GLF Schools Job Description

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| Job Title | Deputy Head of Maths | Job Reference | DHOM2025 |
| Location | Meridian High School | Travel required | No |
| Core purpose | | | |
| * To lead the Key Stage 4 Maths curriculum design to ensure all students are able to make exceptional progress. * To support the Head of Maths to ensure that lessons delivered implement the intention of the curriculum and are delivered to a consistently high quality. * To support the Key Stage 3 Maths lead ensuring the curriculum design is carefully constructed to support and improve positive outcomes at GCSE. | | | |
| *Key Accountabilities* | | | |
| Strategic leadership | | | |
| * To support the design and implementation of the Maths department improvement plan. * To use data effectively to monitor progress and outcomes and inform strategies for improvement. * To work closely with those delivering the Maths curriculum to ensure that lessons are high quality and learning focused. * To support teachers within the Maths department with positive classroom management strategies to create a positive, exciting and engaging classroom. * To set targets, monitor performance of both staff and students and to ensure that considered support is in place. * To contribute to the wider school curriculum by offering a range of learning opportunities beyond the classroom and ensuring any cross curricular skills are delivered consistently with teaching teams. * To support the Head of Maths with effective budget and resource management ensuring a cost effective and productive plan is in place to maximise learning opportunities. * To mentor, coach and support colleagues ensuring all lessons and interventions are consistently delivered and meet the expectations of the school. * To actively contribute to trust wide Maths strategies. | | | |
| Learning and Teaching | | | |
| * To ensure that all lessons are planned well, delivered to a high quality and reflected upon with a focus and drive to improve standards so that lessons are exceptional every lesson, every day. * To ensure that all teachers have a secure understanding of the requirements of the curriculum from KS2 to KS5 and design relevant subject knowledge enhancement opportunities. * To conduct learning walks and observations giving timely and impactful feedback in line with whole school expectations. * To actively promote and embed a culture of high challenge where staff and students build confidence and a love for the subject. * To support the school’s open-door policy and be prepared to model and share best practice to all teachers. * To ensure that all policies and strategies are upheld positively so that a culture of high expectations, positive behavior for learning, homework and presenting the best version of ourselves is front and centre at all times. * To actively promote a love for Maths inside and outside of the classroom. | | | |
| Securing Accountability | | | |
| * To monitor student progress robustly so that forecast data is accurate and usefully informs intervention strategies. * To work with the Head of Department and Key Stage 3 Lead, ensuring that support is in place for all teachers within the department so that they have opportunity to review, reflect and improve their practice. * To ensure that all students make progress and KS4 outcomes are, as a minimum, in line with whole school targets. | | | |
| Accountability | | | |
| * Accountable to Head of Maths * GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities. | | | |
| Safeguarding | | | |
| * GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion. | | | |