



Olive Academies

Maths Lead

This is a multi-site role covering **Olive AP Academy – Havering** and **Olive AP Academy - Thurrock**

- £53,731 - £58,893
- Teachers' Pension Scheme
- OA benefits package

To arrange an informal discussion or to visit the academies, please phone 01708 478892

[Apply now](#)

Olive Academies is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. To this end, both an Enhanced Disclosure and Barring Service check and a Barred List check are required for this role. We particularly welcome applications from under-represented groups.

About our academies

Our academies specialise in alternative provision supporting the social, emotional and educational needs of young people for whom traditional teaching methods have not worked. Students, ranging in age from 11 to 16, join us following permanent exclusion from a mainstream school or due to their medical needs, or social, emotional and mental health needs, that prevent them from attending a mainstream setting.

Our mission is to provide pupils with creative, nurturing and inspiring opportunities which re-engage them in learning. By providing a safe and engaging environment, we endeavour to remove barriers and promote the opportunity for students to excel and reach their full potential. We provide a broad and ambitious curriculum, catered to the needs of each individual, delivering the knowledge and skills that our pupils need to succeed in education and beyond. The fundamental principles of our curriculum are:

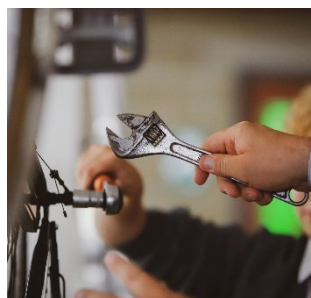
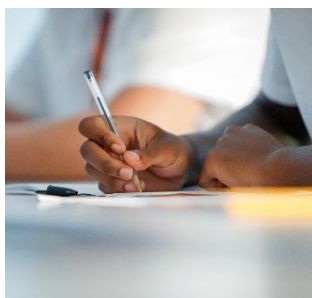
- Giving students real-world experiences.
- Creating a pathway to post-16 education, employment or training.
- Delivering outstanding learning and teaching.
- Offering rigorous and high-quality critique and feedback of students' work.
- Developing dynamic leadership – including staff and student leadership.
- Maintaining a culture of respect.

All students receive therapeutic support and this can range from a set or personalised programme, counselling, speech and language intervention or small group activities around self-worth and wellbeing.

We pride ourselves on encouraging positive mental health and wellbeing for both staff and students. Working in alternative provision can be challenging, but joining the Olive family is one of the most rewarding and positive career developments you will make. This is your chance to improve the education, and lives, of some of the most vulnerable children and young people in the area. If you have the experience and enthusiasm to make a lasting difference to the pupils we support, we would love to hear from you.

Thank you for your interest.

Ryan Kelsall
Executive Headteacher



"Olive Academies is far removed from any mainstream setting. It allows for a **contemporary approach** to teaching and **supporting the individual** and diverse needs of young people. "

"I like the fact that **leaders are open-minded** and always **happy to listen.**"

"Working at Olive Academies is such a **rewarding opportunity**, supporting students with complex needs and **making a difference** in their lives where lots of people have given up on them."

"This is such a **special and unique** place to work."

"I love the **flexibility** that comes with working here. You can **tailor the curriculum** to suit the needs of each student. The young people we support experience many obstacles in their life and it is such a good feeling seeing students overcome these to **succeed in their learning.**"

Job description

We are looking for an experienced Maths Lead who will be working across two academies; Olive AP Academy – Havering and Olive AP Academy – Thurrock. The successful candidate will:

