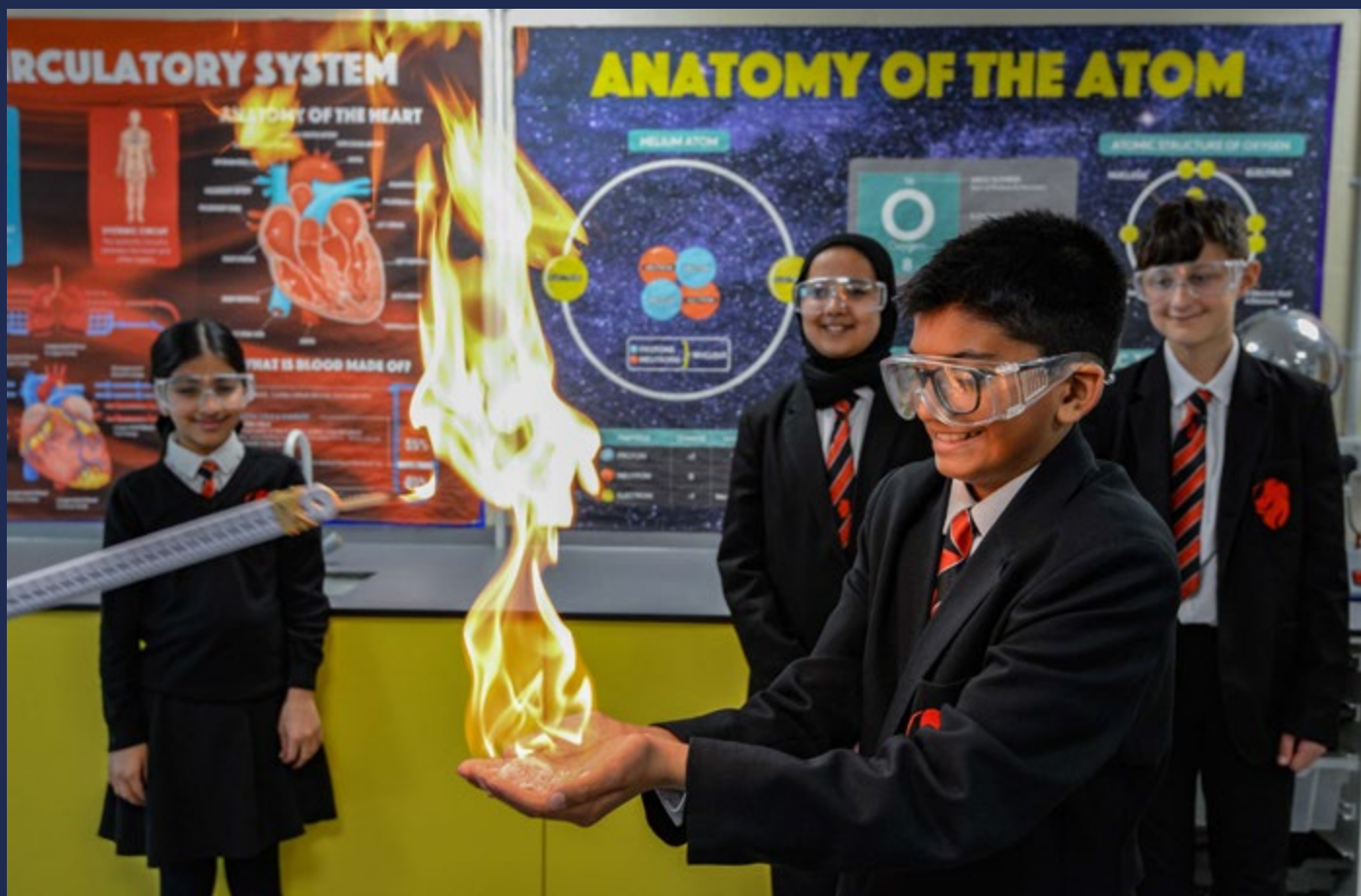




Recruitment Pack

2024-2025



Recruitment Pack

Assistant Head of Mathematics

The Mathematics department has undergone an enormous transformation over the last few years, with a real emphasis on teaching Mathematics for understanding rather than remembering rules and being process driven. We prioritise use of correct mathematical language in order that our learners can articulate their Mathematics well and demonstrate their understanding. We deliver an adapted version of the White Rose Maths scheme of learning at Key Stage 3 to support our vision of teaching for understanding. We are a very welcoming, supportive and hard working department with lots of collaboration and shared resources.

Application Process & Key Dates:

Interested colleagues should complete the application form and submit, with a letter of application to outline how your experiences to date align with a trivium philosophy of education.

