



Job Description

Post Title:	Director of Mathematics
Accountable To:	Principal
Scale	Leadership Scale 8-12

PURPOSE OF THE POST

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the Academy's policy statements to fulfil the general aims and objectives of the Academy's Leading Learning Plan.

The specific responsibilities of the successful candidate will be determined by the Principal based upon appointment and will be based on the requirements of the academy and the successful candidate's prior experience.

Developing Professional and Constructive Relationships

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote the Academy vision and values and an ethos in which the highest achievements are expected from all members of the Academy community.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, work efficiently and meet deadlines.
- Be an effective and clear line manager.
- Liaise with other key leaders in the academy to disseminate excellent practice taking place in the LSC and their outreach work.

Working within the law and frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work. Contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the academy's key safeguarding materials which include:

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- The Academy's Child Protection Policy,
- The Academy's Positive Discipline and Behaviour policy
- Familiarise yourself with the content within Appendix A of: 'Keeping Children Safe in Education'
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- Effectively work within the SEND Code of Practice demonstrating expert knowledge within this area.

Developing Practice

- Evaluate others performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.
- Work effectively with the Assistant Principal and other Inclusion colleagues to in support of the work of the Principal and wider SLT to enable effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
- Work closely with the Board of The GORSE Academies Trust, its other academies, strategic partners and stakeholders.

Professional Skills

- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Work in a genuinely collaborative manner with other colleagues.
- Lead, develop and deliver high-quality Continuous Professional Development which is impactful.
- Promote and model inspirational teaching and learning around all subjects.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ID and thinking and learning skills appropriate within their phase and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.

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- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's Behaviour policy.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Strategic Direction and Development

- Support the Principal in the communication of the vision, effective management and operational efficiency to fulfil the ethos of the Academy.
- Lead on key specific areas of responsibility that ensure the realisation of an exceptional educational provision for all young people at the Academy.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.

Professional Knowledge and Understanding

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Personal Responsibilities

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Drive up expectations and promote an aspirational culture.
- To carry out the duties and responsibilities of the post, in accordance with the Academy's Health and Safety Policy and relevant health and safety guidance and legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

Person Specification

Criteria	Essential/ Desirable	Evidence
Qualifications		
	E/D	
• Good honours degree in relevant subject.	E	• Application Form. • References.
• Qualified Teacher Status.	E	
• Master's degree in education or similar.	D	
Knowledge and Skills		
	E/D	
• Excellent classroom practitioner.	E	• Application • References • Teaching exercise • Interview and practical activities
• Detailed knowledge of the specification in Mathematics teaching.	E	
• Ability to put vision into practice.	E	
• Clear ideas and strategies for raising pupil attainment and achievement in Mathematics.	E	
• Knowledge and experience of using data.	E	
• Knowledge and experience of intervention strategies.	E	
• Excellent ICT skills.	E	
• Knowledge and understanding regarding Safeguarding, Child Protection and Prevent.	E	
• Has undertaken Leadership/Management training	D	
Experience		
	E/D	
• Successful record of teaching Mathematics including very strong results in public examinations	E	• Application • References • Interview and practical activities
• Already holding a Teaching and Learning responsibility	D	
• Experience in more than one school	D	
Continuous Professional Development		
	E/D	
• Evidence of commitment to Continuing Professional Development.	E	• Application
• Experience of delivering CPD to colleagues	E	
Personal Qualities		
	E/D	
• Able to challenge, influence and inspire colleagues.	E	• Letter of Application • Lesson Observation
• Excellent organisational skills.	E	
• Excellent communicator.	E	
• Drive and determination.	E	

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• Ability to work under pressure including meeting deadlines.	E	• Interview • References
• Willingness to contribute to the wider life of the school.	E	
• Sense of humour.	E	
• Ambitious, both personally and for young people.	E	
• A commitment to safeguarding children.	E	
Other Conditions	E/D	
• Enhanced DBS Clearance.	E	

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.