- develop a **dynamic KS3/4 maths curriculum** to engage all our students
- work with the leadership teams of both academies to **develop a shared vision and strategic plan for maths**
- write and **implement coherent and inspiring action plans** around the maths curriculum
- demonstrate the **highest quality of teaching, learning and assessment**
- **lead staff in the Maths department**, supporting and challenging them with their performance and providing day to day line management
- **develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies** in your area of responsibility
- be **committed to tackling disadvantage** and improving every student's wellbeing and life chances
- plan and **teach interactive, exciting Maths lessons** which engage all our KS3 and KS4 students, including those facing barriers to learning and those with social emotional, and mental health needs
- have **up-to-date knowledge of KS3/4 Maths curriculum**, teaching GCSE's with confidence and creatively to engage reluctant learners
- share our determination to develop and **deliver a broad curriculum**
- work closely with colleagues to **produce high-quality learning resources** and plan learning activities
- **link lessons** to the PHSE curriculum, the world of work, British values, and SMSC where appropriate
- **use student data** to inform classroom practice and planning
- assess and give students **regular feedback** in line with the OA marking and feedback policy
- facilitate good progress and positive outcomes - **inspire, motivate and challenge our students**
- **direct the work of other staff** in the classroom to maximise their impact on learning
- **set expectations** and maintain a positive and safe learning environment
- use the 'Dare to be Olive' approach to ensure that **high expectations for behaviour** are maintained
- **act on child protection concerns immediately**; read, understand, and implement OA's safeguarding policy and procedures, and Keeping Children Safe in Education
- be a role model for our students, showing **leadership, resilience, and empathy**
- **coach a group of students**, mentoring them through their time at the academy
- work with parents, carers, schools and outside agencies to **ensure each student's needs are best met**
- fulfil wider **professional responsibilities**
- **support the trust's values and ethos** by contributing to the development and implementation of policies, practices, and procedures
- **work closely with our headteachers, staff, parents/carers and students** to deliver our strategic vision and help make our ambitious plans for the academy a reality

Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the headteacher to carry out appropriate duties within the context of the job, skills and grade.

Person Specification

Measurements: A = Application, I = Interview, R = Reference, T = Task

Qualifications and Training

| | | |
|---|---|-----------|
| First degree or equivalent | A | Essential |
| DfE recognised qualified teacher status or Qualified Teacher Learning and Skills status | A | Essential |
| Evidence of CPD which enhances classroom practice | A | Desirable |

Experience

| | | |
|--|---------|-----------|
| Evidence of recent successful classroom practice | A | Essential |
| Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice. Lessons are consistently judged to be good or better | A, I | Essential |
| Effective and systematic behaviour management – experience of using de-escalation techniques in a school setting; experience of maintaining clear boundaries and using sanctions, praise and rewards | A, I | Essential |
| Experience of using assessment data to ensure effective student progress, raise standards and achieve outstanding pupil outcomes | A, I, T | Essential |
| Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs | A, I | Essential |
| Experience of working collaboratively with others | A, I | Essential |
| Experience of SEMH pastoral /student support | A, I | Desirable |

Knowledge

| | | |
|---|---------|-----------|
| Detailed knowledge of the KS3/4 Maths curriculum | A, I | Essential |
| A solid understanding of a range of teaching and learning strategies and a good understanding of current pedagogical thinking | A, I | Essential |
| An understanding of disadvantage and working in challenging environments | A, T, I | Essential |
| An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD | A, T, I | Desirable |
| Up-to-date knowledge of specialised curriculum for children with SEMH | A, T, I | Desirable |

Skills and Abilities

| | | |
|--|------------|-----------|
| Strong analytical, strategic, interpersonal and thinking skills | A, T, I | Essential |
| Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels | A, T, I | Essential |
| Ability to deliver a strategy for classroom observations, linked to a performance management policy, which is focused on the quality of teaching and learning | A, T, I | Essential |
| Ability to work effectively across two sites, successfully managing time | A, T, I | Essential |
| Ability to teach KS3 and KS4 across subject, age and ability range | A, T, I | Essential |
| Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups (pupils, parents and carers, colleagues, external agencies, wider community etc.) | A, T, I, R | Essential |
| Ability to reflect and self-evaluate | A, I, R | Essential |
| An understanding of expeditionary learning | A, I | Desirable |
| A track record of being an excellent classroom teacher with the ability to model best teaching and learning practice across the academy | A, I, R | Desirable |

Personal Aptitude

| | | |
|---|---------|-----------|
| Personal and professional resilience in the face of challenging situations | A, I, R | Essential |
| Self-motivated, productive, diligent, and thorough | A, I, R | Essential |
| Commitment to an open, collaborative style of management | I | Essential |
| Concern for the development of colleagues and members of the wider school community | I | Essential |
| Commitment to your personal and professional development and that of all staff | A, I | Essential |
| Convinced of the transformative nature of excellent education | A,T, I | Essential |
| Empathy with the needs of children | A,T, I | Essential |
| Commitment to the safeguarding of vulnerable young people | I | Essential |
| A personal commitment to promoting inclusion, diversity, and access | A, I | Essential |
| A commitment to the vision, values, aims and objectives of Olive Academies | A, I | Essential |

Transform young lives with Olive Academies Trust

Thank you for your interest in working with Olive Academies.
We look forward to receiving your application.

[Find out more and apply.](#)

   oliveacademies.co.uk