into the three-tier system took place in the Cheddar Valley.

There are currently 463 pupils on roll with a team of 28 teachers and about the same number of support staff. All of the teaching staff act as class tutors and have responsibility for pastoral care and developing the partnership with the parents. Pupils are received mainly from four partner First Schools, approximately half from Cheddar itself; the remainder travelling in from Axbridge, Draycott & Rodney Stoke and Shipham. Some other children travel from out-of-catchment areas.

An OFSTED team of Her Majesty's Inspectors paid a visit to our school in September 2015 and have written a very positive report about our school. We were the first school to receive a short inspection for good schools. We are particularly pleased that in each of the last 4 OFSTED Inspections nothing has been judged as anything less than 'good'.

Our main aim is for the children to be able to learn to their full potential and develop lively enquiring minds. We will help them to grow as independent young people, well prepared for the next stages in their learning and able to thrive in our complex and challenging society.

In order for the children to learn best, we set out to provide an environment in which pupils feel secure and are able to develop their own self-esteem. We emphasise respect for others and a sense of personal responsibility within the community.

At Fairlands Middle School the parents support us strongly in our educational and social activities. We regard it as essential to develop strong partnerships between home and school, and the wider community.

In 2014 we re-constituted our Governing Body to form a Federation with three of our partner First Schools. The Mendip Edge Federation comprises Fairlands Middle School, Cheddar First School, Draycott and Rodney Stoke First School and Shipham First School. Our single Governing Body now sets the direction and supports all four schools.

In addition, we are very pleased to be a part of the Cheddar Valley Community Learning Partnership, which comprises of 9 First Schools (aged 5 – 9), Fairlands and Hugh Sexey Middle Schools, and The Kings of Wessex Academy (aged 13 – 18). Our 12 schools have formed strong links to create a continuous system to look after the educational needs of all young people in the Cheddar Valley.

*Peter Elmy*

## Job Description

<b>Post Title:</b>	<b>CURRICULUM TEAM LEADER</b>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To raise standards of Teaching and Learning, and pupil attainment and achievement within the curriculum area</li> <li>• To monitor and support pupil progress and their enjoyment.</li> <li>• To develop and enhance the teaching practice of others.</li> <li>• To actively collaborate with other team leaders and contribute to the Curriculum Team Leader meetings.</li> <li>• To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils, in accordance with the aims of the school and the curricular policies determined by the Governing Body and school</li> <li>• To be accountable for leading, managing and developing the curriculum area.</li> <li>• To undertake the leadership and management of aspects of the School Improvement Plan as appropriate.</li> <li>• To effectively manage and deploy teaching/support staff, financial and physical resources for the curriculum area</li> </ul>
<b>Reporting to:</b>	Member of the School Leadership Group
<b>Responsible for:</b>	Relevant personnel within the subject area
<b>Liaising with:</b>	Head/Deputy/Assistant Headteachers, other Curriculum Leaders, relevant staff with cross-school responsibilities, relevant non-teaching support staff, LA staff, parents.
<b>Working Time:</b>	195 days per year. Full time within 'directed time'
<b>Salary/Grade:</b>	TLR 2 (negotiable)
<b>Disclosure level</b>	Enhanced
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To lead the development of appropriate resources, schemes of work, marking policies, assessment and teaching and learning strategies.</li> <li>• The day-to-day management, control and operation of curriculum provision, including effective deployment of staff and physical resources.</li> <li>• To actively monitor and follow up pupil progress</li> <li>• To implement School Policies and Procedures</li> <li>• To work with colleagues to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of pupils and to the aims, objectives and strategic plans of the School.</li> <li>• To ensure that the work in the curriculum area fully reflects the Fairlands distinctive ethos.</li> <li>• To oversee the application of ICT skills in the curriculum area.</li> <li>• To ensure that Health and Safety policies and practices, including Risk Assessments, are in place.</li> </ul>
<b>Curriculum Development:</b>	<ul style="list-style-type: none"> <li>• To lead curriculum development.</li> <li>• To keep up to date with national developments in teaching practice and methodology.</li> </ul>

