



# Hurstmere School

Recruitment Pack  
2 I/C 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.

 <p>Platinum Workplace Wellbeing Award</p>	 <p>Subsidised Private Healthcare</p>	 <p>Free flu jabs every autumn</p>	 <p>Employee Assistance Programme with Free Counselling</p>	 <p>Mental Health First Aiders in all schools</p>
 <p>Early finish for teaching staff on Fridays for CPD/PPA</p>	 <p>Multiple routes into teaching</p>	 <p>Opportunities for collaborative CPD</p>	 <p>Trust-wide training and networking events</p>	 <p>Career Progression and upskilling opportunities</p>
 <p>Bespoke in-house Into Leadership Courses</p>	 <p>LGPS/TPS Pension Scheme &amp; Generous Contributions</p>	 <p>Competitive salary with annual pay progression</p>	 <p>Early salary withdrawal with Access EarlyPay</p>	 <p>Minimum 25 days annual leave for full time staff, plus bank holidays</p>
 <p>Discounted hire of school facilities</p>	 <p>Cycle to work scheme</p>	 <p>Free car parking at each Trust site</p>	 <p>EV Charging across sites</p>	 <p>On site catering with a full lunch menu</p>
 <p>Discounted gym membership</p>	 <p>A diverse and inclusive workplace</p>	 <p>Staff referral scheme</p>	 <p>Flexibility for life events</p>	 <p>Annual Trust Awards</p>

We are happy to talk about flexible working.



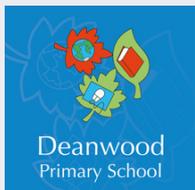
# Our Family of Schools



**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

<b>Job Title:</b>	Second In Charge of Mathematics
<b>Contract Type:</b>	Full time, Permanent
<b>Remuneration:</b>	Outer London MPS/UPS + TLR2b (£5,645) & £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 Trust's policies, under the direction of the Senior Leadership Team and Principal. The post-holder is required to fully support the vision, ethos and policies of the Trust.

## 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;
- 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 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 children in the school.

## **Personal and professional conduct**

The post holder should 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:**

### **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 pupil
- 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 child has the opportunity to reach their potential and meet their highest expectations
- Setting, tracking, evaluating and reporting on progress towards individual pupil 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

### **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

#### **Adaption to students learning:**

- 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

#### **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
- Works in partnership work with other colleagues, within schools and from partners
- To be the form tutor of an assigned form and to carry out the related duties in accordance with the general job description of form tutor
- 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

#### **Specified Second In Charge Duties:**

- To support the Head of Department and members of the department in the leadership and management of the subjects
- To meet with the Head of Department and other key responsibility holders across the department on a regular basis to discuss and coordinate the work of all Mathematics teachers
- To provide specialist expertise to departmental staff as necessary
- To support the Head of Department in monitoring the performance of students
- To review curriculum decisions, including adjustments to Schemes of Learning in light of educational developments and department needs to ensure the progress of students
- To work closely with the Head of Department in developing procedures so that all students are stimulated to achieve high levels of progress and attainment
- To ensure that innovative and engaging approaches to learning are made available to students with specific learning needs so that they are able to achieve their target levels
- To make sure that National Curriculum requirements are present in Schemes of Learning
- To take on the pastoral and academic responsibilities of being a form tutor
- To provide specialist expertise to departmental staff as necessary
- To support the Head of Department in the appraisal process, taking direct responsibility for some individuals within the department
- To manage stationary stock, liaising with other departmental staff on choices and use

#### **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
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>Teaching Qualifications</li> <li>Degree or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Further Degree</li> <li>Evidence of ongoing Professional Development</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Outstanding teaching experience</li> <li>Experience of implementing strategies to raise student attainment with evidence of success</li> <li>A track record of success in student behaviour management</li> <li>Experience of promoting highly effective communications within and between teams and other stakeholders in the community</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within the academy or education sector</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment</li> <li>Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> <li>Equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools</li> <li>Clear understanding of the role of parents and the community in school improvement and how this can be practiced and developed</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of child protection and safeguarding policies</li> <li>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</li> </ul>
<b>Characteristics and Competencies</b>	
<ul style="list-style-type: none"> <li>Ability to promote the school's aims positively</li> <li>Ability to develop good personal relationships within a team; making an effective contribution to high morale</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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| <ul style="list-style-type: none"><li>• Ability to create a happy, challenging and effective learning environment</li><li>• A solution-focussed mind-set and determined “no-excuses” approach to raising standards</li><li>• A personable nature to build effective relationships with parents and all members of the school community</li><li>• A creative and good humoured approach to all aspects of teaching, management and leadership</li><li>• Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description</li><li>• Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion</li><li>• Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads</li><li>• Ability and keenness to promote the school’s positive culture and ethos</li></ul> |  |
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**THE HOWARD**  
Academy Trust