



Candidate Pack
Teacher of Maths
(Key Stage 4 Lead)



Co-op Academy
Manchester

Welcome from the Principal

Thank you for your interest in applying for the role of Teacher of Maths (Key Stage 4 Lead) at Co-op Academy Manchester. We are seeking to appoint an outstanding, committed and dynamic teacher who is able to make a strong contribution to our Maths department's very successful team of dedicated staff.

We are looking for a Maths Teacher who is passionate about their subject with the ability to Lead on KS4. In this role you will need to have a strong subject and pedagogical knowledge so that you can deliver lessons of a high standard to our students.

Deadline for applications: Monday 28 April, 12pm

Interviews expected to be: TBC

To start: September 2025

About the academy

The academy, based in Higher Blackley in North Manchester, has over 1,600 students on roll and is part of Co-op Academies Trust.

Co-op Academy Manchester was recently judged 'Good' by Ofsted in March 2023. Ofsted said that:

"Leaders, trustees and governors strive for all pupils at Co-op Academy Manchester to be successful. Pupils are encouraged to demonstrate the 'ways of being Co-op' in all that they do."

"Teachers have strong subject knowledge. They use their expertise to help pupils to learn well in lessons. Teachers who are not specialists in a subject receive appropriate and effective subject-specific training. This enables these teachers to deliver the curriculum equally well."

"Leaders have thought carefully about the curriculum that they want all pupils to learn, including those with SEND. The curriculum is well organised. Subject leaders have thought deeply about the key knowledge that pupils should learn and the order in which this content should be taught."

All academies in our Trust are united by our Ways of Being Co-op.

These are:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

We are looking for colleagues who are up for a challenge; who want to make a real difference to the lives of the children they work with; who are committed to their own professional development and who want to be outstanding teachers, classroom assistants, administrators, leaders, and support workers across a wide range of roles in our academy.

We offer:

- Leaders within the faculty who are serious about reducing unnecessary workload
- Centralised resourcing of Maths lessons
- Excellent facilities
- The opportunity to work in a highly successful academy with a growing reputation as a high-performing educational setting.
- Significant opportunities for professional development and growth within the academy and the Trust.
- The opportunity to work under the ethics and values of the Co-op.
- Co-op Academies Trust benefits package.

A note on safeguarding

- The academy is committed to the safeguarding and welfare of children and young people and expects all of its employees and volunteers to share this commitment. The post is exempt under the rehabilitation of the young offenders act 1974 and the amendments to the expectations order 1975, 2013 and 2020 and the successful applicant will be subject to an enhanced DBS check.
- All applications must be made through our application forms. We cannot accept CVs.

For any queries about the role (including booking an informal visit or discussion with the relevant leader) please contact the recruitment team via ruth.brice@coopacademies.co.uk or telephone 0161 795 3005.

Allan Glover
Principal

- Applications should be made via our recruitment website <https://co-opacademiestrust.face-ed.co.uk/Vacancies?establishment=00128.00029&filter=>
- Please get in touch via ruth.brice@coopacademies.co.uk if you would like to informally discuss the role or visit the academy.



Job Description

Job Title: Teacher of Maths (Key Stage 4)

Salary / grade range	MPS/ UPS + TLR 2b
Location	Co-op Academy Manchester
Reports to	Director of Learning Zone, Maths

Purpose of role

- To contribute to the values and beliefs of the Academy.
- To raise student attainment in the subject area at all levels, as evidenced by external examinations.
- Promote continuity and raising of standards between the Key Stages.
- Ensure individual student data is used to set appropriate standards of attainment for each cohort and target groups.
- To maintain an overview of progress and implement intervention to raise attainment.
- Provide coherence to the various students of raising expectations, including progress and the motivation of students establishing links between the work of other key holders.
- To establish and promote a safe learning environment where students enjoy and achieve.
- To be proactive in developing and supporting primary links.
- To embed business and finance cross curricular themes within their subjects.

Responsible for

Raising of student attainment and progress in learning.

Operational/Strategic Planning

- To lead the development and coordination of Target Action Planning initiatives within the designated cohorts.
- To support the Subject Leader in the development and maintenance of student progress reports within the designated area.
- To promote work with colleagues to monitor and evaluate student data and assessment records to inform target setting, monitoring of progress and the motivation of students.
- To plan and ensure effective delivery of functional skills.
- Define and implement intervention or development strategies to ensure all students work consistently and effectively to their personal best.
- To support colleagues in the identification and implementation of effective strategies to raise attainment.

