**Job Description**

**Job Title: Director of Maths**

**Reporting to: SLT**

**Salary: L1 – L7**

**Contract: UTL**

**Role Purpose:** To support in transforming leadership at all levels at Irlam and Cadishead Academy by working with the senior leadership team to ensure:

* High-quality teaching in Maths
* Effective use of resources in Maths
* Improved standards of learning and outcomes in Maths

**Line Management**

* Line manage and review Head of Maths and Lead Practitioner for Maths.

**Strategic Direction**.

* Strategically lead and Quality Assure KS4 raising attainment plan for Maths, including Y11 setting, interventions, tutor time, Period 6 and tutoring.
* Develop and implement policies and practices for Maths which reflect our school’s commitment to high achievement and effective teaching and learning
* Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
* Lead curriculum development for subject maintaining your expertise in the subject by ensuring you are aware of the latest research in relation to your subject, for example, DFE subject review guidance and/or by examining for the subject.
* Use data-driven improvement, line management and coaching effectively to identify students who are underachieving in the subject, and create and implement effective plans to support those students where necessary
* Quality Assurance and tracking of quality assurance in the departments.
* To liaise with United Learning Subject Advisers, providing feedback on departmental priorities and student outcomes.
* Analyse and interpret relevant national, local, and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets, and teaching methods
* With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of the subject.  Create DIP Reports to evaluate and improve the department.
* Monitor the progress made in achieving DIP and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
* To strategically lead the Numeracy whole school academy plan, developing a love for Maths across the academy through motivational speakers, authors and interventions.
* Strategically plan department meetings ensuring Curriculum, T&L, SEND, PP, KS4 and KS3 are all covered and developed in these meetings.
* Liaise with the Exams Officer to maintain accreditation with the relevant examination and validating bodies.

**Teaching and Learning**

* Deliver a curriculum ensuring clarity on intention, implementation, and impact.
* Quality assure curriculum coverage, continuity, and progression in the subject for all students, including more able students, pupil premium, students with special educational needs and students with English as an additional language
* Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students
* Use instructional coaching and TLAC strategies to drive improvement.
* Ensure the successful implementation of whole school teaching and learning strategies (Provide guidance on the choice of appropriate teaching and learning methods) to meet the needs of the subject and of different students
* Ensure effective development of students’ literacy, numeracy, and IT skills through the subject
* Establish and implement clear policies and practices for assessing, recording, and reporting on student achievement, and for using this information to recognise achievement, set targets, and secure good progress
* Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching
* Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching
* Ensure effective development of students’ individual and collaborative study skills
* Work with staff to establish a partnership with parents to involve them in their child’s learning of the subject, as well as providing information about curriculum, attainment, progress, and targets

**Leadership and Management**

* Monitor and evaluate the curriculum area/department in line with agreed academy procedures including evaluation against quality standards and performance criteria
* Lead the selection and recruitment of new teaching staff.
* Hold clear-line management PDR meetings and maintain all agendas and minutes.
* Help staff to achieve constructive working relationships with students and parents
* Establish clear expectations and constructive working relationships among staff involved with the subject, including through teamwork and mutual support; devolving responsibilities and delegating tasks, as appropriate
* Sustain your own motivation and, where possible, that of other staff involved in the subject
* Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s)
* Challenge and implement robust support plans for staff that are underperforming
* Audit training needs of subject staff
* Plan and lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations
* Enable teachers to achieve expertise in their subject teaching
* Work with the SENCO and any other staff with special educational needs expertise, to make sure that education, health, and care plans are used to set subject-specific targets and match work well to students’ needs
* Make sure that the Principal, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans
* Present to Governors on the progress of faculty as required.
* Providing an approachable, authoritative and visible presence in and around the department to provide support for staff, students, parents and the local community.
* Performing other duties determined in discussion with the Principal and Vice Principal.
* Developing Middle Leadership and ensuring the impact of Middle Leaders upon pupil progress and attainment.

