



TRC
THOMAS ROTHERHAM COLLEGE



Inspire Learning Trust

Teacher of Maths (part-time: 0.6 – 0.8FTE)

Closing Date: Wednesday 20th March 2024 at midday

Interview Date: Tuesday 26th March 2024

Responsible to:	Head of Faculty: Maths, IT & Computing
Responsible for:	Delivering effective teaching, learning and assessment
Salary:	FTE salary is on a 9-point scale starting at £30,000 to £46,525 (dependent on experience)
Working hours:	Part-time, flexible

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

We are looking to recruit a part-time Teacher of Maths from September 2024. The successful candidate will deliver effective teaching, learning and assessment to students in A level Maths, A level Statistics and A Level Further Maths. Candidates should ideally be able to teach at least two of these qualifications. This post is based at Thomas Rotherham College.

We have some flexibility with the allocation of hours/ full-time equivalence of the post (though 0.6 – 0.8 is an approximate range), and invite applicants interested in part-time position to apply, stating their preferences as part of their application.

We offer a positive working environment. We care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



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Inspire Learning Trust

Why work for us?



Employee Assistance Programme

24/7 confidential help covering counselling and practical and emotional help.



Support Staff Holiday Entitlement

Generous annual entitlement for all our professional support staff.



Accredited living wage

We are committed to ensuring staff rates of pay exceed the national minimum wage.



Student Admissions at OHS

Priority placing for children of staff, subject to length of service.



Specsavers Eye care voucher scheme

Obtain a free eye test and discounts on glasses



Flu jabs

Flu jab vouchers available on an annual basis.



Cycle to work Scheme

Salary sacrifice scheme on a brand new bike with Cyclescheme.co.uk



Free Parking

Free car parking at all sites.



Employee Referral Scheme

You could earn £500 for recommending an appointed friend or family member



Evening Language Classes

Access to modern foreign languages classes at a 25% discounted rate.



Onboarding for new starters

Bespoke onboarding process for all new starters, including an additional day's pay.



Pension contributions

Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.



Gym and exercise classes

Gym membership and exercise classes at only £10 per academic year.



Urban Yoga

Access free yoga classes at Oakwood High School.



Sports Facility Hire

Reduced rates on our sports facilities and pitch hire.



Westfield Health Scheme

A salary sacrifice scheme that gives quality health cover.



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Job Description and Person Specification

Main Purpose of Job

To deliver effective teaching, learning and assessment to students to ensure that they make good progress.

This post is based in the Maths, It & Computing faculty. All staff work in the interests of students and collaborate with each other to ensure the best possible outcomes for students. Duties are in line with the Professional Standards for qualified teachers and these form the basis of the job description.

The successful candidate will deliver effective teaching, learning and assessment to students in A level Maths, A level Statistics and A Level Further Maths. Candidates should ideally be able to teach at least two of these qualifications. This post is based at Thomas Rotherham College.

All teachers have a wider duty to develop the literacy, numeracy, employability and progression skills as part of our 16-19 study programmes.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities	A	L	O
To establish a safe and stimulating environment for students, rooted in mutual respect.	✓	✓	✓
To set goals and learning objectives both for individual lessons and for progress over time that stretch and challenge students of all backgrounds, abilities.	✓	✓	✓
To demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	✓	✓	✓
To be accountable for students' attainment, progress and outcomes and to set realistic targets for your performance based on these outcomes.	✓	✓	✓
To be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.	✓	✓	✓
To guide students to reflect on the progress they have made and use feedback to develop strategies to improve.	✓	✓	✓
To demonstrate knowledge and understanding of how students learn and how this impacts on teaching.	✓	✓	✓
To have a full understanding of how to assess a student's needs and develop appropriate support strategies.	✓	✓	✓
To devise tasks and activities which encourage students to take a responsible and conscientious attitude to their own work and study.	✓	✓	✓
To have a secure knowledge of the relevant specialist subject(s) and curriculum areas and develop appropriate strategies that enhance the underpinning skills of their chosen subjects.	✓	✓	✓
To demonstrate a critical understanding of developments used in all subjects across the curriculum	✓	✓	✓
To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.	✓	✓	✓
To impart knowledge and develop understanding through effective use of lesson time, making every lesson count.	✓	✓	✓
To promote a love of learning and to develop students' intellectual curiosity.	✓	✓	✓



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To reflect systematically on the effectiveness of lessons and approaches to teaching through the annual programme of action research.	✓	✓	✓
To develop a thorough and meaningful learning plan, for each student, that supports the student's needs and meets subject requirements.	✓	✓	✓
To have a secure understanding of how a range of factors can inhibit students' ability to learn, and to employ effective strategies to overcome these.	✓	✓	✓
To demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.	✓	✓	✓
To have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	✓	✓	✓
To have a full understanding of how to assess the subject(s) taught, including requirements for final exams, coursework and other statutory assessment requirements.	✓	✓	✓
To make use of formative and summative assessment to enhance support and ensure relevance to subject.	✓	✓	✓
To use relevant data to monitor progress, set targets, and plan subsequent lessons.	✓	✓	✓
To have clear rules and routines for behaviour in teaching areas and take responsibility for promoting good and courteous behaviour both in teaching areas and around the college, in accordance with the college's behaviour policy.	✓	✓	✓
To have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	✓	✓	✓
To manage groups effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.	✓	✓	✓
To maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	✓	✓	✓



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2. Generic Duties and Responsibilities

Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).

Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.

Participate and contribute to Talent Development and Service Frameworks and other plans.

All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

Establish constructive relationships and communicate with others (inside and external to the Trust).

Organise and support school/college and Trust events as requested.

Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.

All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training	Essential	MoA
PGCE/PGCE Post 16 / QTS or another appropriate and equivalent teaching qualification.	✓	AF/CQ
Degree level qualification.	✓	AF/CQ
Successful teaching experience with 16-18 learners and/ or the ability to teach Maths to level 3	✓	AF/I
Awareness of current developments in the sector.	✓	AF/I
Evidence of continuing professional development.	✓	AF/I
Strong IT and Systems Skills. An ability to interpret and act on information from student data.	✓	AF/CQ/I
Evidence of success in leading improvement in student outcomes.	✓	AF/I
Record of successful dealings with staff, parents and students.	✓	AF/I

2. Skills and Experience	Essential	MoA
Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF/I/R
Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF/I
Team-working skills – the ability to contribute to and implement decisions taken by the team to support and guide students to outstanding results.	✓	AF/I
Self-management – the ability to plan time effectively and to organise oneself well.	✓	AF/I
Effective problem-solving skills.	✓	AF/I
Positive attitude to working with students, staff and parents.	✓	AF/I
Approachable, enthusiastic and well organised.	✓	AF/I/R
Conscientious, honest and reliable and a sense of humour	✓	AF/I/R
A commitment to the Trust and Trust improvement.	✓	AF/I/R



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3. Mandatory Requirements	Essential	MoA
A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF / I / R
Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF / R
References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF / R

4. Physical Requirements	Essential	MoA
4.1 Health and physical capacity for the role.	✓	AF / I / R
4.2 A good attendance record in current employment (not including absences resulting from disability).		R

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively..

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into



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consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



**Inspire Learning Trust is committed
to... Educational Social
Responsibility
We are committed to a value led
educational provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***