



**Peacehaven
Community
School**

KS3 Mathematics Coordinator
INFORMATION



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Dear Applicant,

I am delighted that you are interested in leading our exceptional team at Peacehaven Community School into the next phase of its journey. I hope you will take a look at our [PCS Website](#) and [PCS Prospectus](#) as well as taking the time to consider the information enclosed with this letter.

Peacehaven Community School is a proudly comprehensive and fully inclusive school. This means diverse teaching opportunities, providing for students with a very broad spectrum of need. It includes a Special Facility with a Speech, Language and Communication specialism.

Standards of teaching and learning at Peacehaven Community School are high. There is a consistent approach to lesson planning, teaching and marking at the school and an explicit focus on differentiation and quality of work in books. At the heart of our vision for the school is a relentless drive to ensure that all pupils make good progress in every subject. Our curriculum is broad and balanced, offering courses to suit pupils of all abilities.

Peacehaven Community School was judged as "Good" by Ofsted in October 2018. The school has gone from strength to strength in recent years and is proudly oversubscribed at Key Stage 3. We are committed to securing excellence in learning and progress for all students through exciting and stimulating teaching, and a rich curriculum which encourages a love of learning. We want all students to have high expectations of themselves and to develop as enthusiastic, creative and positive young people who display good personal, social, emotional and spiritual development.

At Peacehaven Community School, we know all of our pupils and take the time to support and guide them towards targets and goals that are realistic and personalised. Our motto is 'Aspire, Achieve, Believe' where achievement is a focus for all. We encourage students to aspire and be their best. We promote self-confidence and belief, supporting students to face the challenges future life brings, alongside an awareness and understanding of the values of our society and other cultures. We seek to celebrate our pupils' talents and skills at every opportunity and are proud of what we achieve together as a school community. To achieve our vision, we place the recruitment, retention and professional development of excellent teachers as a top priority.

Peacehaven Community School is located in the town of Peacehaven, seven miles from the vibrant town of Brighton, situated on the south coast above the chalk cliffs of the South Downs. Our modern, well equipped building has exceptional facilities offering an inspiring modern learning environment, with well resourced classroom spaces.

Peacehaven Community School has a traditional family culture combined with an ambitious ethos for excellence. It is part of a very exciting multi-academy trust focused on school improvement, collaboration and continuous learning. Swale Academies Trust is currently made up of sixteen other schools, both primary and secondary, located in East Sussex and Kent. The Trust provides unparalleled opportunities for professional development and will grow further in the future.

Peacehaven Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'R Henocq'.

Ms Rachel Henocq
Headteacher

A handwritten signature in black ink, appearing to read 'L Leung'.

Ms Liza Leung
Executive Headteacher

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

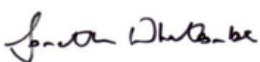
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe
Chief Executive Officer

JOB DESCRIPTION



Job Title: Teacher of Mathematics KS3 Coordinator

Salary: MPS/UPS + TLR2c

Accountable to: Head of Maths

Purpose of the Job:

- To assist in the leadership of the Maths Faculty in meeting the vision, aims and priorities of the school
- To establish high quality teaching and learning of Maths at KS3
- To promote high standards of attainment and achievement
- To provide professional leadership and management of own classroom to ensure that all young people at PCS have high quality learning experiences, enabling them to achieve their very best.

Key Accountabilities and tasks:

Leadership:

- To assist the Head of Maths in providing a clear vision and communicating the vision to all members of the faculty
- To assist the Head of Maths in securing the commitment of all members of the faculty to achieving the vision and to developing a team ethos within the faculty
- To assist the Head of Maths in promoting the school focus on learning by ensuring that whole school strategies are implemented and monitored effectively
- To lead all developments within Maths at KS3
- To lead the transition from KS2 to KS3
- To be a good role model for members of the department

Management:

- To assist the Head of Maths to devise and implement strategies to ensure that subject targets are met at KS3
- To analyse KS3 subject data and identify areas of strength and areas for development
- To identify students vulnerable to underachievement and implement intervention strategies
- To assist the Head of Maths to plan and implement strategies designed to improve teaching and learning within Maths
- To review students' work and progress in Maths at KS3
- To promote the professional development of teachers within Maths through classroom observation, coaching in the classroom and regular professional development discussion
- To assist the Head of Maths to ensure that the day to day running of the department is effective
- To contribute to the Maths Development Plan and SEF for KS3 identifying clear targets, time scales, success criteria and evaluation of all aspects of the work of the faculty associated with KS3 development.

JOB DESCRIPTION



Management (Continued):

- To develop and maintain good professional relationships with colleagues at all times
- To assist the Head of Maths to monitor the performance of staff within Maths and share good practice and challenge under performance
- To ensure the Faculty is prepared for any form of external/internal scrutiny of KS3 through the collation and analysis of appropriate evidence
- To ensure all reports are completed accurately and on time by all members of the faculty.
- To assist the Head of Maths in ensuring KS3 cover work has been appropriately set by absent teachers.

