



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

JOB DESCRIPTION

Job Title:	Assistant Director of Learning for Mathematics		
School Base:	Small Heath Leadership Academy		
Reports to:	Director of Learning: Maths	Grade:	MPS/UPS + TLR 2
Staff Responsibility for:	As assigned		
Additional:		Term:	Permanent Full Time

JOB PURPOSE SUMMARY:

To provide inspiring and professional leadership ensuring high quality education for all students within an Academy family ethos, which allows all to achieve regardless of ability or disability.

The Assistant Director of Learning for Mathematics has a key role within the Mathematics Team as a leader and manager, being responsible for the co-ordination of Teaching and Learning as well as deputising for the Director of Learning for Mathematics.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

Please note 'department' or 'subject' relates to any departments/subjects of responsibility.

1. Strategic Direction and Development of the Academy

- 1.1 Understand and implement the Academy aims, vision, priorities and targets.
- 1.2 Understand the aims, priorities and targets of the Mathematics Team and ensure that they are promoted and implemented through a coherent vision and Mathematics Team Improvement Plan.
- 1.3 Provide inspiring and purposeful leadership for the students within a caring and purposeful environment.
- 1.4 Work within the overall aims and objectives of the Academy.
- 1.5 Promote and deliver the priorities and policies of the Academy. This is to be done by consistently and persistently implementing agreed policies and initiatives and adhering to the Academy's ethos within and beyond the Academy.
- 1.6 Liaise as required with a range of educational partners, internal and external, to underpin the raising of student attainment.
- 1.7 Support the Academy's home and community liaison work through the appropriate participation in events.

2. Leadership

- 2.1 Lead the development of teaching and learning throughout the Mathematics department, to achieve outcomes required by the Team Improvement Plan and the Academy.
- 2.2 Provide support for the Director of Learning in leading, developing and enhancing the teaching practice of others (through delivery of Inset, acting as a performance management reviewer etc.).
- 2.3 Lead and monitor teaching approaches used in Mathematics through the development and selection of appropriate materials in consultation with the Director of Learning.
- 2.4 Lead the development of syllabuses and be responsible for overseeing the production of Schemes of Work (SOW) for Mathematics.
- 2.5 To have clear expectations, standards and targets for all colleagues and offer appropriate support and guidance with respect to all aspects of their role.
- 2.6 Co-ordinate and facilitate a coaching programme in the team.
- 2.7 Guide and support colleagues in the management of students in the classroom in line with the Academy's Behaviour Policy.
- 2.8 Support the Director of Learning with providing work for classes of absent colleagues and ensure that cover is arranged in accordance with the Academy's agreed procedures.
- 2.9 Deputise for all aspects of the Director of Learning's role in their absence.

3 Teaching and Learning

- 3.1 Create and maintain an environment and a code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement.
- 3.2 Support the Director of Learning in administering the Academy's BfL and Teaching and Learning policy within Mathematics.
- 3.3 Responsibility for maintaining and improving the achievement of students in Mathematics throughout all Key Stages, initiating regular subject team discussion and review. Establishing clear systems and processes for Assessment for Learning, recording and reporting on student achievement in line with Academy policy.
- 3.4 Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- 3.5 Develop and apply a range of effective teaching and learning strategies to raise the achievement of students, maintaining an up to date knowledge of good practice.
- 3.6 Create opportunities for sharing good practice and inform staff of new resources. Manage the on-going development and acquisition of suitable learning resources for the subject.
- 3.7 Observe and be observed by colleagues and utilise feedback effectively.
- 3.8 To oversee the promotion and development of the subject.
- 3.9 Co-ordinate with the Director of Learning on enrichment and extra-curricular activities in line with Academy policy to promote active learning and better engagement.
- 3.10 Deliver after-school support, pre-exam intervention sessions and holiday interventions as and when required to ensure the highest levels of achievement and attainment.
- 3.11 Create and maintain an effective partnership with parents to support and improve student and community achievement and personal development.

4. Management of Students

- 4.1 To identify students that are underachieving and implement strategies and interventions, including revision classes that are carefully monitored.
- 4.2 To recognise and reward positive achievement and reward students appropriately.
- 4.3 Provide schemes of work that ensure continuity and progression in Mathematics for all students, including those of high ability and those with learning support needs.
- 4.4 Promote personalised learning by encouraging the use of Teaching and Learning strategies which develop the competence and confidence of every student.
- 4.5 Provide careers advice relevant to Mathematics.
- 4.6 Initiate and foster extra-curricular activities which widen students' appreciation of Mathematics and contribute to the general life of the Academy

5. Management of Resources

- 5.1 To use displays, learning beyond the classroom, enrichment activities, and student Partnerships for Learning in order to promote positive attitudes towards learning.
- 5.2 Plan and administer the development and storage of equipment, books and other resources.
- 5.3 Supervise Mathematics area, facilities and resources.
- 5.4 Ensure that subject rooms present stimulating environments which help to influence students' attitudes positively towards Mathematics.

