



Da Vinci Academy

A L.E.A.D. Academy

Candidate Information Pack

**Curriculum Leader Mathematics
(Maternity cover to 31 Dec 2026)**

Da Vinci Academy





Welcome from the Headteacher

I am incredibly proud to be the Headteacher at Da Vinci Academy, working with dedicated staff, students, parents, and the wider community to create a supportive and ambitious learning environment.

As part of L.E.A.D. Academy Trust, we are committed to delivering the highest standards of education, ensuring every student reaches their full potential. Our academy fosters a culture of high expectations, respect, and success, where students are encouraged to work hard, aim high, and contribute positively to school life.

If you are looking to join a school that is ambitious for both its students and staff, we would love to hear from you.



Jayne Scattergood, Headteacher

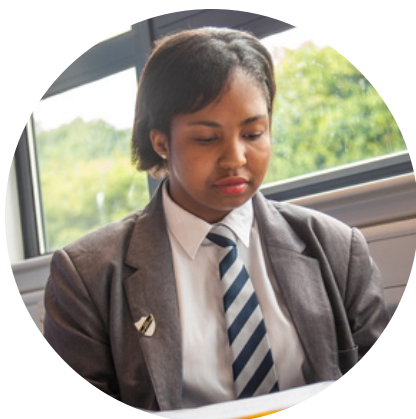
About Da Vinci Academy

At Da Vinci Academy we passionately believe that outstanding education is every child's right and we aim to provide the same breadth and depth of provision as the best schools in the country.

Our journey towards excellence is driven by persistent effort, hard work and patience. We strive for inclusive education with high expectations, excellent behaviour, equal access to a rigorous curriculum and enrichment opportunities to enable all pupils to excel.

We will never accept that family background, socio-economic circumstances or prior attainment will inevitably limit young people's potential and so the profile of our intake will always be a reason for our provision, and never an excuse for our outcomes.

As part of L.E.A.D. Academy Trust, we are committed to providing the highest quality education, enabling every pupil to reach their full potential.



Benefits of being part of the Trust



Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.



Curriculum Leader Maths (maternity cover)

Location:	Da Vinci Academy, Derby, DE21 4ET
Salary:	MPS/UPS (with TLR 1B). Maternity cover until 31 December 2026
Closing date:	Monday 3 rd November 2025 at 9.00am
Interview date:	Monday 10 th November 2025 or earlier for early applications
Start date:	3rd November 2025 or 1 January 2026

Leading the Department: Building an effective team to raise attainment and implement appropriate change

- Provide strategic leadership for the development, monitoring and evaluation of the Department's curriculum
- Develop a culture of continuous self-reflection and evaluation for individual staff within the Department as a whole
- Contribute to whole school development by active membership of relevant staff subgroups
- Following self-evaluation, identify Departments for improvement in the Department SEF for inclusion in the Department Development Plan, taking due account of the School Development Plan, local and national initiatives
- Promote new teaching methods to improve learning and monitor their effectiveness
- Provide the Headteacher, members of SLT and other stakeholders with Department and individual student performance information as required

Promoting attainment across the Department

- Identify and set appropriate improvement and attainment targets for individual students, groups of students and the Department
- Monitor and evaluate progress towards targets identifying and implementing suitable intervention strategies for individuals and groups of students
- In conjunction with the Department team evaluate the effectiveness of teaching and other strategies in achieving targets using appropriate methods/data
- Monitor planning and curriculum coverage across each key stage
- Monitor student engagement and application across the Department making appropriate interventions to ensure improvements in line with school policy

Leading Learning and Teaching

- Monitor and evaluate standards of learning and teaching using a variety of approaches including lesson observation (giving constructive feedback and support) and work scrutiny
- Create a climate for learning which supports the agreed school philosophy
- Improve the quality of learning and teaching by enabling, supporting and contributing to programmes of CPD
- Identify staff development needs and ensure appropriate programmes are designed with the aim of meeting these needs
- Be an excellent classroom practitioner acting as a role model for others

Job Description



Performance Management responsibility

- To act as Performance Management team leader for other members of the Department in line with school policy. This will involve the setting of targets including quantifiable student progress targets, the monitoring of progress towards those targets and the linking of targets to the Department Improvement Plan
- Manage other TLR holders in the Department, working with them to enhance the effectiveness of the Department team
- Ensure effective and efficient deployment of staff
- Provide a programme of induction, support and monitoring of new staff including assigned support staff
- To be responsible for the day-to-day management for all staff in the Department team including support staff and supply staff
- Monitor the implementation by all staff in the Department of school policies ensuring that appropriate interventions take place when issues arise
- Ensure good performance is recognised and appropriate action is taken when performance is unsatisfactory

Generic Elements

- To take responsibility for the implementation of and compliance with policies and procedures relating to Child Protection, Health and Safety, Security, Confidentiality and Data Protection, seeking advice as necessary
- Ensure the efficient and effective use of all allocated resources, including financial, ensuring adherence to the principles of best value
- To be involved as required in disciplinary, capability and recruitment processes

The above duties are not exhaustive and post holders may be requested to undertake activities reasonably assigned to these by SLT.

