



Achieving excellence together

Welcome to The Mirfield Free Grammar where we are currently looking to appoint a new Key Stage 5 Co-Ordinator in Maths across the school. This is an exciting time to join The Mirfield Free Grammar Journey as we begin a new chapter in our history, with The Great Heights Academy Trust.

Great Heights Academy Trust strives to always provide an inspirational, positive, and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm, and mutual respect.



Key Stage 5 Co-Ordinator in Maths

CANDIDATE INFORMATION PACK



► Welcome

Dear Colleague,

I am delighted that you are considering the position of Key Stage 5 Co-Ordinator in Maths at The Mirfield Free Grammar.

We are seeking to recruit an individual for our secondary school who has inspiration, drive, and motivation to make a difference to the lives of young people. It is a unique moment in time to join the leadership team as we embark on our exciting journey with the Great Heights Academy Trust.

It gives me great pleasure to introduce myself as the Principal of The Mirfield Free Grammar. It is a privilege to lead such a fantastic school and a role I am extremely proud of.

We strongly believe The Mirfield Free Grammar has an inspirational, positive, caring, and welcoming environment, where all students can achieve their full academic, personal, spiritual, and social potential.

Everyone at The Mirfield Free Grammar strives to 'achieve excellence together' and this vision is embedded in 'THE MFG Character' across our school community.

We endeavour to create well-rounded, happy, and confident young people who are able to contribute positively within the community. I am a firm believer that THE MFG Character of Tenacity, Health & Happiness, Equity, Morality, Flourish, Generosity are the most appropriate foci to enable our students to achieve this.

We look forward to reading your application, best of luck to all.

Yours sincerely

Mrs Alexandra Fuller
Principal



Overview of the Position for The Mirfield Free Grammar

The Mirfield Free Grammar are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in secondary leadership and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

The posts would suit experienced leaders ready for the next stage in their leadership pathway. We want to hear from individuals who have the leadership qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating staff at all levels.

About the Trust

The Trust currently comprises of six primary schools; three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and two in Kirklees (Carlinghow Academy and Marsden Junior School). We currently have two secondary schools (The Mirfield Free Grammar and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our [Stakeholder Overview](#).

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974: pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check, an online search, and other relevant checks with statutory bodies.



▶ Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

▶ We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

▶ Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations

Our mantra across our partnerships embraces the following themes:

G

Great teaching and learning opportunities for all in the partnership

R

Real life opportunities to develop an understanding of the wider world

E

Enthuse a love of learning and mutual respect

A

Academic development to nurture potential for all

T

Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.



**JOB DESCRIPTION: KEY STAGE 5 CO-ORDINATOR IN MATHS**

Department:	Maths
Responsible to:	Trust Director of Maths
Responsible for:	Carrying out the professional duties set out in the Teachers' Pay and Conditions Document as directed by the Head Teacher within the context of the job description set out below in a wholly satisfactory manner. All teaching staff who teach Maths.
Purpose:	To teach Maths and other subjects as appropriate throughout the school to students aged 11 to 18. To have pastoral oversight of a specific tutor group. To be responsible for the management of Maths teachers and resources and the teaching of Key Stage 5 syllabi.
Salary Grade:	TLR 2A

Prime Objectives of the Post

The Subject Co-ordinator must demonstrate the ability to lead, manage and organise the work of their subject teachers and resources.

Statutory Requirements

- This job description reflects the standards built upon the [Teaching Standards](#) which apply to all teachers.
- It is aligned to the [School Teacher's Pay and Conditions](#), set out in the statutory guidance.

Membership of the Trust

- To be an ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture, and ethos within the trust.
- To contribute to the delivery of the MAT school improvement offer and subsequent gains of being in Great Heights Academy Trust.
- To ensure all trust systems, processes and procedures are adhered to as requested from the Trust post holders.

