



POST: Assistant Faculty Lead for Maths

REPORTS TO: Faculty Lead for Maths

SCALE: TMS/UPS plus TLR2 allowance

KEY PURPOSE To ensure the continued delivery of high-quality learning and teaching of Maths and to therefore raise attainment in Maths in all relevant year groups.
To lead strategies to enhance curriculum and pedagogical progression.
To ensure the level of challenge and curriculum content is appropriate for all abilities whereby it also inspires students to appreciate the subject.
To contribute to creativity and learning beyond the classroom

RESPONSIBILITIES

This should be read alongside the range of duties as a Teacher of Maths and expectations in line with the Teachers' Standards.

KEY RESPONSIBILITIES

- To ensure there is high quality learning and teaching within the classroom and the faculty as a whole to secure high levels of achievement and engagement from all students.
- To model and uphold high expectations, being a positive presence within the faculty and the school.
- To lead and contribute to quality assurance within the faculty.
- To take the lead as a coach/mentor within the faculty.
- To develop and deliver training/CPDL within the faculty and the school.
- To lead on aspects of assessment, recording, reporting and monitoring of student progress in the faculty to secure achievement and close gaps for vulnerable students.
- To develop high quality resources to support outstanding learning and teaching.
- To promote equality of opportunity and safeguarding the welfare of children and young people.

DUTIES

Strategic

- To lead the quality of learning and teaching within the Maths faculty
- Take a lead in supporting senior leaders in developing and implementing the school's vision for learning and teaching
- Lead on self-evaluation processes and strategic planning processes within the faculty which are shared with staff and developed as a team
- Support staff in setting targets for teaching and learning
- Coaching for outstanding teaching and learning

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Incorporating: Caludon Castle School, Hill Farm Primary, Kingsbury School, Foxford School, Richard Lee Primary and Charter Academy



Chief Executive
Mrs M Marr

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- To support with development of Maths subject across the Trust and facilitate the sharing of good practice
- To contribute effectively to leadership meetings
- Plan for parental and governor engagement so that they are well informed to bring about positive outcomes for students

Leading Staff

- Line manage staff in the faculty
- Lead and facilitate high quality CPDL with measurable success criteria
- Lead on performance management processes that are robust, in line with Trust policy and supportive to staff

Quality of Teaching

- Model outstanding practice as a teacher
- Drive the use of teacher profiles in the faculty including through the implementation of work sampling, learning walks, lesson observation, implementation of 'even better ifs'
- Promote a wide range of teaching styles and learning activities, well matched to students' learning needs
- Ensure all teachers have developed the skills necessary to manage learning and behaviour in the classroom
- Drive the effective use of ICT to support and enhance teaching and learning
- Ensure consistency of practice in accordance with school policy e.g. marking, home learning, use of VLE.

Curriculum Development

- To lead curriculum development within the whole faculty.
- Ensure, through collaboration with other teachers, that lesson planning, schemes of work and associated resources support outstanding teaching
- Lead CPDL activities and disseminate good practice based on educational research

Assessment and Data, Analysis and Intervention

- Lead on the implementation of outstanding classroom practice, making effective use of formative assessment strategies so that all students know how well they are learning and what they need to do to improve
- Through the performance management cycle ensure teacher targets are aspirational and that low targets are challenged
- Support teachers to enable them to provide accurate and timely assessment of students' progress which informs teachers' planning and further accelerates student progress
- Develop effective assessment resources across the faculty which will provide accurate and reliable data about levels and grades for students
- Lead the analysis of assessment information to support action-planning
- Lead on the use of test and examination data to identify targeted interventions for individuals and groups of students
- Ensure exam progress is monitored and timely exam entries are made.

Coaching and Training

- Ensure that the quality assurance framework is implemented effectively in the faculty.
- Help to coordinate and mentor the induction of teachers/trainees new to the profession.



- Strengthen the ability of teachers to evaluate the impact of their teaching and understand how improvements can be made to raise student achievement in the subject
- Design a structured coaching and mentoring programme to provide clear feedback, good support and sound advice to other teachers to improve their performance.
- Ensure staff receive supported needed to personalise their pathway and maximise the important they have on students.
- Build trusting relationships with a diverse group of individuals, manage a varied workload in a creative way and ensure the productive use of assigned meeting time to focus on learning, teaching, inclusion and student progress.

Equality of Opportunity

- To ensure, along with key leaders, that everyone within the learning environment is valued as an individual.

Safeguarding

- To be accountable for promoting and safeguarding the welfare of students responsible for, and in contact with.

General

- Carry out any other reasonable tasks as directed by the Headteacher
- Playing a key role in the school's performance management/appraisal process of designated staff.
- Assist in identifying training needs and to promote the continuous professional development of faculty staff.

Key Performance Indicators/Impact and Faculty Outcomes

- Student attainment meets agreed targets
- Student progress is positive and meets agreed targets
- Teaching is 'great'
- Teacher profiles are positive
- Percentage of lessons in curriculum area/school observed as good or better
- Lesson plans are at least good
- Quality of schemes of work and resources
- Quality of assessment tasks and strategies
- Behaviour is good
- CPDL is effective following evaluation
- Stakeholder engagement is effective
- Curriculum is relevant and personalised where relevant



	<ul style="list-style-type: none"> • Motivation to work with children and young people; • Ability to form and maintain appropriate relationships and personal boundaries with children and young people; • Emotional resilience in working with challenging behaviours; and • Attitudes to use of authority and maintaining discipline. 		E E E E
Special Requirements	<p>Good attendance records in line with school's Promoting Health at Work Policy</p> <p>This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment</p>	I, R	E

References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.

Safeguarding

Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students, who they are responsible for or in contact with, from discrimination and avoidable harm. All staff, where paid or voluntary, have a duty to keep young people safe and to protect them from harm. When an individual accepts a role that involves working with children and young people they need to understand acknowledge that the responsibilities and trust are inherent to that role. There will be a requirement that staff observe their obligations in accordance with the Trust's safeguarding procedure and report any concerns in accordance with the procedure to the appropriate person.

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions, cautions or reprimands of relevance, obtained by the post holder after enhanced DBS clearance has been acquired, must be disclosed to the headteacher by the post holder. Failure by the post holder to do so, or the obtaining by the post holder of a relevant conviction caution or reprimand, may be managed in accordance with the Trust's disciplinary procedure.

Health and Safety

The post holder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the post holder's role or circumstances. Which must be observed.

Confidentiality and Data Protection

The post holder is expected to comply with the provisions of the Data Protection Act 2018. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy.



Equality and Diversity

The Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

Training

The Trust has a shared responsibility with the post holder for identifying and satisfying training and development needs. The post holder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing post holder and will be commensurate with the grade for the job. The post holder is expected to comply with any reasonable management requests.

Copies of all relevant policies are available through the post holder's line manager and the Trust HR team.