Deadline for application: Wednesday 30th April 2025 at 8.00 am

Shortlisting: Wednesday 30th April 2025

Interview date: Thursday 8th May 2025

Please send completed applications by email to:

Miss M Johns, HR & Cover Manager HR@ladybridgehigh.co.uk

Introduction to Ladybridge

Ladybridge High School is a local authority controlled state school two miles to the west of Bolton town centre. The school is at the heart of an incredibly diverse local community. Our learners have a broad range of academic starting points, socio-economic circumstances and ethnic backgrounds. Over 70 different languages are spoken by our learners and our families originate from over 35 different countries. Around 30% of our learners live in some of the most disadvantaged postcodes in the UK and around 30% live in the most affluent. It would be difficult to find a more comprehensive intake of young people. We celebrate our diversity and see the comprehensive nature of our school as a real strength.

Benefits of working at Ladybridge

Part of our distinctive ethos relates to how we treat staff and the culture this promotes. We aspire to be a true learning community, which we believe is best achieved through eradicating the fear of making mistakes. Taking calculated risks, reflecting on what we learn from this and working as a team are fundamental to our culture. Most of our energy as leaders goes into providing the best possible professional learning for staff and investing in the health and effectiveness of our relationships across the school. Openness, honesty and compassion are highly valued at Ladybridge, these qualities must

be modelled at all times by our leaders.

Teaching staff at Ladybridge typically have a minimum of 20% Planning Preparation and Assessment (PPA) time, significantly above the national expectation of 10%. All teaching staff have a 'flexi afternoon' each fortnight, where they are free to leave the school site at the start of lunchtime. We do not expect teachers to work on their flexi afternoons. The vast majority of our associate staff also have varying degrees of flexible working. All our teaching staff, and many of our associate staff, are allocated an iPad, which helps us in a variety of ways, including ensuring data on achievement and behaviour are as live and accurate as possible. We use a 'study hall' approach to cover absent staff, which we very rarely use supply teachers or ask teachers to cover absent colleagues.

Staff wellbeing is prioritised at Ladybridge. Our swimming pool, leisure centre and 3G pitches enable us to offer staff swim sessions and free access to the gym and other sports facilities. Other staff wellbeing activities include football, badminton and tennis. The school farm also provides an enriching and nourishing environment for both staff and learners. The school also offers free Mindfulness and Cognitive Behaviour Therapy (CBT) sessions and courses for staff. In addition, staff are also offered the opportunity to access coaching sessions with an external professional at various points throughout the year.

Staff have access to 'Vivup', which is an employee benefits programme, consisting of many schemes and money saving initiatives designed to support mental, physical and financial wellbeing. Staff can also access the Employee Assistance Programme, which provides a confidential support helpline 24 hours a day 7 days a week, 365 days a year for any emotional, personal or work-related issues. The Lifestyle Savings section has access to a range of instant savings and discounts for shopping, days out, restaurants and much more. There is also a Cycle to Work Scheme and a Health & Wellbeing section with links to various self-help workbooks, podcasts and advice.

Another attraction to Ladybridge is our emphasis on sustainability. The school has benefitted from a [£1.4 million decarbonisation grant](#) to fund the installation of air source heat pumps and solar panels. This also helps to 'future proof' the school as fuel costs rise. The environmental group within our learner Leadership Academy work with the staff to reduce our impact on the environment and to increase the biodiversity across the school site.

As beneficial as the points above are, perhaps the most significant aspect of working at Ladybridge is how staff are given the freedom to think, be creative and influence the development and improvement of the school. Staff autonomy, agency and creativity are valued at Ladybridge, within a structure of simple, consistent and effective systems and routines.

The Ladybridge Trivium

Ladybridge has a unique ethos and



a 'Trivium' educational philosophy. More information on the Trivium can be found on our website [here](#). The Ladybridge Trivium balances traditional and progressive educational approaches and prepares our learners for both the examinations they face at the end of Year 11 and the qualities needed to thrive and be successful throughout their lives. We seek to provide real world, authentic learning experiences that mirror complex challenges young people may face in the workplace in the future. A simple summary of the Trivium is given below:

1. **KNOWLEDGE** – Learn something new from an expert, this includes experts beyond school.
2. **EXPLORATION** – Debate, discuss, form your own ideas and gain authentic, real world experiences.
3. **COMMUNICATION** – Communicate your ideas to others, and perform publicly, in different ways to a variety of audiences.

The Trivium includes 'Everyday Trivium' approaches and 'Project Trivium' approaches, such as our [Bolton - Rewind Regenerate](#) project from last academic year. We are beginning to track our journey towards the vision of the Ladybridge Trivium on our blog, which can be found [here](#).

