

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Assistant Director of Learning – Maths Key Stage 4	Location	Abbeyfield School
Salary	MPS/UPS + TLR 2	Hours	1265
Department	Maths	Reports To	Director of Learning Maths

JOB PURPOSE:

The Assistant Director of Learning for Maths will support the leadership of the faculty within Key Stage 4 to secure outstanding teaching, learning and outcomes, while managing and enriching the learning environment within and beyond the classroom. They will play an active role in promoting literacy across the school, uphold the values and ethos of the school and Creative Education Trust, and act as a role model for both staff and students. The postholder will also engage in ongoing training and professional development to enhance their practice and contribute to the wider success of the school.

KEY RESPONSIBILITIES AND DUTIES:

- To assist in leading the Maths faculty in ensuring outstanding provision and outcomes.
- To manage the learning environment in and around the Maths both inside and outside of lessons.
- To take an active role in the provision of literacy across the school
- Promote and uphold the values and ethos of the school and Creative Education Trust such that the highest achievements are expected from all members of the school community.
- Act as a role model for staff and students.
- Take part in relevant training and development.
- Support the Senior Leadership Team in implementing whole school practice.
- Ensure high quality teaching and learning across the department leading to outstanding academic progress for students.
- Promote the development of students' moral, spiritual, physical and social progress in Maths.
- Ensure the consistent implementation of robust tracking and monitoring systems in the faculty that accurately identify and evidence students' ongoing and projected progress in classes taught.
- Ensure that assessment for learning is embedded in all lessons within Maths so that students understand fully what they need to do to make the best possible progress.
- Lead on curriculum change in conjunction with the Director of Learning for Maths
- Promote the wellbeing of colleagues and staff development.
- Attend and lead meetings relevant to the role.
- Represent the views of the faculty in different forums.
- Ensure all colleagues are involved in faculty and whole school consultation.
- Contribute to the whole school strategic planning.
- Raise standards at all key stages
- Analyse baseline data and exam results to ensure students and staff are working towards aspirational targets.

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- Track and monitor individual students and different cohorts of students and make appropriate interventions to tackle under-achievement of students' work.
- Monitor the quality of achievement through sampling of student work.
- Ensure that benchmarking of students is implemented within the faculty.
- Take responsibility, alongside the Director of Learning for Maths, for overall behaviour management within the faculty to ensure a safe, secure and structured learning environment both inside and outside of lessons
- Plan, manage and participate in the Maths enrichment offer.
- Ensure that appropriate resources are available across the faculty to support the curriculum.
- Organise class/group lists.
- Be aware of the health and safety of all members of the school community, promoting a clean and safe environment and deal with or report as appropriate any areas of concern immediately to the Operations Manager.
- To complete any additional responsibilities as required by the principal.
- Ensure that schemes of work are in place to meet the academic needs of all students
- Support the Director of Learning for Maths in department self-evaluation
- Update SAP in the light of departmental self-evaluation, whole school self-evaluation
- Observe and review the quality of teaching in the faculty
- Provide opportunities for sharing of good practice
- Promote a stimulating learning environment
- Provide the latest learning resources for students and teachers
- Lead the development and implementation of strategies to raise standards and the progress and attainment of Key Stage 4 students, with a particular focus on securing strong outcomes for identified groups.
- Maintain oversight of Key Stage 4 curriculum development and curriculum coherence, ensuring students are effectively prepared for the demands of GCSE study.
- Oversee the annual Key Stage 4 assessment calendar, ensuring effective preparation for mock examinations, GCSE examinations and associated quality assurance processes.
- Produce and present regular Key Stage 4 performance analysis to inform faculty priorities and support evidence-based decision-making.
- Lead the evaluation of Key Stage 4 provision and coordinate improvement actions in response to monitoring findings, assessment outcomes and departmental priorities.

JOB REQUIREMENTS:		
	Essential	Desirable
QUALIFICATIONS	• Good honours degree level in related subject • Qualified teacher status	• MA or other post-graduate qualification • NQML or similar
EXPERIENCE	• Demonstrable success in examination outcomes • Evidence of personal excellent classroom practice • Monitoring, evaluation and review in order to provide performance data that can be used to improve the quality of	• Ability and willingness to teach a second subject if required

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	teaching, learning and curriculum. • The production and implementation of strategic improvement plans • Successful experience of leading and managing change. • Evidence of successful and varied experience in secondary school. • Evidence of being able to build and sustain effective working relationships with students, staff and parents. • Experience of holding staff to account for professional performance and standards through effective review and evaluation. • Establishing a culture of open and rigorous conversations about performance. • Experience of setting appropriately challenging targets and criteria for evaluation. • Successful experience of using target setting, data analysis and curriculum innovation to improve performance. • Evidence of promotion of innovation in teaching and learning.	
KNOWLEDGE AND UNDERSTANDING	• In depth knowledge of the Curriculum and assessment • The ability to develop a philosophy of high aspirations and expectations for every student giving cognisance to SEND, equal opportunities, diversity, ethos and student management. • The ability to analyse performance and to articulate reasons behind successful	

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	achievement and poor performance and successfully address the latter.	
SKILLS AND PERSONAL ATTRIBUTES	• Strong interpersonal, written and oral communication skills. Ability to enhance performance by motivating and developing staff through performance management • Strong analytical, problem solving, planning project management and data skills. • Establish and maintain professional relationships, to deal with difficult situations sensitively and promptly. • Ability to think strategically, participate in developing plans to deliver aims and objectives. • High expectations of self and others • Resilience and motivation to manage day-to-day challenges • Strong organisational skills and time management skills including professional direction and development. • Effective and skilled at implementing systematic behaviour management systems with clear boundaries, sanctions, rewards and praise. • The ability to work effectively as part of a team at all times, including in challenging circumstances. • Takes personal responsibility for their own actions • Excellent critical thinking skills; has intellectual curiosity, rigour and a creative approach to solving problems	

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	- Proven ability to be able to build effective relationships between pupils, families and staff - An ability to enthuse and engender a desire for learning Maths - Commitment to inclusive education providing opportunity for achievement for all. - Integrity, openness, energy and enthusiasm.	
CREATIVE EDUCATION TRUST VALUES	All colleagues are expected to demonstrate the Creative Education Trust values in their work by: Empowering Ambition: Supporting personal growth, innovation and high performance. Championing Equity: Promoting fairness, inclusion and high expectations for every student. Unlocking Opportunity: Helping create access to knowledge, experiences and networks that broaden horizons. These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community.	
EQUAL OPPORTUNITIES	A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity	
SAFEGUARDING	A thorough understanding of up-to-date safeguarding requirements and best practice	
OTHER REQUIREMENTS	High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom.	

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.