*Transforming Lives, Transforming Communities*

**JOB DESCRIPTION**

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| --- | --- | --- | --- |
| **Job Title:** | **Assistant Director of Learning: Mathematics** | | |
| **Base:** | **Feversham Academy** | | |
| **Reports to:** | **Director of Learning: Mathematics** | **Grade:** | **MPS/UPS +TLR2b** |
| **Staff Responsibility for:** | **Mathematics Teachers and associated staff in the absence of the Director of Learning: Mathematics** | **Salary:** |  |
| **Term:** | **Permanent**  **Full Year**  **Full Time** |
| **Additional:** | **As assigned** |

**JOB PURPOSE**

To contribute to the development of a school that is transforming the educational standards and character development of our young people. To develop and deliver the Mathematicscurriculum to high standards to ensure our students continue to develop a culture that inspires person growth, development and performance.

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

* 1. Support the maintenance and enhancement of the school’s ethos and mission through their own outstanding professional conduct and high expectations of others.
  2. Lead the management of designated areas of the Faculty.
  3. Support the Director of Learning to devise and implement a development plan for their Faculty with clear annual targets agreed with a member of the Senior Leadership Team.
  4. Provide professional leadership and management to improve and sustain the attainment of all learners within each curriculum area in the Faculty.
  5. Support the Director of Learning - Mathematics to develop and performance manage staff within the Faculty; through regular meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback.
  6. Support the Director of Learning to develop, demonstrate and disseminate across school a range of strategies for outstanding learning and teaching to raise the achievement of learners.
  7. Support the Director of Learning to develop and manage the introduction of new and revised curriculum for Mathematics at KS3 and KS4.
  8. Sustain and enhance attainment in designated subjects within the Faculty by embedding effective assessment for learning tools.
  9. Use up-to-date performance data to set targets for learner Progress, track academic performance, and plan and lead implementation of intervention programmes, for targeted learners to raise academic performance at KS3 and KS4.
  10. Undertake regular and robust quality audits to ensure the highest standards in lesson planning, marking, learning and teaching practice and reporting to parents.
  11. Plan, support and deliver intervention and enrichment programmes outside of school hours to support learning and achievement by all learners.
  12. Manage the resources of the Faculty to provide best value, contribute to the raising of attainment and ensure the highest standards of financial accountability.
  13. Demonstrate commitment to professional development of self and others by undertaking and leading professional learning provision.
  14. Liaise with a range of educational partners within school and beyond to support the progress and attainment of Learners within the Faculty.

**In addition, the Assistant Director of Learning for Mathematics will :-**

2.1. Lead on the promotion, dissemination, implementation and monitoring of all whole-school strategies for new subject areas within their Faculty.

2.2. Develop curriculum provision and assessment strategies to meet the needs of all learners.

2.3. Contribute to the wider life of the school and its community through out of hours and partnership work.

2.4. Support the Senior Leadership Team through the strategies leadership of key processes within school.

**Overall strategy and Remit**

3.1. Impact on educational progress beyond assigned pupils

3.2. Working with other relevant teachers in the key stage / subject / department:

3.3. Identify appropriate attainment and/or achievement targets

3.4. Monitor pupil standards and achievement against annual targets

3.5. Monitor planning, curriculum coverage and learning outcomes

3.6. Monitor standards of pupil behaviour and application

3.7. Lead evaluation strategies to contribute to overall school self-evaluation

3.8. Plan and implement strategies where improvement needs are identified

3.9. Ensure the highest levels of attainment and that relevant attainment / achievement targets are met

**Leading, developing and enhancing the practice of others**

4.1. Working with other relevant teachers in the key stage / subject / department

4.2. Maintain personal expertise and share this with other teachers

4.3. Act as a role model of good classroom practice for other teachers, modelling effective strategies with them

4.4. Monitor and evaluate standards of teaching, identifying areas for improvement

4.5. Plan and implement strategies to improve teaching where needs are identified

4.6. Induct, support and monitor new staff

4.7. Act as a performance management team leader for identified teachers.

4.8. Accountability for leading, managing and developing a subject or curriculum area or pupil development across the curriculum.

4.9. Identify relevant school improvement issues

4.10. Define and agree appropriate improvement targets

4.11. Co-ordinate CPD needs and opportunities

4.12. Evaluate the impact of all improvement activities on the quality of teaching and learning

4.13. Provide the Principal (or other management post holder / team) with relevant subject, curriculum area of pupil performance information

**Other duties and responsibilities**

5.1. Take responsibility for promoting and safeguarding the welfare of the children and young people in school.

5.2. Carry out any other reasonable duties given by the Principal.

*This appointment is with the Trust as employers. 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 contract of employment.*

**PERSON SPECIFICATION**

|  |  |  | **Assessed by:** | |
| --- | --- | --- | --- | --- |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App**  **Form** | **Interview/Task** |
| **QUALIFICATIONS** | | | | |
|  | A degree qualification | **E** | **🗸** |  |
|  | Qualified Teacher Status | **E** | **🗸** |  |
|  | Evidence of continuous professional development | **E** | **🗸** | **🗸** |
|  | Middle Management qualification e.g. LFTM, NPQML | **D** | **🗸** |  |
| **EXPERIENCE** | | | | |
|  | Track record of ‘outstanding’ teaching and/or Learner Outcomes | **E** | **🗸** | **🗸** |
|  | Successful and sustained delivery of outstanding attainment and achievement | **E** | **🗸** | **🗸** |
|  | Innovation & creativity to engage, enthuse & progress Learners | **E** | **🗸** | **🗸** |
|  | Effective management of people and team of professional within a school setting | **D** | **🗸** | **🗸** |
|  | Use of data to plan and implement intervention strategies to raise academic performance | **D** | **🗸** | **🗸** |
|  | Leading the delivery of coaching and INSET sessions to support the professional development of others | **D** | **🗸** | **🗸** |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
|  | Ability to teach Mathematics subject to GCSE or A Level | **E** | **🗸** | **🗸** |
|  | Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets | **E** | **🗸** | **🗸** |
|  | Ability to develop and disseminate effective learning and teaching and classroom management strategies. | **E** | **🗸** | **🗸** |
|  | Ability to communicate, verbally and written, with a range of people and groups | **E** | **🗸** | **🗸** |
|  | Knowledge of effective intervention strategies to raise attainment | **E** | **🗸** | **🗸** |
|  | Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes | **E** | **🗸** | **🗸** |
|  | Knowledge of curricula, specifications & assessment in Mathematics at GCSE and A Level | **E** | **🗸** | **🗸** |
|  | Ability to prioritise conflicting demands | **E** | **🗸** | **🗸** |
|  | ICT skills to develop, manage and report on performance data | **E** | **🗸** | **🗸** |
| **PERSONAL QUALITIES** | | | | |
|  | Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners. | **E** | **🗸** | **🗸** |
|  | Highly organised, literate and articulate. | **E** | **🗸** | **🗸** |
|  | A passionate belief in the school’s mission statement, including education in a school with a strong faith ethos. | **E** | **🗸** | **🗸** |
|  | A strong belief in the value of education in developing citizens. | **E** | **🗸** | **🗸** |
|  | Highest levels of professional and personal integrity. | **E** | **🗸** | **🗸** |
|  | A strong commitment to inclusion and overcoming barriers to learning and achievement. | **E** | **🗸** | **🗸** |