**General**

* To ensure that the vision and ethos of Irlam and Cadishead Academy is understood and valued by all staff and pupils through informed and consistent leadership.
* To seek continuous improvement and engage with UL CPD offer for line management and NPQs.
* To lead and support staff and pupils to achieve continued high performance at all levels.
* To develop excellent working relationships with colleagues internally, centrally and externally.
* To be an effective and flexible member of the team, contributing to the successful adherence to Safeguarding Policy.
* To uphold the academy policies and procedures at all times.
* To ensure any documentation produced is to a high standard and is in line with the in-house style.
* Be aware and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
* Participate in training and other learning activities as required.
* Participate in the academy’s Performance Management process.
* Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
* To promote the area of responsibility within the academy and beyond.
* To represent the academy at events as appropriate.
* To support and promote the academy ethos.
* To undertake any other duties and responsibilities as required that are covered by the general scope of the post.

The information contained above is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

**Person Specification-Director of Maths**

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| **Criteria** | **Essential** | **Preferred** |
| **ATTAINMENTS AND EXPERIENCE** | | |
| Qualified Teacher Status | ✔ |  |
| Good honours degree | ✔ |  |
| National Professional Qualification for Senior Leaders (NPQSL) or Participating in NPQSL training |  | ✔ |
| Appropriate professional updating | ✔ |  |
| Appropriate experience of the age range | ✔ |  |
| Understanding the challenges that exist in areas of multiple deprivation |  | ✔ |
| Ability to share leadership of a large and complex organisation | ✔ |  |
| **SHAPING THE FUTURE (knowledge of or commitment and ability to:)** | | |
| Think strategically, by building, communicating, and implementing a shared vision of excellence, equity, and high standards for every student | ✔ |  |
| Communicate and model vision and values both within and beyond the school | ✔ |  |
| Set and achieve ambitious, challenging goals and targets | ✔ |  |
| Understand and practise educational inclusion so that all have the opportunity to be the best they can be | ✔ |  |
| **LEADING TEACHING AND LEARNING (knowledge of or commitment and ability to:)** | | |
| Implement strategies for raising achievement and achieving excellence for students,  in particular disadvantaged students | ✔ |  |
| Use appropriate models and principles of effective learning and assessment for learning | ✔ |  |
| Ensure high standards of behaviour and attendance | ✔ |  |
| Be strategic in ensuring inclusion, diversity, and access | ✔ |  |
| Use performance data effectively to ascertain areas for improvement | ✔ |  |
| Implement strategies for developing effective teachers to ensure the entitlement of all students to effective teaching and learning | ✔ |  |
| Implement strategies for raising achievement and achieving excellence for students,  in particular disadvantaged students | ✔ |  |
| **DEVELOPING SELF AND WORKING WITH OTHERS (knowledge of or commitment and ability to:)** | | |
| Develop positive interpersonal relationships. | ✔ |  |
| Promote individual and team development and sustain a learning community that impacts on school improvement | ✔ |  |
| Share leadership and accountability for goals and standards | ✔ |  |
| Manage change, conflict, and empower individuals and teams | ✔ |  |
| Collaborate and network effectively with others within and beyond the school | ✔ |  |
| Give and receive effective feedback and act to improve personal performance | ✔ |  |
| Give and receive effective feedback and act to improve personal performance | ✔ |  |
| **SECURING ACCOUNTABILITY (knowledge of or commitment and ability to:)** | | |
| Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance | ✔ |  |
| Apply principles and practice of quality assurance systems, including school review, self-evaluation, and performance management. | ✔ |  |
| Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional, and cultural development of all students | ✔ |  |
| Hold other relevant staff members to account for student learning outcomes | ✔ |  |
| Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance | ✔ |  |
| Apply principles and practice of quality assurance systems, including school review, self-evaluation, and performance management. | ✔ |  |
| **MANAGING THE ORGANISATION** | | |
| Apply principles and strategies of school improvement | ✔ |  |
| Plan and manage projects for implementing change | ✔ |  |
| Apply good practice in performance management | ✔ |  |
| Manage equitably staff and resources | ✔ |  |
| Think creatively to anticipate and solve problems | ✔ |  |
| Manage the school efficiently and effectively on a day-to-day basis | ✔ |  |
| **SAFEGUARDING CHILDREN: SAFE RECRUITMENT AND SELECTION** | | |
| In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:   * Motivation to work with children and young people. * Ability to form and maintain appropriate relationships and personal boundaries with children and young people. * Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline | ✔ |  |