



Hurstmere School

Recruitment Pack
Teacher of Mathematics
(£5k Golden Hello)



Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *"Working together to create a community of successful learners"* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.



Owen McColgan
Chief Executive
The Howard Academy Trust



THAT Benefits

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do.



Platinum
Workplace
Wellbeing Award



benenden
health
Subsidised Private
Healthcare



Free flu jabs
every autumn



Employee Assistance
Programme with
Free Counselling



Mental Health
First Aiders
in all schools



Early finish for
teaching staff on
Fridays for CPD/PPA



Multiple routes
into teaching



Opportunities for
collaborative CPD



Trust-wide training
and networking
events



Career Progression
and upskilling
opportunities



Bespoke in-house
Into Leadership
Courses



LGPS/TPS Pension
Scheme & Generous
Contributions



Competitive salary
with annual pay
progression



Early salary
withdrawal with
Access EarlyPay



Minimum 25 days
annual leave for
full time staff,
plus bank holidays



Discounted hire of
school facilities



Cycle to work
scheme



Free car parking
at each Trust site



EV Charging across
sites



On site catering
with a full
lunch menu



Discounted gym
membership



A diverse and
inclusive workplace



Staff referral
scheme



Flexibility
for life events



Annual
Trust Awards

We are happy to talk about flexible working.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Located in Rainham, Kent



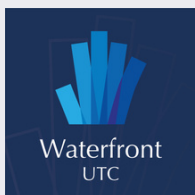
Temple Mill Primary School
240 Pupils on Roll
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Located in Rainham, Kent



Thames View Primary School
450 Pupils on Roll
Located in Rainham, Kent



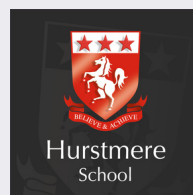
Waterfront UTC
370 Pupils on Roll Rated
Located in Gillingham, Kent



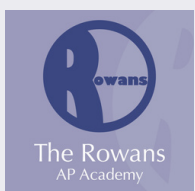
Miers Court Primary School
410 Pupils on Roll
Located in Rainham, Kent



The Abbey School
1,100 Pupils on Roll
Located in Faversham, Kent



Hurstmere School
960 Pupils on Roll
Located in Sidcup, London



The Rowans AP Academy
93 Pupils on Roll
Located in Chatham, Kent

Welcome to Hurstmere School



A very warm welcome to Hurstmere School and thank you for your interest in our school. This is a very exciting time to be joining our Hurstmere community, having recently received the best GCSE results in the school's history. Hurstmere School is a popular, non-selective secondary academy for boys aged 11-16, with a strong sense of community and determination to succeed in all we do.

Our vision is for our students to **'Believe and Achieve'**; to be the best that they can be. By promoting high aspiration and fostering a confident self-belief that with hard work and determination, there are no boundaries to what they can achieve.

During their time with us, students develop the character traits and values of our RTRAILS - Respect, Teamwork, Resilience, Ambition, Integrity, Leadership and Self-belief. Hurstmere offers a supportive and inclusive environment that celebrates and welcomes diversity. We expect everyone in our community to have the highest expectations of themselves and of each other. We offer all students, regardless of their starting point, the very best chance of academic success by delivering a curriculum which gives our students the foundations to fulfil their ambitions.

Mrs Bennett, Principal

Why choose Hurstmere School?

- Students are encouraged to fulfil their ambitions outside of the curriculum, including Sports Leadership, DofE, the Bexley School Games programme, and access to a bespoke TV studio and recording studio.
- Our pastoral team place value on personal wellbeing and development, looking after the whole student.

About our Maths Department

- Supportive, dynamic team fostering professional growth and collaboration.
- Passionate teaching encouraging a love for mathematics.
- Equip students with knowledge, and the skills and confidence to thrive in the real world.



NOR

966



Age Range

11-16



PP

16.4%



FSM

15.3%



SEN

22.5%



EAL

8.9%

Job Description

| | |
|-----------------------|--|
| Job Title: | Teacher of Mathematics |
| Contract Type: | Full time, Permanent |
| Remuneration: | Outer London STPC MPS & £5k Golden Hello |

Core Purpose and Scope

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head of School. The post-holder is required to fully support the vision, ethos and policies of the school.

THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

Values and behaviour

Teaching & Support Staff play a vital role in making the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

The post holder should always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

Purpose of the Job:

The post-holder is accountable to their line manager in all matters. The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD

Key responsibilities:

- Making a distinctive contribution to raising standards across the school
- Supporting and helping colleagues to improve effectiveness
- Setting clear and challenging targets that build on prior attainment for each student
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data
- Ensuring that every student has the opportunity to reach their potential and meet their highest expectations
- Setting, tracking, evaluating and reporting on progress towards individual student targets
- Devising and implementing targeted interventions that enable students to reach and exceed their targets
- Acting as a role model for staff for high quality teaching and learning
- Using own class and practice as an example of outstanding teaching and learning
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance
- Create a stimulating learning environment for teaching and learning
- Promoting team commitment with colleagues through collaborative planning
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria
- Securing and maintaining good working relationships with colleagues
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Collecting, analysing and reporting on students' views of their subject area
- Developing effective links with the local community including parents, business and industry

Assessment of Performance

Achievement and Standards

- Promotes good progress and outcomes by students
- Is accountable for students' attainment, progress and outcomes
- Plans teaching to build on students' capabilities and prior knowledge
- Guides students to reflect on the progress they have made and their emerging needs
- Demonstrates knowledge and understanding of how students learn and how this impacts on teaching
- Encourages students to take a responsible and conscientious attitude to their own work and study

Adapts teaching to respond to the strengths and needs of all students

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

Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Makes use of formative and summative assessment to secure students' progress
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons
- Gives students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Performance Expectations

- Supports others in calculating class performance and progress measures, group performance and progress
- Ensures all students taught are able to understand their capabilities and track their own progress

- Works with the team to ensure that students have a conscientious attitude towards the subject and work hard at all times
- Has a good understanding of the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities
- Consistently makes secure and accurate assessments of students' competencies and progress
- Is highly effective in using assessment in lessons
- Provides feedback to students and giving them opportunities to respond to this feedback

Behaviour and safety of students Standards

Sets high expectations which inspire, motivate and challenge students

- Establishes a safe and stimulating environment for students, rooted in mutual respect
- Sets goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of students

Manages behaviour effectively to ensure a good and safe learning environment

- Has 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
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manages classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintains good relationships with students, exercise appropriate authority, and act decisively when necessary

Performance Expectations

- Provides a stimulating learning environment through excellent, interactive classroom display
- Supports other colleagues in their consistent application of the schools data and tracking processes
- Adopt high expectations for all classes and groups
- Supports colleagues in having high standards of professionalism and to support the team in being clear about the quality and standards they want to be known for

The Quality of Provision Standards

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings

- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard PE, whatever the teacher's specialist subject

Plans and teaches well-structured lessons

- Imparts knowledge and develop understanding through effective use of lesson time
- Promotes a love of learning and student's intellectual curiosity
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflects systematically on the effectiveness of lessons and approaches to teaching
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s)

Performance Expectations

- Is a source of updating student knowledge as well as supporting others in the way to update knowledge
- Supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject
- Prepares and delivers consistently good and outstanding lessons
- Is a role model for teachers in promoting students' love of learning and their intellectual curiosity
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches
- Shares with others how to gauge the impact of teaching and learning activities
- Provides expertise and suggestions for improvement of the curriculum

Leadership and Management Standards

Fulfil wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploys support staff effectively
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to students' achievements and well-being

Performance Expectations

- Works in partnership work with other colleagues, within schools and from partners
- To be the form tutor of an assigned form

- To contribute to the regular review and formulation of all departmental policies and documentation
- Actively seeks ways to engage with partners to bring in practice and learning that will enhance the effectiveness of the team
- Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice
- Works effectively with parents
- Supports others in working effectively with families

Additional duties:

- All staff, with the support of the Academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the students and young people
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An Enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

Person Specification

Please refer to these requirements when completing the application. The Person Specification is related to the requirements of the post as determined by the Job Description.

| Essential | Desirable |
|---|--|
| Education and Qualifications | |
| <ul style="list-style-type: none"> Teaching Qualifications Degree or equivalent | <ul style="list-style-type: none"> Further Degree Evidence of ongoing Professional Development |
| Experience | |
| <ul style="list-style-type: none"> Teaching experience Experience of implementing strategies to raise student attainment with evidence of success A track record of success in student behaviour management Experience of promoting highly effective communications within and between teams and other stakeholders in the community | <ul style="list-style-type: none"> Experience of working within an academy |
| Knowledge and Understanding | |
| <ul style="list-style-type: none"> Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment Good understanding of effective procedures for managing and promoting positive behaviour among pupils Equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools | <ul style="list-style-type: none"> Knowledge of child protection and safeguarding policies Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos, and how these impacts on morale, high expectation, and high standards |

| | |
|---|--|
| <ul style="list-style-type: none"> • Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed | |
| Characteristics and Competencies | |
| <ul style="list-style-type: none"> • Ability to promote the school's aims positively • Ability to develop good personal relationships within a team; making an effective contribution to high morale • Ability to create a happy, challenging and effective learning environment • A solution-focussed mind-set and determined "no-excuses" approach to raising standards • A personable nature to build effective relationships with parents and all members of the school community • A creative and good humoured approach to all aspects of teaching, management and leadership • Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description • Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion • Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads • Ability and keenness to promote the school's positive culture and ethos | |



THE HOWARD
Academy Trust