



Durrington High School

Deputy Leader of Maths

JOB DESCRIPTION

What is the purpose of the role?

- To play an active role in supporting the Curriculum Leader in ensuring outstanding provision and outcomes for all students.
- Provide clear and consistent leadership for staff and students being a highly visible and credible presence both with the team of staff, in/around the departmental area and across the wider school.
- Ensure that all students and especially those who are at risk of underperforming e.g. disadvantaged and SEND students are active participants in their learning and make strong progress..
- Reduce any variability in terms of staff performance and therefore student outcomes, across the team.
- Under the direction of the Curriculum Leader ensure that teaching, curriculum and assessment across the curriculum area are evidence informed and of high impact
- Make a positive contribution to student well-being, school life, enrichment activities, subject and company teams
- Maintain all professional standards to an on-going high standard; implementing and up-holding all school policies
- Be committed to your own professional development and that of others within your team.
- Be responsible for safeguarding and prioritising the welfare of children

Activities – what do you have you have to do?

- Make a significant contribution to the leadership & direction setting of the department so as to ensure excellent teaching and strong student outcomes.
- Lead on specific aspects of the Department Improvement Plan.
- Ensure the quality of teaching and learning across the department is consistently effective, evidence-informed and results in strong outcomes for all students.
- Lead on aspects of curriculum development, assessment, intervention and teaching and learning
- Through planning with other leaders within the team, ensure that subject CPD, especially meetings are high quality, focused and high impact.
- Create meaningful and effective assessments so as to track student progress using the data derived from these to monitor both class and UDGs progress. Ensure no specific class groups or groups of students underachieve. Work alongside staff to

ensure that appropriate interventions are in place and monitored for underachieving students.

- Implement, support the implementation of department-wide intervention so as to “close the gap” with key students such as those from a disadvantaged background, SEND students or high starting point students..
- Use departmental data to analyse the impact of your work and feed into curriculum development & planning. Prepare reports as required.
- Work collaboratively with other leaders within the team to maximise your collective and individual impact in role.
- Ensure the outcomes of disadvantaged students are accelerated, in line with the school priority
- Contribute to delivering a rich extra-curricular programme across maths.
- Ensure all high starting point students are challenged and make good progress
- Be outward looking in terms of effective practice from outside and research evidence and use this to shape and improve our practice.
- Be a committed Form Tutor, building a positive relationship with tutees and parents
- Ensure there is safe, stimulating and effective learning environment with good, quality displays and that all equipment is maintained in sound working order

It is intended that the specific focus/foci of the leadership role will be outlined once appointed. This will be done based on both the needs of the department and strengths of the appointed leader.

What are the role particulars?

- DMAT M1-UPR3 + a leadership allowance of between £2000 - £3000 dependent on experience and impact to date
- Accountable to the Head of maths, SLT line manager and co-Headteachers.
- The co-Headteachers may, from time to time, ask the post-holder to perform additional reasonable activities and responsibilities appropriate for someone at this level.

Person Specification

Leadership Attributes	Essential	Desirable
Personal drive and accountability	Uses a range of strategies and techniques, to enhance own and others effectiveness; motivating others to succeed through your leadership/work. Visible and credible leader.	Evidence of leading an area that has made a significant impact.
Experience	Worked with other teachers to develop their practice and so positively influenced the progress of other groups of students. Evidence of the last two years of good outcomes for all students at GCSE The ability to effectively and efficiently interpret and correlate a range of data streams, drawing summative conclusions which are then acted upon, using relevant data systems. Committed to the idea of evidence informed teaching and able to articulate how this has informed your teaching.	Leadership role in a school with a truly comprehensive intake. Evidence of leading teams that have demonstrated high impact of working at a strategic level to bring about positive change for staff/students.
Specialist knowledge	Knowledge of current best practice within and outside of the school (e.g. EEF). A secure knowledge and understanding of evidence-informed pedagogy that leads to effective learning. A range of interventions that lead to accelerated progress being made by learners.	Experience of exam board marking (ideally Eduqas)

	Well informed with regards to evidence informed teaching, through reading blogs, educational books and research papers.	
Delivering continuous improvement	Involve and inspire stakeholders to support your leadership. Sets out vision and pathways to achieving this within teams led. Evidence of being able to successfully blend strategic planning and operational work to achieve goals. Evidence of effective evaluating of the impact of actions taken.	A track record/data showing progressively greater impact on attainment of intervention type groups of students.
Impact and influence	Uses direct and indirect influence to gain support, build alliances and secure support before presenting proposals or making decisions.	Evidence of leading others, and them demonstrating a positive impact in their respective work as a result of this.
Resilience and emotional maturity	Resolves conflict in a calm, restrained way, with empathy and seeks support appropriately. Implements appropriate decisions that lead to improvement even if difficult. Responds positively when faced with personal criticism or setbacks, maintaining a sense of perspective. Has significant capacity and resilience. Ability to manage time well.	