



Welcome to Colne Valley High School where we are currently looking to appoint a new Lead Practitioner in Maths. This is an exciting time to join Colne Valley High School's journey as we begin a new chapter with Great Heights Academy Trust.

Great Heights Academy Trust strive 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 can achieve their full potential, and all can reach GREAT heights.

At Colne Valley High School we are a warm, welcoming community that works together to achieve the best possible outcomes for every single child in our community.



Lead Practitioner - Maths

CANDIDATE INFORMATION PACK



► Welcome

Dear Colleague

We are delighted that you are considering the position of Lead Practitioner in Maths at Colne Valley High School.

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

Here at Colne Valley, we are proud to have high expectations of all students. We know that students rise to the challenge when adults believe in them and expect big things from them. We are also proud that we can offer a wide range of support for SEND, wellbeing and safeguarding for when students may want or need it.

Schools work best in partnership with home and our aim is to build strong relationships that support all members of the community. We look forward to getting to know all students and their families as they progress through the years.

Our RITA values of Respect, Integrity, Teamwork and Aspiration underpin all work at CVHS; students, parents and staff will see and hear these everywhere around the school. These values allow our students to develop into confident, kind, collaborative and successful young people; they are at the heart of what we do.

Thank you for taking the time to read this information pack and apply to our school, we look forward to reading your application, best of luck to all.

► Overview of the Position for Colne Valley High School

Colne Valley High School 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 working with young people 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.

We want to hear from individuals who have the 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 students and young people at all levels.

► About the Trust

The Trust currently comprises of seven primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Marsden Junior School & Nields Academy). 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](#).

The successful candidates will join a highly collaborative network of leaders and managers. Each academy is different, reflecting the particular aspirations and leadership style of its Principal and local community needs.

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: Lead Practitioner - Mathematics

- Responsible to:** Vice Principal (Teaching and Learning) and Director of Maths across the MAT

- Position:** Lead Practitioner in Maths

- Department:** Maths

- Pay range:** Leading Practitioner Pay Range

- Responsible to:** Vice Principal Teaching and Learning

- Responsible for:** Quality of provisions, teaching, learning and progress to The MAT standard across the whole school

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.

RESPONSIBILITIES:

Job Purpose

- 1.1 To develop and implement Teaching and Learning initiatives and strategies throughout the faculty and school which raise the teaching practice of all members of staff and therefore raise students' standards and progress.
- 1.2 To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence.
- 1.3 To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing, and evaluating policies and practice that lead to school improvement.
- 1.4 To undertake research into best practice in other schools.
- 1.5 To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- 1.6 To develop high quality teaching materials and schemes of learning.
- 1.7 To use local and national statistical data and other information, in order to provide, a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning.
- 1.8 To support underperforming teachers to enable them to improve their practice.
- 1.9 To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations.



- 1.10 To support the Initial Teacher Training programme and liaise with other lead practitioners/SLEs.
- 1.11 As requested, to take on this role in other schools or in relation to teachers from across the family of schools.

Strategic Direction and Development

- 2.1 To ensure Academy's standard of learning across the school in liaison with the Vice Principal and Lead Practitioner through coaching and mentoring of staff.
- 2.2 To support Mentoring Support Plans and capability process for staff requiring to improve professional practice.
- 2.3 To take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement.
- 2.4 To analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Senior Leadership team and Faculty Leader on progress and plans.
- 2.5 To use local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning.
- 2.6 To know how to and take a lead role to improve the effectiveness of assessment practice in the school, analyzing statistical information to evaluate the effectiveness of teaching and learning.
- 2.7 To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.

Teaching and Learning

- 3.1 To ensure the Academy's Standard of Learning across the school in liaison with the Vice Principal through coaching and mentoring of staff.
- 3.2 To secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the schools' monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Principal and Senior Leadership Team as necessary.
- 3.3 To teach a timetable within specialism appropriate to the demands of the role and the need of the school.

Leading, Motivating and Developing

- 4.1 To have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
- 4.2 To carry out subject/quality assurance activities eg classroom observations.
- 4.3 To contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (eg coaching, mentoring and induction).
- 4.4 Disseminate materials and advise on practice, research and CPD provision.
- 4.5 To make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.

Whole Academy

- 5.1 To play a full part in the life of the Academy community supporting its distinctive mission and ethos and actively promoting its policies and practices.
- 5.2 To undertake duties before Academy, at break and after Academy on a rota basis.



- 5.3 To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Outstanding 100, Christmas Concert and other liaison events.
- 5.4 To help implement and adhere to the Academy quality procedures and take part, as required, in the review, development and management of activities relating to the curriculum, organisation and pastoral function of the Academy.
- 5.5 To contribute to whole Academy planning and evaluation via the Faculty/Departmental operational plan and implementation.
- 5.6 To engage actively in the Performance Management Review process.
- 5.7 To participate in the Academy's staff development programme by attending INSET, meetings and opportunities for further training and professional development as outlined in your Performance Review, Faculty training plan and whole Academy training plan.
- 5.8 To ensure that you take care of your own Health and Safety and that of your colleagues in line with the Academy's policy.
- 5.9 To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- 5.10 To be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- 5.11 To promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen pupils' understanding of their contribution to society.

The post holder will be required to undertake any professional duties as required. This job description is not intended to be comprehensive, and the job holder may be asked to perform other duties commensurate with the post as directed, to meet the needs of the Trust.

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. 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 not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it 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 Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person Specification: Lead Practitioner

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
An excellent record of recent, relevant professional development	✓		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 Colne Valley High School**



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.

