



**Location:** Tupton Hall School, Station New Road, Old Tupton, Chesterfield S42 6LG

**Title of Post:** Deputy Head of Mathematics – KS3 Responsibility

**Salary:** Teachers Main / Upper Pay Spine plus TLR2B

**Responsible to:** Head of Faculty

**Post objective:** To teach in the mathematics faculty and to contribute to the development of appropriate teaching programmes, resources and assessment methods within the faculty.

**Main Duties and Responsibilities:**

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teacher's duties set out in that document, as the Headteacher may reasonably direct.

The post-holder will be immediately accountable to their faculty for teaching duties in the relevant subject team/s and the House Team leader for tutoring duties. The Post holder will normally act as a Vertical Form Tutor and carry out associated responsibilities (including Life Skills and Well-being).

We expect all those appointed to the faculty to be enthusiastic about Mathematics teaching and show a deep commitment to the students in their care. It is important that all the faculty members work as a team, be flexible in their approach and be willing and able to develop their skills. The faculty aims to improve and develop its work, and to provide a purposeful and stimulating environment in which all students feel valued and encouraged to broaden their horizons.

The ethos of the faculty is very much centered around being a team, working collaboratively, celebrating good practice, and continual reflection to ensure that we provide our best for our students, to create a positive and constructive learning climate. Teachers are encouraged to use a broad range of activities in their lessons to motivate the students and make Mathematics learning an enriching experience.

## Leadership

- Support Redhill Maths curriculum implementation through the quality assurance of collaboratively produced resources.
- Facilitate the use of Trust KS3 assessment materials to identify student progress linked to Schemes of Learning.
- Lead on specific curriculum development work, assessments, and QLAs for KS3 as directed by the Head of Faculty.
- Moderate data entries, report to parents at KS3, and support setting/grouping decisions.
- Manage spreadsheets and data systems effectively to track student progress and inform teaching.
- Support the Head of Faculty with actions following Quality Assurance activities (e.g., book looks and learning walks).
- Support and mentor trainees, SCITT participants, and ECTs within the Maths department.
- Work with the Head of Faculty to plan and deliver subject-specific CPD and pedagogical guidance.
- Promote the consistent use of Redhill's 'Teaching and Learning Fundamentals' and departmental policy.
- Actively engage with, and disseminate, current educational research to the faculty.
- Attend and contribute to faculty and management team meetings.
- Lead by example to promote the Trust values, teamwork and a culture of high expectations

## Teaching and Learning

- Plan and deliver effective, differentiated lessons across the age and ability range (KS3, 4, and 5) that engage and enthuse students.
- Ensure all lessons meet national and departmental programmes of study while accounting for prior learning.
- Promote active, independent learning and high expectations to build successful learning relationships.
- Employ effective behaviour management skills in line with the 'Creating a Positive Behaviour Culture' policy.
- Monitor and track the progress of key disadvantaged groups, including SEND students.
- Contribute to the delivery of GCSE Statistics and the organisation of Entry Level qualifications.
- Organise interventions and revision opportunities, particularly for Key Stage 3.
- Use ICT effectively to enhance the delivery of teaching and learning.
- Assess students regularly through oral feedback, marking, and formal tasks in line with school expectations.
- Provide high-quality feedback that gives students clear guidance on their next steps for improvement.
- Involve students in reflecting on and evaluating their own performance.
- Plan opportunities for out-of-school learning, including educational trips and personal study tasks.
- Coordinate the effective deployment of support staff within the classroom.

## Professional Development and Conduct

- Actively participate in the school's 'My Contribution' process.
- Engage in the staff development programme and attend required training (CPD) to improve standards.
- Agree on annual key tasks related to the Faculty Development Plan.
- Act as a role model, demonstrating the culture, expectations, and ethos of Tupton Hall School.
- Cooperate with staff to ensure resources are shared and used effectively for the benefit of students.
- Maintain a professional and courteous manner with colleagues, visitors, and parents.
- Understand and promote inclusion, equality, and diversity in all professional interactions.

