

# Role Description

## Associate Assistant Principal Mathematics

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| <b>Pay Range</b>        | Leadership 8 to 12  |
| <b>Responsible For:</b> | Subject Leaders/Specialists, Teaching Staff and Associate Professionals |
| <b>Responsible To:</b>  | Vice Principal  |

### Main Purpose of the Post

- Be a role model of highly effective teaching, learning and assessment and promote professional standards and expectations to young people, staff and broader community
- Engage and inspire young people and professionals to develop a love of learning through strong subject specialist knowledge and broader experiences
- Develop ambitious, confident, resilient young people and adults.
- Equip all our young people to acknowledge and celebrate their skills, qualities and achievements, securing positive progression routes in a global market.
- Share and support the Trust's responsibility to provide and monitor opportunities for the personal, emotional and academic growth of students.
- Lead the provision and strategic improvement planning and implementation, monitoring and evaluation of: Assessment, Curriculum, Pedagogy across the department/ area of learning
- Be a role model for the professional development of staff, recognising and encouraging talented teaching and non-teaching professionals to excel

### Strategic Responsibilities

- Raise standards through the MLT's highly effective systems and processes of quality assurance, self-evaluation and improvement procedures
- Secure an inspirational and progressive curriculum/ whole school improvement focus or specific area of learning and robust assessment procedures which ensure progression and meet the needs of all learners across the key stages/ and professionals
- Assess student performance, actively monitor, track and implement appropriate interventions (including for specific groups) to secure outstanding progress for all students and so that no student is left behind
- Remain the expert in the curriculum/ school improvement/or specific area of learning, keeping abreast of national developments, new methodologies and changes to specifications/policy or accreditation and respond to them.
- Ensure through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues/multi agencies and stakeholders, an up-to-date knowledge, including an understanding of the latest developments in the Ofsted/statutory and accountability frameworks.
- Liaise with statutory/awarding bodies/examination boards and support networks, to maintain relevant accreditation
- Lead on the application and interpretation of MLT's data and assessment processes, to adapt teaching/provision, to promote progress (in all subjects/ classes/ phases/ key stages/school improvement or specific area of learning responsible for)
- Secure consistently highly effective first wave teaching and learning across each key stage/phase/pathway in every classroom, every day
- Lead on the production, live update and evaluation of development plans and provide Academy leaders (including the Local Governing Body) with an appropriate strategic overview and evaluative evidence of curriculum/school improvement focus/area performance
- Represent the MLT/Academy as a highly competent professional, broker links with outside agencies/other providers/multiagency and educational networks
- Provide coaching and mentoring to other middle leaders, share expertise in departmental improvement

## **Leading and Managing Staff**

- Be responsible for the day-to-day line management of other professionals, secure the safeguarding of young people and adults and ensure the area/provision/school improvement focus fully reflects the Trust's distinctive vision and ethos
- Lead and model for colleagues working as members of a designated team and contribute positively to effective working practices
- Participate in and facilitate the engagement of the department in relevant Professional Learning and Development (PLD) opportunities to secure highly effective practice/ teaching and learning/provision
- Contribute to and lead on the Professional Learning and Development of other professionals
- Actively seek opportunities for networking with other centres and PLD opportunities to enhance department provision/school improvement/area focus.
- Provide the professional support and challenge when managing the performance of others
- Engage actively in the Appraisal Review Process as Appraiser and Appraised
- Collaborate effectively, sustaining partnerships with parents, stakeholders, business, educational and broader community.

## **Leading and Managing Behaviour, Welfare and Standards**

- Actively promote and model the collective responsibility for managing the personal development, behaviour and welfare of all young people and promote opportunities to link achievement, engagement in learning and pastoral care
- Promote and model the commitment that every student is supported through high standards of behaviour and safety – ensuring teaching is effectively differentiated to support students' social, emotional needs, mental health and wellbeing
- Develop institutional resilience and capacity across the curriculum teams/areas of learning, to enable staff to fully engage all students in effective learning.
- Role model positive interaction with young people – using praise, encouragement and recognition as the norm
- Contribute to the development of policies and practice which promote inclusion, equality and the extended services that the school offers.

## **Policies and Practices**

- Promote the Trust's positive identify, 'Can Do' ethos, commitment to developing employability skills and commitment to lifelong learning
- Scope, allocate and account for departmental/area capitation to ensure the curriculum/provision/ school improvement work provides value for money and delivers excellent outcomes
- Maintain discipline in accordance with Academy procedures and encourage good punctuality, attendance, behaviour, standards of work and homework/prep learning
- Recognise, reward and celebrate the success of students and staff
- Contribute to PSHE, SMSC development and model British Values according to Trust/ Academy policy.
- Ensure the Behaviour Management and rewards systems are implemented so that effective learning can take place.
- Implement statutory national guidelines, Trust and specific Academy policies and procedures which: - promote and safeguard the welfare of young people (as in 'Keeping Children Safe in Education' and Child Protection policy) - ensure Health and Safety practices, including Risk Assessments are in line with national and Trust requirements - promote working practice (MLT Code of Conduct)
- Meet the Leadership Standard – competency framework
- Meet the Teachers' Standards (Part 1 & 2) at a level appropriate to stage of career.
- Be highly competent in all elements of the Teachers' Standards. (Upper Pay Range teachers.)
- Sustain substantial achievement and contribution to the department and more broadly. (Upper Pay Range teachers.)

### **Responsibility to Support the School Improvement Agenda**

- In liaison with the AVP Teaching, Learning and Assessment and Director of PLD contribute to the school improvement agenda through effective coaching and mentoring of other Middle Leaders thereby improving the quality of teaching, learning and assessment and reducing in school variation.

### **Specific Information**

- Strategically lead and provide the operational management of Mathematics and Catch Up strategies/provision at the Academy
- Secure the highest levels of student achievement through the development of provision (assessment, curriculum and pedagogy)
- Secure the professional development of teachers and related Associate Professionals
- Effectively implement systems and processes of quality assurance, data analysis, self-evaluation and improvement procedures
- Implement, monitor, evaluate an inspirational and progressive curriculum Year 7-13, inspirational enrichment offers and robust assessment which ensures progression and meets the needs of all learners
- Regularly assess student performance, actively monitor, track and implement appropriate interventions (including for specific groups) to secure outstanding progress for all students and that no student is left behind.
- Remain the curriculum expert, keeping abreast of national developments, new methodological approaches in Mathematics and respond to change.
- Ensure through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues, an up-to-date knowledge, including an understanding of the latest developments with the Ofsted framework.
- Liaise with the Assessment and Examinations Office, relevant exam boards and support networks, to maintain relevant accreditation.
- Lead on the use of MLT's data and assessment, adapt teaching and promote progress in all subjects/ classes/ phases/ key stages responsible for
- Secure consistently highly effective first wave teaching and learning across each key stage/phase in every classroom, every day
- Ensure Academy leaders (including the Local Governing Body) have an appropriate strategic overview and evaluative evidence of departmental performance.

### **Other Considerations Relevant to the Role**

- The post requires working with flexibility, travelling to and from Academies and other locations as directed, for which the postholder must ensure they have the appropriate business insurance.

***The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.***