

## Job Description

### ASSOCIATE DIRECTOR OF TEACHING AND LEARNING ~ Mathematics

#### JOB OVERVIEW:

As an Associate Director of Teaching and Learning, you will demonstrate and sustain outstanding classroom practice, actively supporting the development of other teachers within the Alliance team through skilful mentoring and coaching, as is necessary. Working alongside the Director of Teaching and Learning – Mathematics, you will discharge aspects of leadership and management, providing the professional and pedagogical guidance necessary to secure and maintain:

#### Key Purpose

- **A positive image of the College and wider Trust** where there is active engagement and involvement with all major stakeholders, including other professional colleagues, students and their parents, guardians or carers, members of the wider community such as the voluntary sector, business, etc., where factual information and objective advice is offered to support the Trust in the discharge of its statutory duties as the ‘proper authority’ of the College;
- **An ethos which celebrates success**, demands high quality teaching and learning and actively supports efforts to innovate as a means to raise standards and improve academic outcomes;
- **A harmonious environment which provides the challenge** and support necessary for the individual to succeed and actively promotes opportunities for personal growth and development;
- **A system of leadership, management and communication** within the College which provides ‘best value’ and creates the capacity to respond positively to the changing needs of both students and staff as part of the College improvement agenda; presenting draft proposals for future development and improvement.

#### Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment. All postholders are expected to support this approach in the context of their role and adhere to and ensure compliance with safeguarding policies and procedures at all times.

In so doing, postholders are expected to comply with policies and procedures which relate to safeguarding and child protection, health, safety and security, confidentiality and data protection, for example; reporting any concerns to the Principal, Designated Safeguarding Lead or other appropriate designated person.

#### Key Accountabilities

To be accountable to and line managed by the:

- Director of Teaching and Learning – Mathematics

To be accountable for the work of:

- Specialist teaching staff responsible for delivering the Mathematics

curriculum through the Alliance system;

- Designated teaching and associate staff across the College.

## ROLES AND RESPONSIBILITIES:

### Key Tasks

As a leader of teaching and learning, to work in accordance with the aims, objectives, core values and principles which underpin the policies and daily routines of the College and support the work of other partners. To work alongside the Director of Teaching and Learning including those duties particularly assigned in the professional leadership of the Alliance in its functioning as a discreet operational unit of the College by:

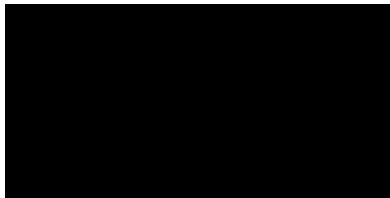
- Establishing and securing commitment to a well-informed vision with particular regard to the Mathematics curriculum and the unique contribution that it offers to the development of the individual child including functional skills and the literacy across the curriculum;
- Ensuring that in each Key Stage, teaching builds upon the skills, knowledge and understanding acquired previously; providing for all students, appropriate challenge in their learning; managing the interface between the Key Stages so as to establish clear pathways and ensure continuity and progression;
- Monitoring standards of teaching and learning across all Key Stages in subjects for which curriculum responsibility is held, and beyond. Identifying for the Leadership Team areas of concern and weakness; ensuring that plans are set in place for improvement;
- Formulating and implementing action plans as necessary which accurately reflect the development/improvement priorities identified by individuals, groups of teachers and the wider College community;
- Leading by example, actively supporting the policies and procedures of the Trust; promoting planned development and innovation which seeks to improve efficiency and enhance the effectiveness of the Trust. This embraces all areas of improvement including the progress of students, their attendance at and punctuality to timetabled lessons, personal presentation, readiness for learning and thus attainment;
- Developing productive working relationships with students, parents, guardians or carers, colleagues, other professionals, lay people and members of external organisations and outside agencies. Actively promoting a culture of achievement and ambition to succeed;
- Reporting, as required, to the Leadership Team and parents, guardians or carers on the progress and achievements of students and using data to identify targets for improvement.

### Leadership ~

### Public Interface and Stakeholders

To work in concert with the Director of Teaching and Learning – Mathematics and other members of the Leadership Team to provide professional leadership of teaching and learning. This will involve:

- Communicating the educational vision of the College to all stakeholders, including partners in the service, staff, students and their parents, guardians or carers, governors and the wider community; representing and promoting the College within its community particularly in terms of public events and special occasions. Promoting greater participation of parents, guardians and carers in the life of the College;



- Strengthening links between the College and the dynamic network of local stakeholders and opinion formers;
- Facilitating the work of the Trust by offering factual information, objective advice and support so that all decision-making is well informed and based upon data, evidence and fact.

**Leadership ~  
Improvement Planning and Innovation**

To work in concert with the Leadership Team, keeping abreast of educational thought and development; being informed about and understanding both national and local strategy, developmental priorities, targets and policy in terms of their impact on the College. This will involve:

- Vigorously promoting the fundamental aims, objectives, core values and principles which underpin the policies and daily routines of the College;
- Actively contributing to the formation of Development Plans; assuming direct leadership for the drafting and shaping of improvement strategies which relate to specific areas of responsibility ensuring that sufficient resources are identified within the College budget;
- Leading by example; achieving demonstrably high standards of teaching, sustaining levels of student motivation and behaviour with consequent good progress and standards of attainment;
- Setting challenging targets for individual students in light of cognitive ability, prior attainment and other standardised/benchmarked data, monitoring progress and determining what intervention is necessary to ensure that all students maximise their learning and achieve their potential.