Main Duties**To be read in conjunction with the job description for a teacher****Development Planning**

- To contribute to the Faculty Operational Plans with particular reference to Maths defining short, medium and long term goals taking into account the School Development Plan, Self-Evaluation, national and local developments in the subject.
- To implement, monitor and evaluate the Faculty Operational Plans.
- To prepare Maths for inspections and any other audits.
- To contribute to the Faculty Self-Evaluation.



Curriculum

- To ensure the construction of Schemes of Work for the subject in the 6th Form which satisfy statutory requirements and are compatible with the school's aims, policies, and ethos.
- To monitor and evaluate the Key Stage 5 Schemes of Work and modify them in the light of new attitudes and approaches, changed examination syllabi or altered school/national policies.
- In liaison with the Head of Learning Support/SENCO, where appropriate, to ensure that Key Stage 5 Schemes of Work are differentiated to meet the needs of individual students.
- To ensure that Key Stage 5 Schemes of Work show continuity and progression in:
 - a) curriculum objectives and content
 - b) the development of cross curricular skills
 - c) teaching and learning strategies
 - d) assessment of and for learning.
- To ensure that KS4 schemes of work progress through to Key Stage 5.
- To maintain constant awareness of developments in the subject and bring these to the attention of the Faculty staff and the Head through the line manager.
- To evaluate the suitability of Key Stage 5 courses offered by the different examination boards and choose those which meet the needs and aspirations of students.
- To promote Key Stage courses at The MFG, and particularly to provide progression information about the courses offered in the subject in order to strengthen recruitment into the Sixth Form.
- To ensure that ICT is integrated into Key Stage 5 Schemes of Work, including liaison with the Head of ICT/Technical Director of ICT over access to equipment and areas of expertise.
- To promote independent learning opportunities in Maths.

Students

- To establish and maintain high levels of expectations in Key Stage 5 students.
- To ensure that the school guidelines on behaviour, presentation of work and completion of homework are implemented at Key Stage 5.
- To implement procedures for the assessment and recording of Key Stage 5 student progress in line with school and national policy.
- To ensure that students and their parents are provided with information and guidance about courses offered in the subject at Key Stage 5, where appropriate, and KS4.
- To ensure the completion of Key Stage 5 reports and other documents as required pertaining to Maths in line with the specified timeframe.



- To ensure liaison with the Sixth Form team and learning support staff over individual 6th Form student needs.
- To ensure that the Faculty sets a Post-16 recruitment figure and develop strategies to achieve this, monitoring and evaluating their impact.

Leadership of the Subject

- To identify strengths and areas for development of subject staff, after considering the input of the KS3 and KS4 Co-ordinators and propose appropriate actions to the Head of Faculty.
- To support subject staff through the provision of appropriate training as and when required.
- To undertake lesson observations and Performance Reviews setting appropriate targets for staff as allocated by the Head of Faculty.
- To help to establish common standards of practice within the Faculty and develop the effectiveness of teaching and learning.
- To act as a model of good practice within the Faculty.
- To support the induction of new staff, NQTs and ITT students as required.

Resources and Accommodation

- To ensure that the learning environment is enhanced and that:
 - a) Classrooms/laboratories are left tidy and clean.
 - b) furniture and fittings are kept in good condition.
 - c) student work is regularly displayed within and outside the classroom/laboratory.
- To organise the purchase of and maintain specialist equipment for the subject within the allocated resources for the subject.
- To maximise the use of ICT and resources available on the educational ICT network appropriate to the Key Stage 5 subject needs.

Target Setting and Examinations

- To ensure that Key Stage 5 students are entered for the correct external examinations.
- To ensure that all Key Stage 5 students' necessary course work has been forwarded to the exam boards.
- To ensure that students undertake appropriate courses of study leading to external accreditation in Post-14, where appropriate, and Post-16.
- To analyse examination performance in Maths and use this diagnostically.



- To monitor student progress in Maths keeping accurate records and plan, monitor and evaluate interventions to maximize examination success.
- To use ALIS and other performance indicators to guide staff to set appropriate student targets.
- To ensure that staff monitor and report on student targets and progress in accordance with the school calendar.
- To collate exemplar materials from Maths in the Faculty to produce a portfolio of assessment standards appropriate to examination levels of attainment.
- To manage the maintenance of the Faculty report statement bank for the subject when required.
- To oversee the preparation internal examination question papers in consultation with other members of the Faculty.
- To ensure arrangements for the visit of external moderators are in place.

