

## JOB DESCRIPTION

<b>POST:</b>	<b>Director of Mathematics &amp; Numeracy</b>
<b>SALARY:</b>	<b>Main Pay Scale / Upper Pay Scale &amp; TLR 1a</b>
<b>CONTRACTED HOURS:</b>	<b>Full Time</b>
<b>REPORT TO:</b>	<b>Deputy Headteacher (Curriculum)</b>

**Responsible for:** Driving forward the vision for Mathematics and Numeracy across Weatherhead High School, having strategic oversight of the curriculum and wider opportunities in Mathematics, establishing outstanding provision across all Key Stages and ensuring enthusiasm for Mathematics across the school and an environment in which all students can achieve success. In addition to leading a high performing Mathematics and Numeracy curriculum area, the post-holder will take on additional whole school responsibilities in agreement with the Headteacher and the SLT line manager.

### Job Purpose

1. To maintain professional standards as set out in the DfE's Teachers' Standards
2. To provide inspirational leadership to the Mathematics team and a clear vision for Mathematics at Weatherhead High School
3. To influence a positive learning environment throughout Mathematics, built on positive relationships, ambition for all students and the celebration of success
4. To create a culture of aspiration, engagement and reward in Mathematics
5. To have overall responsibility for the quality of curriculum provision in Mathematics, ensuring the appropriateness of the curriculum for students across the full ability range
6. To ensure effective assessment in Mathematics and purposeful use of assessment data to address gaps, enabling students to progress
7. Alongside the Curriculum Leader, to be responsible for subject self-evaluation and the development and delivery of a robust development plan
8. To maintain excellent provision for disadvantaged students and those with SEND
9. To have a clear strategy for identifying students requiring additional support / intervention in Mathematics
10. To lead on promoting positive behaviour and a calm and orderly environment in Mathematics, always maintaining high visibility and a positive profile around the Mathematics department and school more widely
11. To safeguard and promote the welfare of every child in school
12. To support the school in its commitment to the provision of equal opportunities for all students, regardless of race, gender, disability or background
13. To create cooperative working relationships between staff, students and parents
14. To support the vision, ethos and policies of the school, and promote high levels of achievement
15. To carry out any other duties as directed by the Headteacher
16. As and when opportunities exist, to support with the development of Mathematics across the Peninsula Multi-Academy Trust

### Leadership

1. To be a lead teacher in Mathematics, setting an example to others
2. To ensure clarity of vision for Mathematics and roles and responsibilities within the Mathematics team
3. To lead on developing a positive, aspirational and 'can do' culture across Mathematics
4. To be accountable for students' engagement, attainment and progress in Mathematics and to hold others to account for delivering on their responsibilities

5. To lead on the development of numeracy across the school
6. To ensure effective communication within Mathematics
7. To undertake effective quality assurance to gain a clear understanding of strengths and weaknesses in Mathematics and to develop coherent plans for bringing about improvements where required
8. To take responsibility for the leadership of a Key Stage in Mathematics

### **Curriculum**

1. To oversee the development of the curriculum in Mathematics across all Key Stages, ensuring that it is relevant, engaging and supports students' readiness for their next steps in Mathematics
2. To ensure the curriculum builds resilient, inquisitive learners with effective problem-solving skills
3. To ensure a broad range of opportunities that enrich students' experience in Mathematics
4. To implement an effective assessment framework that enables the monitoring of students' progress and intervention / responsive teaching as required
5. To develop effective curriculum provision for students requiring additional support in Mathematics
6. To respond to National Curriculum and awarding body developments in Mathematics and examples of best practice in terms of curriculum provision

### **Teaching and Learning**

1. With the Curriculum Leader for Mathematics, to plan and oversee a coherent programme of staff CPD and training, ensuring staff are informed about current teaching and learning strategies
2. To ensure that teaching in Mathematics focuses on developing students' fluency, reasoning and problem-solving capabilities
3. To provide coaching to develop the skills of teachers in Mathematics
4. To develop a clear strategy to support the development of non-specialists, trainee teachers and Early Career Teachers in Mathematics
5. To ensure effective teaching of disadvantaged students and those with SEND
6. To develop a coherent approach to the teaching and utilisation of Numeracy skills across the curriculum
7. To ensure rigorous systems are implemented to quality assure teaching and learning in Mathematics

### **Operational**

1. To continually promote high standards and expectations of all stakeholders in Mathematics
2. To support the Curriculum Leader with the smooth-running of the Mathematics department and assist with day to day management
3. To ensure the effective management of behaviour in Mathematics lessons and within the department
4. To be highly visible in lessons and during transition points in order to maintain a calm, purposeful and respectful atmosphere in Mathematics
5. To maintain a fit for purpose, celebratory learning environment exists in Mathematics
6. To oversee the resourcing of the curriculum area, deploying resources effectively to maintain good value for money
7. To engage with parents as required, addressing concerns that may exist
8. To ensure that any risk assessments as needed are in place and monitored
9. To update the Headteacher and Governing Body on the effectiveness and impact of provision for students in Mathematics

### **Attainment & Progress**

1. To be accountable for student outcomes at Key Stages 4 and 5
2. To implement effective department-wide systems for monitoring and tracking students' progress
3. To analyse data and ensure the implementation of effective interventions
4. To ensure the curriculum is designed to maximise students' attainment and progress, including those who are disadvantaged and have SEND

**Staffing**

1. To have line management responsibility for the Curriculum Leader in Mathematics
2. With the Curriculum Leader, to determine the deployment of teachers to ensure the effective delivery of the curriculum
3. To manage staff sickness absence in accordance with school policy
4. To be responsible for the performance management and appraisal of teachers in Mathematics
5. To undertake lesson observations and provide feedback and support as required
6. To ensure regular opportunities for the Mathematics team to meet to discuss priorities in Mathematics, where necessary leading those meetings
7. To engage regularly with other curriculum middle leaders