As a Classroom Teacher

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the students in your care
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all students and the LEAD Trust values
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes
- To ensure that you provide a safe and happy environment that promotes the welfare of children
- To ensure all safeguarding and child protection policies are adhered to

Teaching and Learning

- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Job Description



Promote good progress and outcomes

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how children learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study
- Encourage students to develop study skills in order to learn more effectively and with increasing independence

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the curriculum, foster and maintain students' interest in the subject, and address students' misconceptions
- Demonstrate a critical understanding of developments in the curriculum, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced
- Demonstrate a clear understanding of appropriate teaching strategies for literacy

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately
- Understand how a range of factors can inhibit students' ability to learn, apply this understanding to overcome these restrictions to learning
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages
- 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

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Job Description



Behaviour and Safety

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Carry out break and lunch /bus supervision and other duties as directed and within the remit of the current School teachers' pay and Conditions Document
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support
- Deploy support staff effectively
- Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and well being
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual student progress and attainment in order to inform regular academy development planning
- Carry out any such duties as may be reasonably required by the Headteacher

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Job Description



Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D. Academy Trust we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Person Specification



Curriculum Leader

Qualifications and experience

- Qualified teacher with QTS or recognised equivalent
- Teaching experience within the relevant age range and/or subjects applying for
- Experience of successful co-ordination of a relevant curriculum, pastoral or development project

Domain One: qualities and knowledge

- Creates a stimulating and safe learning environment
- Establishes and maintains a purposeful working atmosphere
- Plans, prepares and delivers the curriculum as relevant to the age and ability group/subjects taught
- Assesses and records the progress of pupils/students' learning to inform next steps and monitor progress
- Demonstrates optimistic personal behaviour, positive relationships and attitudes towards all members of their school community
- Demonstrates a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom
- Teaches using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles
- Encourages children in developing self-esteem and respect for others
- Deploys a wide range of effective behaviour management strategies
- Communicates to a range of audiences (verbal, written, using ICT as appropriate)
- Demonstrates current knowledge and understanding of national and local education issues
- Contributes to a culture of collaborative working to develop professional practice

Domain Two: pupils and staff

- Demonstrates consistently high standard of classroom practice, teaching strategies or positive pastoral outcomes
- Develops in pupils/students a love of learning and a sense of inner confidence and self-belief that enables them to achieve high standards, overcoming disadvantage and advancing equality
- Promotes a classroom environment that values the success and sense of wellbeing of each pupil/student, focused on safeguarding and developing their spiritual, moral, social and cultural development and exemplary behaviour
- Demonstrates continuous self-directed development and evidence of coaching/mentoring of team leadership to develop colleagues

Domain Three: systems and process

- Would be able to build upon current academy improvement plans

Domain Four: the self-improving school system

- Seeks opportunities to invite parents, carers, community figures and other organisations into classrooms to enhance learning
- Demonstrates entrepreneurial and innovative approaches to classroom improvement

Personal qualities

- Passionate about education and the benefit of studying computer science
- Approachable, enthusiastic and creative
- Leads by example, demonstrating integrity, resilience and clarity

Committed to the L.E.A.D. principles

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	• Qualified teacher with QTS or recognised equivalent • Teaching experience within the age range and/or subjects applying for (ECT's welcome)	• N/A

Skills and Knowledge	Essential criteria	Desirable criteria
	• Creates a stimulating and safe learning environment • Establishes and maintains a purposeful working atmosphere • Demonstrates optimistic personal behaviour, positive relationships and attitudes towards all members of their school community • Demonstrates a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom • Encourages children in developing self-esteem and respect for others • Deploys a wide range of effective behaviour management strategies • Communicates to a range of audiences (verbal, written, using ICT as appropriate) • Demonstrates current knowledge and understanding of national and local education issues • Contributes to a culture of collaborative working to develop professional practice	• Plans, prepares and delivers the curriculum as relevant to the age and ability group/subjects taught • Assesses and records the progress of students' learning to inform next steps and monitor progress • Teaches using a wide variety of strategies to maximise achievement for all students including those with special educational needs and high achievers and to meet differing learning styles

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Experience	Essential criteria	Desirable criteria
	• Develops in students a love of learning and a sense of inner confidence and self-belief that enables them to achieve high standards, overcoming disadvantage and advancing equality • Promotes a classroom environment that values the success and sense of wellbeing of each student, focused on safeguarding and developing their spiritual, moral, social and cultural development and exemplary behaviour • Demonstrates continuous self-directed development • Would be able to build upon current academy improvement plans	• Seeks opportunities to invite parents, carers, community figures and other organisations into classrooms to enhance learning • Demonstrates entrepreneurial and innovative approaches to classroom improvement

Personal Attributes	Essential criteria	Desirable criteria
	• Passionate about education • Approachable, enthusiastic and creative • Leads by example, demonstrating integrity, resilience and clarity	• N/A

Additional Requirements	Essential criteria	Desirable criteria
	• This role is subject to an enhanced DBS • May be required to travel to other Trust locations or third-party services as part of the role • Committed to the L.E.A.D. Principles	• Hold a driving license and have access to own vehicle



How to apply

Closing date: Monday 3rd November 2025 at 9.00am
Interview date: Monday 10th November 2025 or earlier for early applications
Contact email: vacancies@davinciacademy.co.uk
Contact number: 01332 831515

Please visit our [vacancies page](#) to find out more about this role and make an application.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead



Empower



Achieve



Drive

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



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Primary
Academies



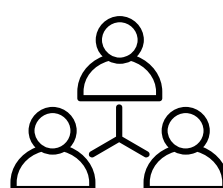
03

Secondary
Academies



05

Geographical
Regions



11,500

Pupils



1,650

Staff



Da Vinci Academy
A L.E.A.D. Academy

Da Vinci Academy
St Andrew's View,
Derby, DE21 4ET

01332 831515



www.davinciacademy.co.uk