

**Holmer Green Senior School is committed to the welfare and safeguarding of all its students and therefore all appointments are made subject to satisfactory Enhanced DBS, qualification and pre-employment checks**

**We will carry out an online search (including social media) as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview. Shortlisted candidates will also be asked to complete a safer recruitment self-declaration form before interview**

## **Job Description**

### **Deputy Head of Maths Department**

#### **Principal Responsibilities**

To take the lead responsibility, in conjunction with the Head of Department, for the quality of teaching and learning, student progression, assessment, curriculum and staff development in the department.

**Responsible to:** The Headteacher via Head of Department

#### **Main Duties and Responsibilities**

- To be committed to the safeguarding and well-being of all students and to follow school Policy and procedures in this regard.
- The major task of teachers is to enable all students to achieve their full potential (social, physical, emotional and intellectual) by developing in them relevant skills, competencies, attitudes, concepts and knowledge. Teachers should use their professional judgements and skills to help students to acquire the confidence to tackle all aspects of learning throughout their lives. They should seek to enhance self-esteem and self-fulfilment of students through a supportive, encouraging, yet challenging approach to learning.
- Teachers will achieve these aims by working at or towards the professional standards at the appropriate level. All teachers will be expected to prepare, teach, mark work and keep appropriate records of assessment of designated groups within team or departmental areas in accordance with school and department policies. A wide variety of teaching styles suited to the needs of individuals and small groups as well as whole classes should be adopted.
- All teachers will be expected to work collaboratively with other staff as members of teams, departments and/or other cross-curricular groups. They will contribute their own particular talents and skills to such groups to aid the production of new initiatives, policies, resources, schemes of work etc.
- In collaboration with students and support staff, all teachers are responsible for caring for the school environment, and teachers take responsibility for their own rooms.
- Teachers should have a concern for the academic and general welfare of students in their care during specific lessons, but teachers who are tutors (and most are) are expected to take a broader responsibility for the development and progression of a group of students.
- Much is expected of teachers at Holmer Green Senior School in order to meet both their own professional fulfilment and the aims of the school, but all staff also have the right to appropriate support, learning and development opportunities and INSET through formal

and informal contact with colleagues, particularly Heads of Department, and members of the Leadership Team.

### **Specific Duties and Responsibilities as Deputy Head of Department**

- To support the Head of Department in leading, managing and evaluating the department effectively in all its aspects.
- To support the aims of the school and to contribute to its strategic direction.
- To be an excellent role model, with an open-door policy both in terms of teaching and professional characteristics.
- To help establish an ethos within the department, relevant to its needs and reflecting the ethos, aims, policies and practices of the school. This will involve building a strong and supportive team of professionals with a clear idea of the strategic direction of the department and a commitment to creating the conditions for exciting learning to meet the needs of all students. The celebrating of success and the sharing of good practice will be key as will the creation of a departmental development plan with clear aims and objectives, success criteria and plans for implementation, review cycle and spending plans linked to the budgetary cycle.
- To ensure a high quality of professional development for each person in the department through training and development, coaching, target setting and review.
- To take part in Initial Teacher Training, for example through hosting a PGCE teacher placement.
- In conjunction with the Head of Department to ensure that the department has in place a rigorous system of assessment, recording and reporting and that colleagues are consistently using this data to inform short and long term planning.
- To meet regularly with the Head of Department and department members.
- In conjunction with the Head of Department, to line manage colleagues and ensure they are supported through the schools appraisal systems.
- To ensure a high level of communication at all times, to include formal communication such as schemes of work, department handbook, policies, systems and procedures and information communication such as liaison with other members of the school community at events such as parents' evenings, new intake evenings, options evenings, etc.
- To liaise with parents and external bodies within the community as appropriate, representing and reflecting the aims and ethos of the school.
- To contribute to the wider life of the school, through working groups or other such developmental bodies.
- In conjunction with the Head of Department, develop and review regularly the vision, aims and purpose for the department.
- Support in the overseeing of the curriculum content, ensuring it is well sequenced to promote student progress.
- Ensure the planned curriculum is effectively and consistently implemented across the school.
- Have an overarching responsibility for students' achievement and standards in a particular area of the department.
- To have challenging conversations to develop the quality of teaching and learning in different practitioners.
- Keep up to date with evidence-based research to inform pedagogical practice.
- Create a safe, welcoming environment within the department ensuring that classroom environments are stimulating, inclusive and inspire curiosity.
- Support the audit, check and management of resources to ensure that they are inclusive, up to date and match student and curriculum needs.
- Manage the preparation of appropriate resources for remote learning to ensure the curriculum can be delivered to students learning from home.

### **Qualifications Required**

- Good honours degree or equivalent
- Qualified Teacher Status
- Evidence of recent or relevant training and development and/or further study

### **General Requirements**

- Attend scheduled meetings
- Actively seek to develop professionally
- Participate in the school appraisal process
- Work within the terms and conditions of the current School Teachers' Pay and Conditions document
- Carry out all duties and responsibilities with due regard to the school policies
- Be subject to a police criminal records check (enhanced disclosure) from the Disclosure and Barring Service
- In accordance with the provision of the Equality Act 2010, perform all duties and tasks with reasonable adjustment, where appropriate
- Be prepared to carry out additional duties, which may reasonably be required by the Headteacher.

The duties of the post may vary from time to time, as required by the Headteacher, without changing their general character or level of responsibility.

### **Postholder**

Name .....

Signature .....

Date .....

### **Headteacher**

Name .....

Signature .....

Date .....