The Community

- To ensure effective dialogue with Key Stage 5 parents in accordance with school policies.
- To maintain a dialogue with the support services and advisory staff as related to Key Stage 5 students.
- To draw upon the resources of the community and area to implement the Key Stage 5 curriculum more effectively.
- To organize the Maths Faculty's contribution to the Sixth Form Open Evening and other transition events/activities.

Extra-Curricular Activities

- To promote the provision of extra-curricular activities and events in the subject in the Sixth Form.

General:

- To uphold the Nolan principles of public life.
- To take part in any CPD activities appropriate to the role.
- Attend school events as required.
- Assist in school emergencies, as required.
- Attend relevant meetings and training sessions.
- To undertake any other professional duties as required by the CEO/Board

**Safeguarding:**

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people, and vulnerable adults. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse, and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

NOTES:

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment of Teachers.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is current at the date shown, but following consultation, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The duties may be varied to meet the changing demands of the MAT/Academy at the reasonable discretion of the Executive Principal/Principal.

**Person Specification – KS5 Co-Ordinator****Key to identification: A = Application I = Interview R = Reference**

Qualifications/Training	Essential	Desirable	A/I/R
Qualified Teacher Status	✓		A/I
Relevant professional development undertaken within last 2 years	✓		A/I
Working towards a recognised leadership qualification		✓	A/I
Experience and leadership	Essential	Desirable	A/I/R
Recent experience and evidence of impact within a relevant leadership role.		✓	A/I/R
A proven track record as a successful classroom practitioner consistently demonstrating a positive impact on pupil outcomes based on high expectations of all.	✓		A/I/R
Taking accountability for the success of an initiative	✓		A/I/R
Experience of raising standards and performance of a significant cohort of young people.	✓		A/I/R
Experience of leading quality assurance processes to ensure consistently high standards within the classroom.		✓	A/I/R
Innovative use of resources	✓		A/I/R
Leads by example and is positive role model with excellent communication skills	✓		A/I/R
Works effectively both as a leader and as a member of a team		✓	A/I/R
Seeks advice and support when necessary	✓		A/I/R
Motivates all those involved in a team	✓		A/I/R
Deals sensitivity with people and resolves conflict	✓		A/I/R
Knowledge and understanding	Essential	Desirable	A/I/R
Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	✓		A/I/R
Good knowledge of the local, national, and political landscape for the curriculum specifically and education generally.	✓		A/I/R
The principals and practice of strategic and operational planning and delivery		✓	A/I/R
Knowledge and understanding of the latest legislation, future impending changes, and current research in areas of curriculum areas	✓		A/I/R



Working knowledge of how to monitor the performance of staff, hold them to account and deal proficiently with underperformance achieving the best outcomes for all parties.		✓	A/I/R
A comprehensive understanding of recent or impending curriculum changes of curriculum areas	✓		A/I/R
Skills and abilities	Essential	Desirable	A/I/R
Creativity and innovation	✓		A/I/R
Implementing change	✓		A/I/R
Leading others	✓		A/I/R
Monitoring and evaluation	✓		A/I/R
Communicates the vision of the school	✓		A/I/R
Builds relationships with stake holders	✓		A/I/R
Makes decisions based on analysis, interpretation and understanding of relevant data and information	✓		A/I/R
Personal Qualities	Essential	Desirable	A/I/R
Ability to inspire confidence in staff, students, parents, and others	✓		A/I/R
Adaptability to changing circumstances/new ideas	✓		A/I/R
A commitment to professional development	✓		A/I/R
Vision, imagination, and creativity	✓		A/I/R
Evident enjoyment in working with young people and their families	✓		A/I/R

► Reasons to work at The Mirfield Free Grammar / Great Heights Academy



A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

