



Leeds
Mathematics
School

GORSE

Principal: Mr R Wilne MA, Cantab (Hons)

Chair of Governors: Mr J Fyffe BA (Hons)

Chief Executive Officer: Sir John Townsley BA (Hons) NPQH

Deputy Chief Executive Officer: Mrs L Griffiths BA (Hons) NPQEL

Executive Principal: Mr D Holtham BSc (Hons)

Director of Mathematics

Job Description & Person Specification

Leeds Mathematics School

105 Albion Street

Leeds, LS1 5AS

T: 0113 322 5948

E: info@lmas.ac.uk

W: www.lmas.ac.uk

@LeedsMathsSchool



UNIVERSITY OF LEEDS

Job Description

Post Title:	Director of Mathematics
Accountable to:	Vice Principal (Quality of Teaching)
Location:	Leeds Mathematics School 105 Albion Street Leeds LS1 5AS
Scale:	Leadership Scale: L8 to L12
<p>This Job Description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document and the GORSE Job Description and Person Specification.</p> <p>The total directed time of an LMaS teacher will be consistent with the STPCD, but some directed time will be specified in evenings and at weekends (e.g. for Outreach and Admissions).</p>	

Job Description

Purpose of the LMaS Director of Mathematics: you will

- Work closely with the Principal and the Vice Principal (Quality of Teaching) to develop and embed a shared vision for curriculum and pedagogy in Mathematics, so that Leeds Mathematics School (LMaS) rapidly becomes [a centre of excellence with a national reputation for teaching A-level Mathematics and Further Mathematics](#).
- Lead and manage the Mathematics department efficiently, imaginatively and effectively, so that all students achieve outstanding outcomes in Mathematics and Further Mathematics.
- Teach consistently excellent lessons in A-level Mathematics and Further Mathematics.
- Be a tutor with responsibility for the academic and personal development of each of the students in a form group.
- Contribute actively and meaningfully to the successful delivery of the whole vision for Leeds Mathematics School, including LMaS' commitment to providing coherent and impactful
 - extra-curricular, super-curricular, sporting and cultural programmes alongside the academic timetable;
 - outreach enrichment programmes for high-attaining KS2, 3 and 4 students;
 - mathematics CPD programmes for primary and secondary teachers.
 in schools across Leeds and West Yorkshire region.
- Promote LMaS at all times, including at admissions events.
- Be a reflective practitioner who engages wholeheartedly with CPD.

Every member of staff at LMaS must at all times work within the framework provided by LMaS' policy statements and support and sustain LMaS' achievement of its vision to be:

- The 'destination of choice' for A-level study for high-attaining mathematicians in the Leeds and West Yorkshire region with a home-to-school travel time of up to 60 minutes, especially for students who are WP-eligible and/or are from groups currently under-represented in mathematics and the mathematical sciences in higher education and STEM-related careers.
- A socially diverse, culturally rich, intentionally inclusive community in which all Students and Staff feel safe and welcome, and where everyone is encouraged and enabled to develop themselves intellectually and personally.

- A centre of excellence with a national reputation for
 - teaching A-level Mathematics and Further Mathematics and the mathematical sciences;
 - internal and Outreach teacher CPD in Mathematics and the mathematical sciences, in particular CPD focusing on teaching high-attainers;
 - sustained Outreach enrichment programmes for high-attainers in Key Stage 4 and younger, especially those who are WP-eligible;
 - imaginative building design and innovative use of teaching and learning spaces;
 - mutually-developmental partnership activities with HE and STEM-related employers;
 - CEIAG that directly and successfully unblocks social immobility and undoes systemic inequalities in higher education, employment and UK society (as identified, for example, by [The Sutton Trust](#)).

PROFESSIONAL SKILLS

You will lead and manage the Mathematics department, including taking responsibility and accountability for:

- the excellent attainment and very significant progress of all the students;
- rapid, data-led intervention and effective 'closing the gap' strategies;
- absolute coherence and consistency of standards and practice in all mathematics classes;
- effective line management and appraisal of Mathematics teachers;
- the high performance and impactful professional development of all the teachers in the department;
- effective departmental meetings, administration and paperwork;
- additional events with a mathematical component, such as Open Evenings, other admissions or marketing events, 'Taster Days', etc.
- developing LMaS' operational relationships with the wider mathematical community in Leeds and the region, for example with the Maths Hubs, Leeds for Learning, Maths City, Subject Leaders in 11-16 and 11-18 schools, etc.
- ensuring that you and all the teachers of Mathematics (who have a wide range of prior experience and knowledge) meet and surpass the expectations set out below.

Purpose of an LMaS Teacher

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

- Have high expectations of 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.
- 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, be efficient and meet deadlines.
- Be an effective and clear line manager.

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, and 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.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Read and implement LMaS' key safeguarding materials which include:
 - The Child Protection Policy
 - The Behaviour policy
- Familiarise yourself with the content within Appendix A of: 'Keeping Children Safe in Education'.
- 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.
- To carry out the duties and responsibilities of the post in accordance with LMaS' Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR).
- Members of staff should always work within the framework provided by LMaS' policy statements to fulfil the general aims and objectives of LMaS.

