



# Bexhill Academy

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**'Come and join our fantastically supportive school, working in a brilliant department with superb facilities'**

We require a highly motivated, resilient and dedicated  
**Assistant Director of Mathematics**

**Salary:** Teachers Main Scale/UPS + TLR 2B - £4597

**Required for Summer Term 2019 (April 2019)**

- Are you an excellent classroom practitioner with a history of good results?
- Do you know what it takes to help lead and manage a large team?
- Are you able to drill down on what needs to be done to raise achievement?
- Are you full of motivation, enthusiasm and resilience?
- Want to work for an Academy that paid its staff a 3.5% pay rise across the Board?
- Appreciate a retention bonus after 2 years' service?

We are looking to appoint an Assistant Director to strengthen the management team that currently consists of a Director and 2 Deputies. The post will initially focus on leading and managing transition and Years 7-8.

**Closing date: 9am Friday 8<sup>th</sup> February 2019 please send completed application forms to [jill.hunt@bexhillacademy.org](mailto:jill.hunt@bexhillacademy.org) and note that we do not accept CV's - please use the academy application form**

Informal visits and chats encouraged please contact - Sarah Fuller, Director of Mathematics – [sarah.fuller@bexhillacademy.org](mailto:sarah.fuller@bexhillacademy.org)

Please see our recruitment pack available on our website [www.bexhillacademy.org](http://www.bexhillacademy.org) under 'community' and then 'vacancies' for more details.

***Bexhill Academy is committed to safeguarding and promoting the welfare of children and young children, therefore all positions are subject to an Enhanced Disclosure and Barring Service check (DBS).***



Introduction to the Post by the Vice Principal

**POST: Assistant Director: Maths**

**Start:** April 2019

**Close:** Friday 8<sup>th</sup> February at 9am

**Perks:** Retention bonus after 2 years, Staff rewards scheme for attendance including free trips and leisure/fitness activities

Welcome! I look forward to receiving your application. We were recently judged by Ofsted (May 2017) as Good in all areas. We are relentless in our pursuit to improve the life chances of all students in the local area. You will be joining us at a pivotal time where we really are consolidating our approach.

The Maths department is absolutely fundamental for the life chances of our children and the success of the school overall. It is a large thriving department that is well lead and managed by the Director of Maths. The management team also includes 2 Deputy Directors and a Lead Practitioner (AST) who helps develop teaching and learning both within and outside of the department.

As a school we have adopted the new 9-1 GCSE methodology across year 7-11, so all work is assessed and reported as such. The school has now adopted a 3 year GCSE, although this obviously has less impact on the Maths department. Maths is given five 1 hour periods of teaching allocation a week in Yr.11, 4 in year 9/10 and 3 in year 7/8. This reflects the fact that we believe Maths really is a key priority.

We follow the Edexcel Maths GCSE exam spec and a good working knowledge of its content will obviously be required.

You will need to be a fantastic teacher, someone who is able to get the best results from pupils whilst deepening their love of Maths in the classroom. You also will have the **qualities and skills** set to:

- Enable other teachers to grow
- Lead by example
- Quality Assure teaching and learning – including writing departmental reviews
- Use data effectively (to diagnose and provide ‘therapy’)
- Ensure effective assessment takes places – that is standardised and moderated
- Ensure SoW are exciting and fit for purpose – including excellent resourcing
- Work collaboratively and see this as essential
- Maintain high standards of student behaviour and engagement- personally and supporting colleagues
- Have a relentless drive and determination to do all that is necessary to raise achievement

Outcomes at GCSE have been an improving picture with 57% of students achieving grades 9-4 last year. Our aim is to consolidate on this and improve the % of our higher grades, especially at the 7-9 level.

Our targets are 65% Grade 4+ and 45% Grade 5+ for the end of this academic year. Our data suggests that this will be achieved.

The school also benefits from a £6.5 million internal rebuild – so all staff work in freshly built classrooms that are modern and clean with great IT facilities.

As a school we are committed to our Bexhill Big 5 for progress:

- Engagement
- Challenge
- Independence
- Questioning
- Feedback/Marking

You will be expected uphold these teaching values in your role as Assistant Director

**The selection process will include:**

- **Your application form** – we will be looking for a teacher who is at least in their second year of teaching and can demonstrate in their application the qualities and skills mentioned above and in the Job Spec
- **Delivering** a Maths lesson for a full hour
- **Presentation:** Nationally there is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school. **Present 2-3 clear ideas about how we can tackle this effectively as a school**
- **Unseen data task**
- **Formal Interview**

Please ensure your application shows your capacity for the qualities we are seeking and is backed by evidence where appropriate.

I look forward to hearing from you and welcome informal visits. Please contact me at [paulmendela@bexhillacademy.org](mailto:paulmendela@bexhillacademy.org)

**Paul Mendela**  
**Vice Principal**

***“The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

***The successful applicant will be subject to an Enhanced DBS check.”***



# Bexhill Academy

**Post: Assistant Director of Maths**

**Accountable to: Deputy Director/ Director of Maths**

**Start: Easter 2019**

**Salary: Mainscale/UPS – with a management allowance of £4597 (TLR2b) + £1250 one off retention bonus payable at the start of the 3<sup>rd</sup> year of service**

## Person Specification

- Qualified Teacher, with appropriate Degree (preferably Maths based)
- Preferably 2 years+ of demonstrable classroom practice
- Active in self improvement through recent CPD
- Committed to comprehensive secondary education
- Is innovative and identifies and solves challenges with creativity.
- Has a productive and definable paranoia about the successful work of their teams.
- Has fanatical discipline about seeing things through.
- Is resilient and relentless in ensuring the job is done
- Has the courage and conviction to take risks and make difficult decisions wisely.
- Has a predisposition to immediate action, letting nothing slip.
- Is insistent on consistency of approach, individually and across the team.
- Has drive and steely determination but a deep sense of personal humility.
- Has belief in people.

## Job Specification – lead on curriculum, assessment, data analysis and intervention for identified year groups

- Takes decisions on the basis of individual student need.
- Looks at data thoroughly and bases action and intervention accordingly, based on hard, unequivocal evidence.
- Ensures standards of student engagement in lessons and homework are good
- Develops the curriculum to be appropriate for all students and celebrates success for students at sensible points throughout the course.
- Is acutely aware of strengths and weaknesses of the department and plans action for all weaknesses, whilst prioritising those that will maximise outcomes.
- Ensures interventions that take place are driven by a diagnosed need and tests for impact afterwards.
- Looks at the outcome of assessments and makes bold decisions on future exam entries and groupings, including appropriate staffing.
- Lets nothing get in the way of moving things forward. Does not wait to be asked by a line manager – just gets on, emailing regular updates and make things happen. Is prepared always.

- Ensures the expectations and priorities of the department are shared explicitly with their team. Uses compelling scoreboards and regular communication to update and engage team members.
- Is happy to step back and heap reward and praise on their team without the need for prompting and works in synergy with other subject leaders, demonstrating creative excitement.
- Galvanises the team by leading from the front but awards responsibility in conjunction with accountability.

### Impact

- The team works creatively together and there is cadence of accountability.
- Subject outcomes for progress and attainment are positive.
- The gap between the progress of pupil premium students in the subject is diminishing over time and in line with, or better than, the national.
- Teaching is at least good
- Engagement and Behaviour of students is good
- The specification choices/curriculum meets the needs of all students and contributes appropriately to the school progress measures.