

Advert, Job Description & Person Specification Teacher of Maths & Assistant Head of Faculty

JOB DESCRIPTION

JOB TITLE	Teacher of Maths & Assistant Head of Faculty
EMPLOYER	University of Brighton Academies Trust
LOCATION (Academy)	The St Leonards Academy
SALARY BAND	TLR2c
RESPONSIBLE TO	Head of Faculty
MAIN PURPOSE OF THE JOB	In addition to the professional responsibilities expected of all teachers at The St Leonards Academy the post holder will support in the leadership of a faculty, with overall responsibility for a specific area. They will lead the strategic and operational management of this area of responsibility for all subjects in the faculty.
KEY ACCOUNTABILITIES	
1	To liaise with other members of the faculty leadership team to establish and maintain effective provision for all staff, students and others with whom they work.
2	To ensure a coherent programme of student for the faculty that includes entitlement (what they must have), enrichment (what they should have) and engagement (what they can give back).
3	To oversee the creation of faculty schemes of work, to support colleagues in preparing them, to quality assure completed scheme and to routinely evaluate their impact on learning.
4	To develop, implement and monitor faculty assessment processes that enable staff and student to recognise attainment and measure progress against the aims of the curriculum.
5	To keep abreast of changes in the national curriculum and changes to exam specifications relevant to the faculty, adapting the programme of study and schemes of work accordingly.
6	To co-ordinate, promote and evaluate the faculty's contribution to extra curriculum and cross-curricular provision for students.
7	To contribute to the mentoring and coaching of faculty staff in order to consolidate their individual strengths and help them identify realistic targets for self-improvement.
8	To evaluate student outcomes, and subsequently, plan responsively to raise standards/address any issues arising from this review.
9	To manage all aspects of the designated area of responsibility for the delivery of faculty objectives.
10	To sustain a strong, mutually supportive relationship through regular contact with the Head of Faculty.

11	To work with the Head of Faculty to ensure that appropriate attainment targets exist for all individual pupils; establishing good standards of pupil achievement in both classwork and homework; ensuring that appropriate internal examinations are set and marked.
12	To regularly review student outcome data and identify underperforming students or groups of students and work to put in place appropriate intervention to support rapid progress.
13	To monitor, intervening where appropriate, and guide students with learning or behavioural difficulties in the subject, in liaison with pastoral, Learning Support and other staff as appropriate.
14	To regularly reviews the needs of each cohort are in line with the curriculum model offered by each subject in the faculty and to hold responsibility for the quality of all long- and medium-term planning in the faculty.

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date: February 2022

Additional Information

- This post is subject to an Enhanced Disclosure and Barring Check (DBS)
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act
- This role involves regulated activity as summarised in Keeping Children Safe in Education 2021 (paragraph 217). Anyone engaging in regulated activity must have an enhanced DBS check including barred list information.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

EDUCATION AND QUALIFICATIONS

- Qualified Teacher Status
- Permitted to work in the UK
- Good honours graduate in an appropriate subject

EXPERIENCE AND KNOWLEDGE

- Experience of directing staff in relation to an area of designated responsibility
- Experience of undertaking the implementation of strategic plans which have improved the lives and attainment of students
- Experience of teaching to a high standard as demonstrated by an analysis of outcomes
- Experience of collaborative planning which has contributed to student achievement in a given area of responsibility
- Good knowledge and thorough understanding of policy and practice in an academy or school setting

- Clear understanding of the standards and outputs required for a successful academy
- Knowledge and understanding of best professional practice in influencing and leading teams who are focused on inclusive practise and the achievement of all students

KEYS SKILLS AND ABILITIES

- The skills of a high performing classroom teacher in order to be able to lead by example
- Highly developed interpersonal skills including presence and approachability in order to relate effectively to students, parents and colleagues
- Highly developed range of communication skills; listening as well as speaking, presenting and writing.
- Ability to effectively work with others so that education and welfare outcomes and goals are met
- Ability to use leadership skills to improve student progress and raise attainment by influencing the practise of others
- Ability to develop a strategic approach to meet academy objectives, especially student wellbeing and achievement
- Ability to operationally manage the activities of others
- Ability to plan for effective expenditure and evaluate impact

PERSONAL ATTRIBUTES

- Able to adopt a flexible approach to meet the constantly changing challenges of academy life
- An analytical and questioning mind able to contribute to develop Academy success
- A proactive style which is positive, solution focused and decisive
- Self-motivated with drive, initiative and high degree of pro-activity
- Commitment to equal opportunities

DESIRABLE CRITERIA

EDUCATION AND QUALIFICATIONS

- Further accredited professional study

EXPERIENCE AND KNOWLEDGE

- Knowledge of child protection law, practice and processes
- Experience of developing student success through the application of pastoral care.