DEVELOPING PRACTICE

- Evaluate your team's 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 your teams teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

PROFESSIONAL SKILLS

- Promote and model inspirational teaching and learning.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- 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.
- 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 elearning, which meets 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 parents/carers with timely, accurate and constructive feedback on learners' attainment, progress, and areas of development.

- 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 LMaS.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with LMaS' behaviour policy.
- Promote learners' self-control, independence, and cooperation through developing their social, emotional and behavioural skills.

PERSONAL RESPONSIBILITIES

- Be an exemplary leader and manager.
- Hold positive values and attitudes and adopt high standards of professional conduct.
- Carry out the duties and responsibilities of the post, in accordance with all relevant legislation and GORSE Academies Trust policies and procedures.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- Willingly engage with training as required by LMaS.
- Treat all aspects of the role with the strictest confidentiality, unless legislation and/or GORSE policy instructs otherwise (e.g. reporting Safeguarding and Child Protection disclosures).
- Be aware of and comply with policies and procedures relating to Child Protection, Health, Safety and Security, Confidentiality, Equality and Diversity, and Data Protection, reporting all concerns to an appropriate person in the LMaS Senior Leadership Team or in the GORSE Academies Trust central leadership team.

Person Specification

Commitment to LMaS vision and values

Every member of staff at LMaS:

- must be committed to working as part of a whole school team to support and achieve the vision and aims of Leeds Mathematics School, and
- must be excited by the opportunity to be part of a ‘young’ school, but also must accept that working in a still-developing school requires flexibility, resilience and creativity above and beyond ‘the day to day’ in an established school or college.

Criteria	Essential / Desirable	Evidence
Qualifications	E/D	
• A-level (or equivalent) in Mathematics.	E	<ul style="list-style-type: none"> • Application. • Certificates. • References.
• Strong honours degree in Mathematics, or in a subject containing a considerable amount of Pure Mathematics.	E	
• Qualified Teacher Status.	E	
• A-level (or equivalent) in Further Mathematics.	D	
• Masters degree in Education, or in a relevant STEM subject.	D	
Knowledge and Skills	E/D	
• Excellent classroom practice, including behaviour management.	E	<ul style="list-style-type: none"> • Application. • References. • Written subject knowledge assessment as part of interview. • Observed lesson as part of interview. • Other activities as part of interview.
• Knowledge of the post-16 Mathematics and/or Further Mathematics curriculum, and assessment.	E	
• Successful development and implementation of data-led intervention programmes and ‘closing the gap’ strategies to ensure all students achieve highly.	E	
• Current or recent leadership of a highly successful mathematics department.	D	
• Current or recent leadership / management training.	D	
• Currently holding or have recently held a Teaching and Learning responsibility.	D	
• Successful teaching in more than one school.	D	
• Knowledge of <ul style="list-style-type: none"> ○ current developments in education; ○ effective use of the post-16 Bursary Fund; ○ Widening Participation Eligibility university Access programmes. 	D	
Experience	E/D	
• Current or recent teaching of outstanding lessons to high-attaining secondary or post-16 students.	E	<ul style="list-style-type: none"> • Application.

• Three or more years teaching A level Mathematics and Further Mathematics.	E	<ul style="list-style-type: none"> References. Interview and assessment activities. 	
• Contribution to the development of A level Mathematics and Further Mathematics schemes of learning, assessments or pedagogy.	E		
• Track record in raising standards and achievement.	E		
• Leading impactful CPD.	E		
• Contribution to extra-curricular activities.	E		
• Successful leadership and management of a mathematics department.	D		
• Contribution to the development of resources for Outreach activities for high-attainers in KS2-4.	D		
<ul style="list-style-type: none"> Experience of <ul style="list-style-type: none"> using interactive ICT systems for teaching and learning; devising new resources for learning; leading high quality extra-curricular activities; teaching another LMaS subject. 	D		
• Contribution to whole school strategies.	D		
Personal Qualities		E/D	
• Passionate about education and 'changing the deal' for disadvantaged students.	E	<ul style="list-style-type: none"> Application. References. Interview and assessment activities. 	
• Excellent communicator.	E		
• Effective team leader and member.	E		
• Drive and determination.	E		
• Ambitious.	E		
• Energy, enthusiasm, sense of humour	E		
• Able to forge effective relationships that aid the progression of the department and the whole staff team.	E		
• Self-aware, self-sufficient and self-confident, but not self-important.	E		
Continuous Professional Development		E/D	
• Evidence of commitment to Continuing Professional Development.	E	<ul style="list-style-type: none"> Application form. Interview and assessment activities. Referees. 	
• Knowledge and confidence to lead the development of others within the subject of Mathematics.	E		
• Knowledge and understanding around Safeguarding, Child Protection and Prevent.	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.