WISDOM Qualities

We believe that young people who are kind, respectful, committed, curious and resilient, with the ability to work effectively with others in a team, are likely to thrive at school and beyond. These six 'WISDOM qualities' are promoted, recognised and valued highly at Ladybridge. The development of these qualities, along with academic knowledge, aligns with our mission to prepare young people for their future lives and to develop good citizens.

Investing in relationships and professional learning

The health and quality of relationships ultimately determines the success of the school and how it feels to work and learn here. The school provides training for all staff in Educational Transactional Analysis, which involves the study of relationships and human interactions within an educational context. All new staff complete the introductory certificate in Transactional Analysis (TA101) with Giles Barrow, an internationally renowned TA trainer, coach and expert in the educational implications of TA theory.

We are committed to providing the very best training and professional learning for our staff.



Early Careers Teachers

The provision for Early Careers Teachers at Ladybridge High School is supportive and nurturing, fostering a culture of growth and professional excellence. We recognise and value the role of ECTs and, as such, you will have access to a comprehensive and individualised programme of mentorship and professional development designed to help you flourish and develop into a confident, capable classroom practitioner.

We model our programme on nationally recognised models of best practice, and work with STAR Teaching Schools and the National Institute of Teaching to deliver the Early Careers Framework, giving you access to the latest educational research, leading experts, and regular opportunities to collaborate with other ECTs. We also work with several local Initial Teacher Training providers, so whatever route you have taken during training, we have a good understanding of your starting point and prior experiences and how to help ensure you achieve your career goals!

All of our ECT mentors are trained in effective mentorship and coaching, and we are proud of the fact that they are all enthusiastic, committed and passionate about their role. In addition to a Subject Mentor, your ECT team will include a Professional Mentor who will meet with you regularly to provide you with wider training, networking opportunities, and wellbeing support. You will have regular meetings and feedback with your Mentors to guide and inform your teaching practice and progression.

Beyond your ECT induction, there are a wealth of CPD opportunities to further grow and develop at Ladybridge, and many of our ECTs quickly move into positions of additional responsibility and leadership roles.



NPQs at Ladybridge

As part of our commitment to Continuous Professional Learning at Ladybridge, we actively encourage our teaching staff colleagues to apply to study for National Professional Qualifications (NPQs), working with Best Practice Network and Ambition Institute.

These are a suite of DfE accredited qualifications for school leaders, and those aspiring to leadership, designed to support their professional development. Colleagues can follow specialist pathways of Leading Teaching, Leading Teacher Development, Leading Behaviour and Culture, or Leading Literacy, as well as further pathways for senior leadership and headship.

Whilst these courses are fully funded by the DfE, as a school we support by providing any lesson cover needed to allow participants to engage with the course through face to face meetings, rather than remotely, or through coaching and mentoring meetings. In addition to this, we also allocate every participant an in-school leadership coach, who will meet with their coachee a minimum of six times throughout the duration of the qualification, in addition to the course coach allocated by the provider. That way, all leaders and aspiring leaders developing themselves through the NPQs have unlimited access to face to face support, guidance and coaching.

On completion of the NPQ, colleagues are encouraged to look at what their next steps may be, whether that be embarking on an NPQ in another specialism, or looking to move on to the NPQ for Senior Leaders. Whatever their choice, at Ladybridge, we place huge value on the importance of the professional learning of all staff and will actively seek ways to support colleagues in their development.

Leadership Programme

We run our own Leadership Programme, which combines [Leadership Matters](#) materials with

reflection sessions, coaching and shadowing opportunities. All staff can access this programme, regardless of role or seniority.

External Partnerships

Strong external partnerships help to support and enrich our work. We are members of the [Bolton Learning Partnership](#), which provides many opportunities for professional learning and sharing best practice locally. We are also part of a national network of schools through [Big Education](#), called the [Next Big 10](#). Many of our real world learning experiences have been made possible through working with the [Comino Foundation](#). Comino partnerships have enabled our learners to gain work experience at McCanns advertising agency, pitch ideas to ITV executives and work with partners such as the Whitworth Gallery and the Manchester University to name just a few examples.



Looking beyond the boundaries of the school gates have also led to the creation of our Learning for Life (LfL) days, where staff get to develop and share interests and passions with learners through an incredible variety of enriching, expansive and exciting learning experiences. The LfL days from last year can be seen [here](#). You can also get a flavour of what happened this year through our [Instagram](#), [Twitter](#) and [Facebook](#) pages.