6. Planning and Development

- 6.1 Co-ordinate with other members of the department and ensure that SOW relate to the National Curriculum or GCSE requirement, including strategies for G & T, SEN students and other groups or initiatives as appropriate.
- 6.2 Assist colleagues in the planning and delivery of the schemes of work. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of Mathematics and of different students.
- 6.3 To use self-evaluation outcomes to plan for future developments in Key Stages 3, 4 & 5.
- 6.4 To represent the department at meetings.
- 6.5 Plan, implement and review syllabuses, teaching schemes, assessment policies and reporting procedures in accordance with Academy aims, policies and practices.
- 6.6 Keep abreast of current developments in Mathematics and adapt curriculum content and methods of teaching and examining as appropriate.

7. Monitoring and Evaluation

- 7.1 Monitor teaching standards in Mathematics and use this analysis to identify both effective practice and areas for improvement.
- 7.2 Implement quality assurance programme across Mathematics.
- 7.3 Ensure students' work is regularly assessed and that homework is in line with Academy policy.
- 7.4 Use information gained from assessment, recording and reporting procedures to generate further improvement in student achievement.

8. Communication and Liaison with other Colleagues

- 8.1 Represent Mathematics, or the Academy in appropriate meetings.
- 8.2 Ensure the line manager is informed on all issues concerning Mathematics.
- 8.3 Liaise with the pastoral team in respect of student records, rewards and sanctions.
- 8.4 Maintain effective relationships with other middle and senior leaders in the Academy.

9. Communication with Parents and the Wider Community

- 9.1 Establish a partnership with parents to involve them in their child's learning of Mathematics.
- 9.2 To liaise with agencies outside the Academy – local businesses, community, primary schools and other professional bodies to broaden the curriculum.
- 9.3 Provide information for parents about curriculum.

10. Other Responsibilities

- 10.1 Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.
- 10.2 Take responsibility for promoting and safeguarding the welfare of the children and young people in the Academy.
- 10.3 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 10.4 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 10.5 Contribute to the wider life of the Trust and the Star community.
- 10.6 Carry out any such duties as may be reasonably required by the Trust.

11. Records Management

- 11.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
QUALIFICATIONS				
1.	A degree (2ii or above) in the relevant subject.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Evidence of Continuous Professional Development.	E	✓	✓
4.	Middle Management qualification.	E	✓	
EXPERIENCE				
5.	Track record of delivering 'outstanding' teaching.	E	✓	✓
6.	Successful and sustained delivery of outstanding attainment and achievement.	E	✓	✓
7.	Innovation & creativity to engage, enthuse & progress learners.	E	✓	✓
8.	Partnership working and collaboration within a school or local authority context.	E	✓	✓
9.	Effective management of people and team of professionals within a school setting.	E	✓	✓
11.	Developing and leading strategies to sustain whole school improvement.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
12.	Ability to teach to GCSE standard.	E	✓	✓
13.	Ability to teach to A Level standard	D	✓	✓
14.	Ability to deliver the highest standards of classroom and behaviour management.	E	✓	✓
15.	Ability to develop and disseminate effective learning and teaching and classroom management strategies.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview / Task
16.	Ability to communicate, verbally and written, with a range of people and groups.	E	✓	✓
17.	Knowledge of effective intervention strategies to raise attainment.	E	✓	✓
18.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	E	✓	✓
19.	Knowledge of Mathematics curricula, specifications and assessment criteria of the leading subjects within the relevant faculty.	E	✓	✓
20.	Ability to organise activities and prioritise conflicting demands.	E	✓	✓
21.	Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively.	E	✓	✓
22.	Knowledge of effective intervention strategies to raise attainment.	D	✓	✓
23.	Ability to provide pastoral and academic tutorial support to young people in a tutor group setting.	E	✓	✓
PERSONAL QUALITIES				
24.	A passionate belief in the Academy's mission statement.	E	✓	✓
25.	Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners.	E	✓	✓
26.	A strong belief in the value of education in developing citizens.	E	✓	✓
27.	Highly organised, literate and articulate.	E	✓	✓
28.	Highest levels of professional and personal integrity.	E	✓	✓
29.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
30.	Personal resilience, persistence and perseverance.	E	✓	✓
31.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
32.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