Teaching and Learning:

- To promote joint lesson planning and planning of schemes of work
- To promote pedagogical dialogue within the faculty leading to shared lesson planning
- To implement, promote and monitor effective behaviour management strategies within the department
- To promote good relationships with students, parents and other stakeholders
- To teach engaging and challenging lessons that are carefully differentiated to take account of the needs of individual students
- To ensure that the Faculty follows a consistent, appropriate and meaningful approach to homework at KS3
- To initiate, and where appropriate, organise curricular and educational enhancement activities related to KS3 development.

Curriculum:

- To ensure the effective implementation of the KS3 PoS through detailed research and meticulous planning.
- To contribute to the Faculty Learning Journey and ensure that KS3 assessments and homework are devised and applied at appropriate times to provide accurate information about students' learning, which informs future planning of the KS3 curriculum.
- To develop strategies to enhance literacy in maths at KS3 and KS4.

General:

- To carry out any other reasonable task at the request of the Head of Maths or a member of the Leadership Team

This job description sets out the key outcomes required. It does not specifically detail the activities required to achieve these outcomes. This is a new post within an expanding Trust and the nature of this new role means that there will also be additional tasks and projects identified. In consultation with you, the job description may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION



CRITERIA			ESSENTIAL/ DESIRABLE	ASSESSMENT METHOD
Qualifications & Training	1	Qualified Teacher Status	E	L
	2	Recognised degree or equivalent	E	L
	3	Evidence of appropriate Professional Development	E	L
	4	Further Professional Qualifications	D	L
Knowledge/ Skills	5	Evidence of having the skills to be an outstanding/ good classroom practitioner.	E	L I R
	6	Ability to teach across the full age/ ability range	E	L I R
	7	Ability to implement strategies to raise achievement within a team	E	L R
	8	Ability to contribute to the positive management of student behaviour within a team and whole school	E	L I R
	9	CPD of self and others	E	L I R
	10	Coaching within a team	D	L I R
	11	Ability to inspire both adults and young people from a wide variety of backgrounds	E	L I
	12	Excellent communicator	E	L I
	13	Confident user of ICT	E	L,I
	14	Intervention strategies for those at risk of under achievement	E	L I R
	15	Experienced in the production of effective and differentiated lesson planning	E	L
	16	Sound practitioner of AFL and leading others.	E	L I R
	17	Use and impact of data on learning at strategic level	D	L
	18	Contributing to staff INSET	D	L

Assessment Methods:

F = Application Form

L = Supporting Letter/Document

I = Interview

R = Reference

PERSON SPECIFICATION

CRITERIA			ESSENTIAL/ DESIRABLE	ASSESSMENT METHOD
Experience	19	Effective teamwork/leadership which includes the empowerment of others	D	L I R
	20	Track record of leading the raising of achievement and attainment	D	L R
	21	Experience of monitoring set targets in a specified action plan to evaluate and ensure progress	D	L I R
	22	Experience of effective impact on a range of student behaviours for learning,	E	L I
	23	Effective practitioner at both KS3 and/ or KS4	E	L R
Subject Specific Areas	24	To have a thorough and up to date understanding of the requirements of the Maths curriculum	E	L I
	25	To have a high degree of emotional intelligence and apply this in day to day practice with young people	E	L I R
	26	To have a degree in a Maths subject	E	L I R
	27	To be able to teach across the Maths subjects at KS3	E	L I
	28	To keep up to date with research and developments in pedagogy in Maths	E	L I R
	29	Commitment to extra-curricular activities within the Maths team	E	L I R
Personal Qualities	30	To have a love of and infectious enthusiasm for teaching	E	L, I
	31	Lead by example	E	I
	32	Meet deadlines and manage a fluctuating workload	E	L, I
	33	Outstanding interpersonal skills and the ability to relate well to a wide range of people	E	L I R
Equalities and Safer Recruitment	34	Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Trust's Equalities Policy.	E	L I R
	35	Ability to demonstrate emotional resilience in working with challenging behaviours	E	L I R
	36	Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people	E	L I R

Assessment Methods:

F = Application Form

L = Support statements

I = Interview

R = Reference

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on swale.at website. Completed forms can be sent to liz.fulker@swale.at or by post to the following address:

Mrs Liz Fulker,
Peacehaven Community School,
Greenwich Way,
Peacehaven
East Sussex
BN10 8RB

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence.
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



SWALE ACADEMIES TRUST
ASHDOWN HOUSE
JOHNSON ROAD
SITTINGBOURNE, KENT
ME10 1JS

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