Assistant Head of Mathematics

Job Description

Purpose:	Working in close partnership with the Head of Mathematics, the post holder is required to share all aspects of the leadership and management of the department and to support in providing strategic and highly effective leadership in the teaching of the curriculum. Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teacher's Pay and Conditions Document (STPCD).
Reporting to:	Head of Mathematics / Senior Leaders
Liaising with:	Teachers of Mathematics / Wider teaching and associate staff team / Parents and Carers / Senior Team / Governors
Working Time:	Full Time
Salary/Grade:	TLR 2B - £5,644.00 per annum
Disclosure Level:	Enhanced

Specific Responsibilities

Teaching & Learning

- To foster a love of mathematics in all students regardless of their starting points.
- To model good practice in planning, teaching and assessment for learning in Mathematics.
- To determine Mathematics policy, aims and objectives which meet curriculum requirements and which reflect fully the school's curriculum and policies.
- To develop an effective and engaging Mathematics curriculum and schemes of learning which will cater for students of all abilities through stretch and challenge.
- To provide appropriate resources and materials within the confines of the departmental budget.
- To advise, support and encourage a variety of teaching approaches appropriate to course content and student ability.
- To use relevant school, local and national data to inform targets for development and further

improvement for individuals and groups of students.

- To monitor progress towards targets and evaluate the efficacy of teaching and learning annually.
- To devise methods of assessment, recording and reporting student progress and achievement in accordance with the school assessment, recording and reporting policy.
- To determine the most appropriate examination entries and levels and to monitor and evaluate the quality and standards of student achievement.
- To help to create and maintain a stimulating teaching and learning environment in Mathematics rooms and in public areas of the school.
- To encourage students and staff to make use of alternative learning resources both within and outside the school, such as competitions, clubs and visits.
- To promote numeracy across the curriculum and address cross-curricular and other common issues in relation to other areas of provision and school activities.
- To ensure that homeworks are set within the school guidelines.
- To ensure that assessments are set within exam board and school guidelines.
- To ensure effective liaison with primary schools, post-16 establishments, local employers and the community where appropriate.
- To lead the department in providing challenging and appropriate learning experiences for students and for staff, embracing local and national initiatives where appropriate.

Work Positively and Supportively With Others

- Co-ordinate the sharing of teaching and learning strategies across the Mathematics team, including through leading department planning meetings.
- Be a strong role model in the planning and delivery of highly effective lessons, and sequences of lessons.
- Be a beacon of excellent teaching.
- Contribute to department or whole school showcasing.
- Assume the role of line manager, sharing responsibility with the Head of Mathematics for the Performance Management of colleagues within the department.

Contributing to Departmental Self-Evaluation

- Insist on high standards across all aspects of the department.
- Support the Head of Mathematics in all aspects of departmental monitoring and evaluation following the improvement tracking cycle, including:
 - identification of priorities and actions;
 - determining milestones;
 - organising monitoring activities to check progress towards milestones (including learning walks, work scrutiny, assessment data and learner voice)
 - responding to what has been learned from departmental monitoring activities.
- Support the Head of Mathematics in ensuring that all members of the team are accountable for the progress of their classes.

Enhancing Learning

- Support the department in the regular standardisation of assessments and help to monitor consistency in departmental assessment.
- Continue to develop a positive learning culture.
- Co-ordinate examinations/assessments. Contribute to the evaluation of results and develop

improvement strategies where appropriate.

- Track learners' performance in assessments, across all year groups, to ensure accurate predictions and accurate evaluation of strengths and weaknesses.
- Liaise with Head of Departments and Student Support Leads to develop successful interventions and narrow the gaps for all learners across all year groups, to ensure accurate predictions and accurate evaluation of strengths and weaknesses.

Develop the Learning Environment

- Actively promote high quality displays in classrooms and corridors which support teaching and learning.

Promoting the School and its Community

- Contribute to the provision of after school clinics and clubs and other extra-curricular activities/ events/visits/trips etc.
- Facilitate preparations for Open Evening.
- Support the Lead Practitioners in the drive for involvement in national Mathematics competitions and events, with a view to raising the profile of Mathematics across the school and wider community.

Safeguarding All Learners

- Work within the school's rigorous Safeguarding procedures.

Beliefs and Qualities

- To share the Ladybridge beliefs that:
 - Learning is for all
 - Learning changes lives
 - Honesty promotes learning
- **To make a leading contribution to achieving the mission of Ladybridge High School which is:**

The mission of Ladybridge High School is to ensure all our learners develop the knowledge, sense of direction and moral purpose to thrive in the future. The success learners experience at Ladybridge will instil the self-belief and resilience required to overcome challenges in life. Our young people will leave Ladybridge as good citizens who are ready to make a positive contribution to their communities.