	<ul style="list-style-type: none"> <li>• To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.</li> <li>• To be responsible for the development of Key Skills in this curriculum area.</li> </ul>
<b>Staff Development:</b>	<ul style="list-style-type: none"> <li>• To work with the SLG to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.</li> <li>• To be responsible for the efficient and effective deployment of any technical or support staff.</li> <li>• To undertake Performance Management Review(s) and to act as the reviewer for staff within the designated curriculum area.</li> <li>• To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the subject if needed.</li> <li>• To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with Fairlands procedures.</li> <li>• To promote teamwork and to motivate staff to ensure effective working relations.</li> <li>• To participate in the school's ITT programme as appropriate.</li> <li>• To be responsible for the day-to-day management of staff within the curriculum team and act as a positive role model.</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To develop the process of setting of targets and to work towards their achievement.</li> <li>• To establish common standards of practice and develop the effectiveness of teaching and learning styles.</li> <li>• To contribute to the lesson observation cycle.</li> <li>• To implement and evaluate self-evaluation processes and complete curriculum audit process.</li> <li>• To seek/implement modification and improvement where required.</li> </ul>
<b>Management Information:</b>	<ul style="list-style-type: none"> <li>• To ensure the maintenance of accurate and up-to-date information on SIMS.</li> <li>• To make use of analysis and evaluate performance data provided.</li> <li>• To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.</li> <li>• To produce reports within the self-evaluation cycle</li> <li>• To produce reports on test performance, teacher assessment and pupil progress as appropriate.</li> <li>• To provide the governing body with relevant information relating to the curriculum performance and development.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To ensure that all members of the team are familiar with its aims and objectives.</li> <li>• To ensure effective communication/consultation as appropriate with the parents of pupils.</li> <li>• To liaise with partner schools, industry, awarding bodies and other relevant external bodies.</li> <li>• To represent the curriculum teams views and interests.</li> </ul>
<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>• To contribute to the school liaison and marketing activities, e.g. the collection of material for press releases.</li> <li>• To lead the development of effective subject links with</li> </ul>

	<p>partner schools and the community, attendance where necessary at liaison events in partner schools and effective promotion at open evenings and other events.</p> <ul style="list-style-type: none"> <li>• To actively promote the development of effective subject links with external agencies.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the team budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.</li> <li>• To work with the SLG in order to ensure that the department's teaching commitments are effectively and efficiently time-tabled and roomed.</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To monitor and support the overall progress and development of pupils within the curriculum area.</li> <li>• To monitor pupil attendance together with pupils' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.</li> <li>• To act as a tutor and to carry out the duties associated with that role.</li> <li>• To ensure rapid transfer of information to tutors, Year Heads and SLG as appropriate about the behaviour and attitude of pupils.</li> <li>• To use reward systems.</li> </ul>
<b>Additional Duties:</b>	<ul style="list-style-type: none"> <li>• To play a full part in the life of the school community, to support its distinctive ethos and to encourage and ensure staff and pupils follow this example.</li> </ul>

## Person Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Good degree</li> <li>• Clear evidence of continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• MA (or enrolment in programme)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Extensive experience of leading, coordinating and monitoring across a maths department or of a significant area within a maths department (e.g. KS2/KS3 numeracy co-ordinator)</li> <li>• Clear evidence of successful teaching across the full ability and age range</li> <li>• Clear evidence of raising pupil achievement within a successful department</li> <li>• Implementing curriculum development that has led to raising standards / improvements in the teaching and learning / assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in more than one school</li> <li>• Experience of teaching/leading curriculum development outside subject area</li> <li>• Clear evidence of line managing a team of staff</li> <li>• Experience of raising the achievement of targeted groups (eg SEN, PP, boys, FSM, Most Able)</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Up to date knowledge of the new National Curriculum</li> <li>• Confidence with strategies for inclusion, personalised learning and differentiation across a mixed ability range</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of principles and models of self-evaluation, including using all forms of data to improve progress</li> </ul>
<b>Skills/Qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to promoting the welfare of children and young people in line with the Federation Safeguarding policy</li> <li>• Champion of raising numeracy standards and challenging all to love maths</li> <li>• Model the values and vision of the school</li> <li>• Effective organisational skills with the ability to meet deadlines</li> <li>• Ability to gather, analyse and interpret data for effective target setting</li> <li>• Ability to model effective teaching methods in order to raise achievement</li> <li>• Ability to assess and promote pupils' progress in a variety of ways</li> <li>• Good interpersonal and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Good sense of humour</li> <li>• Confident use of ICT</li> <li>• Dynamic and innovative approach to teaching and learning developments within a team</li> </ul>