

Post:	Curriculum Leader of Mathematics
Responsible to:	SLT Line Manager
Responsible for:	Implementing and leading strategic developments within the Mathematics Department.
Job Purpose:	<ul style="list-style-type: none"> To provide strong leadership that results in a Mathematics Department which provides first class teaching and learning opportunities for both students and staff. To instigate and develop innovative approaches to and Mathematics that will stimulate all students to achieve their full potential. To ensure the delivery of high-quality provision in all curricular and extra-curricular activities. To develop and maintain effective links with partner primary teachers to ensure a rapid progression of students learning throughout the transition process from Year 6 to Year 7. To work collaboratively and effectively with other departments and the leadership team.
Key Responsibilities:	<ul style="list-style-type: none"> To facilitate the delivery of Mathematics across key strategic areas and to liaise on timetable, planning and other curriculum issues. To participate in curriculum development and relevant areas of academy policy making. To undertake regular audits and quality assurance monitoring across the department to ensure the highest standards. To develop appropriate and differentiated schemes of work at all key stages in conjunction with the department. To keep up-to-date about subject development and to take part in relevant CPD for this purpose, disseminating to other staff where appropriate. To take a lead role in the department's monitoring and self-evaluation processes. To ensure the effective implementation of academy policies. To prepare individual and group reports; analysing and evaluating on summative data. To promote and lead the delivery of all extra-curricular Mathematics activities across the Academy. To demonstrate and encourage high standards of professionalism from all staff associated with the department. To demonstrate and inspire an enthusiastic and committed approach to teaching and learning within the department. To co-ordinate the resources required for key strategic areas, giving support and guidance to relevant staff. To effectively line manage the staff within the department. This may take the form of appraisal, quality assurance and day-to-day management. To demonstrate high levels of professionalism in the accurate completion of the administrative needs of the department, meeting all deadlines. To ensure that appropriate arrangements are made for examination entries and statutory requirements.

Curriculum Management to include:	<ul style="list-style-type: none"> • Support in the designing a broad and balanced curriculum in Mathematics that reflects the ethos of the Academy and meets the needs of all students. • Making sure that innovative and appropriate approaches to learning are made available to students with specific learning needs, for example: those with a low skill base, hearing or visual impairment and the very able. • Ensuring that the statutory requirements of the National Curriculum are met. • Support in the evaluation of the design and delivery of the curriculum, continuously striving to improve all aspects. • Monitoring and evaluating progress towards meeting student achievement targets.
Financial Management:	<ul style="list-style-type: none"> • Setting long term and short term budgets for resourcing the department appropriately and effectively. • Monitoring actual spend against forecast. • Evaluating use of financial resources to ensure that desired outcomes are met. • Advising the Finance Officer of potential additional funding for Mathematics and assisting with the bidding process. • Exploring business opportunities to improve the resources of the Mathematics.
People Management:	<ul style="list-style-type: none"> • Adopting a strong, caring and flexible leadership style so as to influence and motivate staff and students to achieve their objectives and those of the Academy. • Ensuring that the policies and processes in-place for assessing students and for setting, monitoring and evaluating attainment goals for students are implemented by all departmental staff and are accurate. • To support and develop any non-specialist teachers delivering Mathematics. • Creating an environment where there is visible acknowledgement that everyone's contribution is valued.
Developing and maintaining strong community links:	<ul style="list-style-type: none"> • Developing initiatives to outreach to the community. • Assisting the leadership team to create and implement ways of actively involving parents and carers in the learning process. • Working in conjunction with our partner schools to share best practice and develop a cohesive approach to Mathematics. • Networking with secondary schools in Leeds to share best practice. • Facilitating a broad range of activities in conjunction with staff, students and the wider community to deepen and broaden learners' experience in Mathematics.
Resources / Safer Working Practice includes:	<ul style="list-style-type: none"> • Ensuring that physical resources to deliver the curriculum are acquired and are maintained effectively. • Making sure that the accommodation is used in the most effective way to meet the needs of all students and of the curriculum. • Ensuring that the interior and exterior of the building are maintained to a high standard that reflects the ethos of the Academy.

	<ul style="list-style-type: none"> Managing the security and health and safety aspects, including legal obligations.
General Administration:	<ul style="list-style-type: none"> Providing appropriate, accurate and timely management information to enable continuous evaluation of performance. Checking that information required by various external bodies is produced within the given time scale and is of excellent quality. Designing and implementing, in conjunction with the Assistant Principal, departmental procedures that complement academy procedures and ensure all stakeholders (students, parents, community members, all staff, and visitors) are valued. Complete AM, Break and PM duties as required by the Principal.
Accountability Key Performance Indicators:	<ul style="list-style-type: none"> Percentage of students in Mathematics achieving at grade 4 and 5, well above national average. Percentage of students in Mathematics achieving top grades, is well above national average (7-9). All lessons formally observed to be good / outstanding To create an environment that inspires and motivates students. Actual budget spend against forecast.

The GORSE Academies Trust is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service (DBS) check. We promote diversity and aim to establish a workforce which reflects the population of Leeds.