- Develop a shared understanding with parents of the curriculum, approach to teaching and the standards of work and behaviour expected, establishing a partnership which involves them in their child's learning as well as providing information about attainment, progress and targets.
- Develop an overview of the effects of teaching and learning on the attainment and personal development of individual students and groups of students.

Curriculum Provision

- To liaise with the Subject Leader to ensure the design delivery of an appropriate curriculum.
- To be accountable for the delivery of the subject and/or Key Stage.

Curriculum Development

- To lead subject and/or Key Stage curriculum development.
- To be responsible for functional skills development, when applicable.
- To keep up-to-date with national developments in the subject area, teaching practice and methodology.
- To keep up-to-date with KS4 qualification changes and prepare students to succeed in light of this.

Teaching and Learning

- Ensure effective teaching and student progress in the subject area through structured monitoring, evaluation and review processes.
- Promote extracurricular activities and out of hours learning which enhance learning opportunities.
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Staffing | Staff Development | Recruitment/Deployment of staff

- To work with the Subject Leader/Director of Learning Zone to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the Academy's ITT programme.
- If required to contribute to Performance Management and to act as a reviewer for a group of staff.

Quality Assurance

- To ensure the effective operation of quality control systems.
- To contribute to the Academy's procedures for lesson observation.
- To assist in the process of the setting of targets within the designated cohorts.
- To implement Academy quality procedures to ensure adherence of teaching staff.

Management Information

- To assist in the use of analysis and evaluation of performance data to raise standards.
- To help produce reports within the quality assurance cycle.
- Management and use of data to inform strategies and improvement in teaching and learning and results.
- To assist in the production of reports on examination performance, including the use of value-added data.
- Responsible for outcomes of specific groups of students, e.g. EAL.

- To be able to identify gaps in achievement between different student groups and work to close these.

Communications

- To ensure effective communication as appropriate with all stakeholders and persons or bodies outside the Academy, particularly with our sponsors.

Marketing and Liaison

- To contribute to the Academy's outreach and marketing activities.
- To effectively promote the subject at events.

Management of Resources

- To manage the available resources effectively in the subject/Key stage area.
- To contribute to the process of the ordering of equipment and materials.
- To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.

Pastoral System

- To monitor and support the overall progress and development of students within the designated cohort.
- To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken when necessary.
- To act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description.
- To contribute to PSHE, citizenship and enterprise according to the Academy policy.

Safeguarding

- "The Co-op Academies Trust, as an aware employer, is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf".

Other Specific Duties

- I. To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- II. To support the academy in meeting its legal requirements for worship.
- III. To actively promote the academy corporate policies.
- IV. To continue personal development as agreed.
- V. To comply with the academy's Health and Safety Policy and undertake risk assessments as appropriate.
- VI. To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with the post-holder may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Health & Safety Responsibilities

All employees have the responsibility:

- VII. To comply with safety rules and procedure laid down in their area of activity
- VIII. To take reasonable care of their own health and safety and hence avoid injury to themselves and to others by act or omission whilst at work
- IX. To use protective clothing or equipment as may be provided
- X. To report promptly all sickness, accidents, unsafe conditions or practices and dangerous occurrences of which they are aware
- XI. To cooperate with the Principal in the fulfilment of the objectives of the academy's Health and Safety policies

Person Specification

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications: <ul style="list-style-type: none"> • Qualified Teacher Status • Degree • Recent participation in a range of relevant in-service training/professional development 	E	A
Experience Of Teaching And School Leadership And Management <ul style="list-style-type: none"> • Successful leadership and management in the classroom. • Experience of working at a school with Specialist status • Teaching experience at secondary level. • Understanding of Academy's role in the communities • Involvement in extra curricular activities Professional Knowledge Understanding <ul style="list-style-type: none"> • Quality assurance • Education Inclusion • Own subject improvement strategies • Statutory framework • Furthering the role of parents and carers in the life of the Academy • Raising standards of attainment in teaching subject 	E D E E E	A/I A A A/I A/I
Skills, Ability, Knowledge: <ul style="list-style-type: none"> • Graded satisfactory/good in the classroom • Analytical skills • Presentational skills • ICT skills for professional use • Review and evaluation skills through monitoring and evaluating student's progress. 	E	A/I
Personal Qualities:		

<ul style="list-style-type: none"> ● Lead by example in the use of ICT as a teacher and in leadership in the classroom ● Support and actively promote ● the values and beliefs of the Academy ● Good level communication with good interpersonal skills ● Committed to extended schools ● Committed to standards of excellence for all and focused on continuous improvement ● Good completer/finisher ● Good track record of personal performance ● Excellent attendance and punctuality record ● Committed to personal professional development 	E	A/I I A/I A/I A/I I A/I I
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

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