## General Responsibilities

- Act as a vertical tutor, developing a supportive group ethos and monitoring student welfare.
- Communicate professionally with parents and carers regarding student progress, attendance, and attainment.
- Liaise with pastoral leaders to identify student difficulties and implement resolutions.
- Participate in marketing and liaison activities such as Open Evenings and social media promotion.
- Comply with all policies regarding child protection, safeguarding, and data protection (GDPR).
- Take a proactive approach to Health and Safety to minimize risks to students and staff.
- Challenge stereotyped views, bullying, and harassment in accordance with school policy.
- Undertake additional duties at a similar level as requested by the Headteacher.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent carrying them out and no part of it may be so construed. In allocating time to the performances of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget Policy and have regard to the appropriate clauses of the Teacher's Conditions of Employment Document. This job description is not necessarily a comprehensive definition of the post. It may be revised on an annual basis and will only be subject to modification or amendment after consultation and agreement with the holder of the post. The school's grievance procedure will apply in relation to any dispute arising in connection with the job description and any amendments.

Tupton Hall School is a large 11-18 comprehensive school with 1650 students on roll. It is ideally placed, benefitting from expansive grounds in the village of Tupton. Being just south of Chesterfield provides easy access to major motorway routes, the cities of Derby, Sheffield and Manchester and the idyllic Peak District and Sherwood Forest. Students and staff benefit from a modern and superbly equipped building maintained through a PFI contract. The school's legacy of specialist status in Sport and ICT has ensured that learning environments are ICT equipped and sporting facilities are unrivalled county wide.

This is an exciting time to join the school. We are a 'good school' judged by Ofsted in December 2022. We have consolidated this judgement and work, in partnership with the Redhill Academy Trust, to deliver outstanding provision for our students and staff.

Tupton Hall has a large catchment area, which includes the parishes of Clay Cross, Grassmoor, North Wingfield, Pilsley, Tupton, Wingerworth, Stretton and Ashover. The intake can be described as truly "comprehensive" in both background and ability. The school enjoys a strong reputation in the area, and although there are ten primary schools designated within our cluster, in recent years the school has welcomed students into Year 7 from over 15 primary schools.

The school expects students to work hard, get involved in school life, behave well, and demonstrate a sense of care for others. Students are mainly taught in all ability groups in Year 7 and 8 although there is some setting in English and Mathematics. Wider approaches to ability grouping becomes more common in Years 9 -11. Students who make slower than expected progress are given support in the classroom with some students being withdrawn from lessons to receive further support and help.

Students are organised at pastoral times vertically, where students are placed into small 'all years' tutor groups. The school House system has been revitalised and now involves inter-house competitions across all areas of the curriculum. A Personal and Social Development Programme is delivered both in lessons and in 'Challenge time' to support the holistic development of every student at the school. There is an excellent variety of enrichment activities on offer for all students, including sporting activities, music, drama, off site visits, foreign tours, as well as many clubs.

Currently the school's academic faculty areas are English, Mathematics, Science, Modern Foreign Languages, Humanities, Expressive Arts, Technology, Physical Education and Social Sciences. Each area has a Faculty Leader who is responsible for the leadership and management of that area.

Students join our very successful Sixth Form from Tupton Hall and other nearby 11-16 schools. We offer an extensive range of traditional and contemporary 'A' Level courses together with leadership development programmes such as the HSLA and CSLA qualifications. Many students progress to university with others accessing higher level apprenticeships or work place opportunities.

The best way to experience the tangible 'buzz' at our school is to visit. Please do not hesitate to contact us.

Andrew J Knowles  
Headteacher



<b>Education, Qualifications &amp; Knowledge</b>	QTS Degree level qualification in Maths or relevant subject Outstanding understanding of the GCSE Maths course	
<b>Relevant Teaching Experience</b>	Good knowledge of the national curriculum in Maths Experience in planning and teaching well-structured Maths lessons (KS3/4/5) Evidence of raising standards of attainment and achievement at KS3 and/or KS4 Demonstrates high expectations which inspire, motivate and challenge students to make good progress Makes use of formative and summative assessment to inform pedagogy Adaptive teaching to support all students including those with lower prior attainment and SEND students Experience in using innovative pedagogical strategies and sharing successful "best practice" models Understands current educational research and the essential elements of Maths teaching and assessment. Can work confidently with spreadsheets and other data systems Ensure that assessment in Maths is in line with the whole school 'principles of assessment' Able to make appropriate use of ICT for learning Understanding of how to use data to inform planning and improve pupils' performance Engaged with strategies to raise achievement and/or improve teaching and learning of colleagues	Able to develop best practice through wide range of imaginative approaches Participation/development of extra-curricular activities Engaged with developments in teaching and learning strategies to raise achievement

<b>Keys Skills Including Interpersonal Skills</b>	Having a keen interest in your own continuous professional development Ability to work as a team - working positively with support staff and other colleagues Communicating successfully with pupils, colleagues and parents /carers Adaptable and can be flexible Be an effective leader Good levels of organisation	
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