- Lead by example - with integrity, creativity and clarity – along with the Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.
- To have a relentless drive and determination to provide the very best, rounded education for all Ladybridge learners.
- To passionately share a belief in our 'Trivium' educational philosophy.
- To passionately share the belief that we will achieve very little as a school without strong relationships across the school community.

Dimensions of Leadership

The following dimensions of leadership are required:

- A vision for the future.
- The ability to work with others.
- The ability to deliver and have impact.

Knowledge

- Knowledge of how to create effective curriculum plans, with detailed granular knowledge and clear end points.
- Knowledge of what great teaching and learning looks like.
- Knowledge of how to improve academic outcomes.
- Knowledge of how to use data strategically.
- Knowledge of how to create effective systems.
- Knowledge of how to work effectively with colleagues.
- Educational transactional analysis and functional fluency.

Learners and Staff

- Form positive relationships with staff and learners that are rooted in mutual respect.
- To lead school improvement with staff and learners in a highly creative and autonomous way, showing genuine agency and drive.
- Hold ambitious standards for all learners, overcoming disadvantage and advancing equality.
- Be prepared to challenge, as well as support, staff.
- Model 'functional fluency' for others through interactions with others throughout the school day.

Systems and Processes

- Work with the Head of Mathematics to ensure that the systems across the department are effective.
- Provide a safe, calm and well-ordered environment for all learners and staff, focused on safeguarding learners.
- Work collaboratively with the Head of Mathematics and senior leaders on systems and processes.

Self-improving School System

- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all learners.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model innovative approaches to school improvement.
- Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in people's lives.
- Teaching
- Model the quality of teaching and learning that we expect from colleagues in the department.
- Model all aspects of the Teacher Standards.

Additional Duties:

- To engage actively in the Professional Learning and Performance (PLP) process.
- To undertake any other duty as specified by School Teachers' Review Body (2015) not mentioned in the above.

Colleagues will be expected to comply with any reasonable request from the Headteacher or his representative to undertake work of a similar level that is not specified in this job description.



Ladybridge
High School

Person Specification

Assistant Head of Mathematics

Essential	Desirable
Qualifications	
• Good honours subject linked degree. • Qualified Teacher Status. • Broad, relevant in-service experience. • Strong classroom practitioner who has taught classes who have achieved good and better outcomes at GCSE.	• Training for Middle Leadership. • Experience of being an examiner for Mathematics.
Knowledge and Experience	
• Broad understanding of teaching and learning. • Understanding of subject specific pedagogy • Ability to plan and teach for understanding. • Excellent subject knowledge, capable of stretching the very highest prior attaining learners. • Understanding of data and how it can be used to inform planning. • Experience of educational reading to deepen professional knowledge. • Competent in the use of new technologies, including Cloud-based technologies. • Experience of being a committed and effective form tutor. • Knowledge of how to lead and manage others to ensure the smooth and effective running of the department. • Experience of supporting colleagues with behaviour management.	• Engagement with/ membership of subject specific and teaching bodies, networks and communities. • Experience of leading/ supporting with interventions and tracking outcomes, and of working with key groups of learners. • Experience of working in a multi-cultural school. • Experience of working with EAL and INA learners, and/or learners with SEND or low levels of literacy. • Knowledge of Prevent, SMSC, and British Values.

Teaching & Learning

- Strong classroom practitioner.
- Track record of strong academic progress for learners.
- Able to model excellent teaching and learning for others.

Leadership

- Experience in a leadership role/holding a TLR.
 - Vision for the future.
 - Aware of personal strengths and areas for development.
 - Be able to work positively with others and get things done.
 - Able to influence and have impact.
 - Have the drive and determination to take the required action to ensure all learners get the best possible education.
 - Firmly committed to young people and their learning.
 - Able to set a clear strategic direction.
 - Able to mentor and coach others.
 - Able to treat others with respect and compassion.
 - Models the personal qualities outlined below.
- Ambition to progress to senior leadership
 - Able to set a clear strategic direction
 - Able to create highly collaborative and effective teams

Personal Qualities & Beliefs

- Values diversity.
- Alignment with Ladybridge beliefs and mission (see job description).
- Optimistic outlook.
- Honest, reliable, open minded, modest and full of integrity.
- Belief that strong accountability alone is insufficient to provide a truly great education for young people.
- Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.
- Able to relate young people and form positive relationships with them based on mutual respect.
- Excellent time management and organisational skills.
- Able to listen to others and respond in an emotionally intelligent manner.
- Good attendance and punctuality.

Note to Applicants:

Please try to show in your application form, how best you meet these requirements.