**Leadership ~  
Curriculum Planning, Schemes of Work, Learning Resources and Accreditation**

To actively contribute to the planning and implementation of a differentiated curriculum which offers breadth, balance, continuity and progression and is appropriate to challenge and motivate students at each Key Stage ensuring that:

- The planned curriculum and Schemes of Work provide for differentiation, continuity and progression in students' learning, including a programme of enrichment opportunities which are scheduled as part of a whole College strategy for study support;
- Developmental priorities (such as literacy and other functional skills which support specialist, vocational courses and work-related learning initiatives) are embraced and actively supported;
- Policies regarding pedagogy, teaching styles and the appropriate use of emerging technology take account of recent inspection reports, research evidence and are established, embedded and monitored;
- High quality learning resources and classroom materials including clips of exemplar lessons are produced for dissemination across the College and beyond.

**Leadership ~  
Effective Deployment of Staff, Timetable and Resources**

To work alongside the Director of Teaching and Learning – Mathematics analysing the operational implications of the planned curriculum and determine how best to manage resources and deploy Alliance staff to secure positive outcomes. This will be achieved by:

- Offering support to the nominated Senior Leader responsible for constructing and publishing the annual timetable so that it meets the

needs of the students and is in accordance with predetermined curriculum and organisational priorities;

- Ensuring that student groupings and other arrangements provide for the learning needs of the least able and also promote challenge for the most gifted and talented students in the College; matching organisational arrangements to the needs of different learners including those with specific linguistic needs;
- Using timetable arrangements as a means to enhance teaching and learning across all subject areas; contributing as requested to decision-making concerned with the deployment of staff, accommodation and other resources to maximise students' achievements;
- Advising on approaches to coursework completion and home learning in concert with nominated members of the Leadership Team so as to extend opportunities for independent study and learning;
- Actively supporting practices which seek to deliver a comprehensive range of informal learning opportunities for all students. This will involve working in concert with other members of the Leadership Team to develop and monitor a range of out-of-hours initiatives and will require active leadership of:
  - Activities targeted at those students who would benefit from a structured programme of intervention and support beyond that which is provided within the timetabled day or the traditional school year;
  - Support for examination coursework and revision through a coordinated programme of subject based surgeries together with holiday revision and master classes;
  - Improved access to Information and Communication Technology with a structured programme of support aimed at enhancing students' level of skill and competence so as to encourage independent self-directed study;
  - Other activity programmes organised through the community.

To work in concert with the Director of Teaching and Learning – Mathematics to maintain systems and procedures which provide for the regular collection and analysis of data in terms of specific performance indicators by assisting in:

- Oversight of standardised tests, internal examinations and teacher assessments; ensuring that they are carried out according to agreed guidelines and timescales. Advising as necessary on entry to public examination in those subject areas for which curriculum expertise is held;
  - Ensuring the maintenance of accurate up-to-date information concerning achievement together with the timely analysis and dissemination of results as required;
- Contributing to recommendations which are based on internally held and externally validated data with regard to subjects for which curriculum responsibility is held; highlighting significant trends from key performance indicators for a variety of audiences and gathering accurate statistics for the purpose of assisting in the completion of a variety of returns;
- Contributing to the arrangements for reporting academic progress of students to their parents, guardians or carers by monitoring outcomes and being actively involved in consultation meetings as appropriate.

Leadership ~

Assessment, Data  
Collection, Analysis and  
Reporting

## Raising Standards ~

### Continuing Professional Development

To actively contribute to in-service training (INSET) and continuing professional development (CDP); ensuring that the developmental needs of the teaching and associate staff are met in accordance with agreed targets and priorities. This will be achieved by:

- Supporting the comprehensive programme of induction and continuing support for newly appointed staff, customising and adapting as appropriate, to meet the needs and aspirations of specific groups and individuals. For example, this will include staff involved in the:
  - Initial Teacher Training Programme (ITT)
  - Teach First Programme (TF)
  - School Direct Programme (SD)
  - Early Career Teacher (ECT) Programme [*previously known as NQT*]
  - Overseas Trained Teacher Programme (OTT)
- Planning, organising and managing systematic team and individual in-service training opportunities that result from the Performance Management/Teaching and Learning Review Cycle, Self-Evaluation and various College Improvement Action Plan(s);
- Assessing the impact of training undertaken by monitoring students' responses to new initiatives, innovations and daily routines of the College in order to set in place strategies where further action is required.

## Raising Standards ~

### Performance Management, Quality Assurance and Self Evaluation

To actively engage with the quality assurance and self-evaluation systems across the whole College and work directly with a nominated group of staff for teaching and learning review purposes. To identify personal targets for individual teachers and identify any training needs as a means to improve performance. This will involve:

- Direct observation of individual teachers in the classroom;
- Sampling of specific students' work;
- Analysis of student achievement in terms of assessment results, standardised test scores, etc;
- Scrutiny of documentation and other available evidence, such as lesson plans, mark books, etc.
- Monitoring students' responses to the stated aims, core values, expectations, policies and daily routines of the College and wider Trust in order to set in place strategies where these fall below the expected norm.

## OTHER:

Actively supporting interests and activities associated with Academy Trust; attending College occasions and events, as appropriate, particularly in terms of the wider community; assuming any other duties commensurate with the post at the reasonable request of the Principal, Chief Officer or Chief Executive.

Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Principal, Chief Officer or Chief Executive to undertake work of a similar level that is not specified in this job description.

Employees are expected to present themselves and to act in a professional manner at all times.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is not prescriptive in that the needs of the Trust may change and this could necessitate revision in the future and amendment at any time, after consultation.

The days of the week which part-time staff are required to work may alter each academic year. Notification of any changes will be given by the previous half term.