

Job description for the post of: Director of Maths

Salary Range: L10 - L14 (£64, 691 - £71, 330)

FTE 1.0

Permanent

Responsible to: Assistant Headteacher

Supervision / Line Management Responsibilities of the post: Line management of Maths Department

Role Purpose:

To take responsibility for the overall quality of education in Mathematics at Witton Park Academy.

The successful candidate will direct all aspects of Mathematics across the school and ensure the implementation of an effective Mathematics curriculum. The role calls for an experienced leader who has a strong pedagogical knowledge and the vision and experience to diminish the gap of disadvantage and remove barriers that may prevent young people from securing success. The successful candidate should have a passion for working in areas of high deprivation and be keen to improve the life chances of all pupils.

This position requires an experienced middle and/or senior leader with a proven track record in outstanding classroom practice and substantial experience of achieving successful outcomes for pupils of all prior attainment levels. The ability to improve, challenge, and support colleagues, coupled with drive and enthusiasm and an uncompromising pursuit of high standards of pupil behaviour and attainment, are also essential for this post.

Main Responsibilities:

School Leaders

- Secure the achievement of Key Performance Targets identified in the Academy Improvement Plan.
- Ensure that Academy systems and accountabilities are delivered according to the key principles of simplicity, efficiency, and effectiveness.
- Work in accordance with statutory and Academy policy.
- Liaise with officers, inspectors, and other outside agencies.
- Develop relationships between the Academy and its local community.
- Contribute to and complete self-evaluation processes.
- Be accountable for the delivery of key strategic objectives as determined in negotiation with the Head teacher or Senior Deputy Head and the Senior Leadership Team.
- Lead effective external relationships with the community and other stakeholders.
- Maintain an up-to-date understanding of best practice, debate, and research on curriculum design, curriculum leadership, and teacher development within the subject.
- Cultivate strong relationships with education associations, learned societies, and universities on behalf of the subject community.

Leadership and Management of People

- Line-manage and review the department regularly, using appropriate systems of analysis and evaluation.
- Lead the Mathematics department with a clear, strategic vision

- Provide an approachable, authoritative, and visible presence in and around the Academy to support staff, pupils, parents, and the local community.
- Develop a strong sense of teamwork and common purpose among staff.
- Carry out performance management of key teachers within the department
- Train, coach, support, and direct staff as required to ensure a positive, professional, and achievement-focused ethos is maintained.
- Contribute to networks across the Trust to promote the sharing of best practice and professional development.
- Ensure all staff consistently follow the policies and expectations of the Academy.
- Build a culture of trust and support throughout their team.
- Evaluate and demonstrate that all team members are making consistent progress in their practice and improving outcome measures.
- Embrace and demonstrate daily the role as a leader in the Academy, ensuring standards are improved in Maths and across the Academy as a whole.
- Use Performance Management systems for own development and to improve the performance of their teams.
- Liaise with other members of the Trust's School Improvement Team to secure best practice and consistency in approaches to collaboration and curriculum development.

Curriculum, Teaching & Learning

- Ensure that all lessons are well planned, accessible, and delivered well.
- Ensure that all contextual data is known and used to deliver an effective curriculum.
- Ensure that the curriculum intent is clear and implemented to a consistently high standard across the curriculum area.
- Adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and those with SEND, the knowledge and cultural capital they need to succeed in life.
- Successfully adapt, design, or develop the curriculum to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills, and abilities to apply what they know with increasing fluency and independence.
- Ensure the curriculum is rooted in the knowledge and skills pupils need to take advantage of later life opportunities, addressing social disadvantage.
- Clearly define the end points the curriculum is building towards and what pupils need to know and do at those end points.
- Plan and sequence the curriculum so that new knowledge and skills build on what has been taught before, and towards defined end points.
- Ensure the curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- Ensure leaders regularly demonstrate at least good practice in their classrooms and effectively engage learners.
- Ensure teaching staff regularly demonstrate good practice in their classrooms, effectively engage learners, and rapidly intervene where this is not the case.
- Ensure leaders have a good knowledge of a range of learning strategies and can help others in their team improve their practice.
- Ensure teachers have good knowledge of the subject(s) and courses they teach, and leaders provide effective support for those teaching outside their main areas of expertise.
- Ensure teachers present subject matter clearly, promote appropriate discussion, check pupils' understanding systematically, identify misconceptions accurately, and provide clear, direct feedback, adapting their teaching as necessary.
- Ensure teaching is designed to help pupils remember content long term and integrate new knowledge into larger ideas.
- Ensure teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion.

- Ensure teachers check pupils' understanding effectively, identifying and correcting misunderstandings.
- Ensure teachers embed key concepts in their long-term memory and apply them fluently.
- Ensure links to careers in their areas are explicitly taught, and appropriate information is available on displays and the Academy website, preparing pupils for the next stage of education, employment, or training.
- Ensure all teachers explicitly teach employability skills through their subjects.
- Maintain reading lists and revision materials online.
- Link key themes and skills across all areas of responsibility and contribute to achieving this across the school.
- Ensure all schemes, audits, skills, and curriculum content are mapped and effectively delivered in their faculty.

Pupil Outcomes & Assessment

- Ensure the delivery of learning is accessible and that assessment promotes progress.
- Ensure assessment and accessible feedback is provided regularly as per the Academy marking and assessment policy.
- Use data for all outcomes to monitor progress, staff effectiveness, and implement appropriate targeted supports to improve attainment, learner engagement, and Behaviour for Learning.
- Ensure all teachers provide appropriate preparation and targeted support to ensure learners enjoy exam success.
- Liaise with exams officers and SENCO (where appropriate) to ensure all special and access arrangements are in place for internal and external exams.
- Ensure that pupils consistently achieve highly, particularly the most disadvantaged and those with SEND, achieving the best possible outcomes, reflected in national tests and examinations meeting government expectations.
- Have a clear plan within the SDP to address the needs of each subgroup of learners, especially SEND, High Prior Attainment, and disadvantaged pupils.
- Have a clear plan that is regularly monitored and shared with their team to improve outcome measures for other pupils.
- Ensure that they and their team can use data effectively.
- Use Data analysis software (e.g., 4matrix/SISRA etc.), Learning Cycle, Benchmark Assessment, and all other data sources to track progress, strategically plan, and assess the impact of strategies.
- Enhance pupil outcomes further to move towards pupil attainment being averaged across all Trust schools in mathematics.
- Lead on and contribute to joint approaches to assessment and/or moderation across the Trust.
- Ensure teachers and other leaders within the team use assessment well to help pupils embed and use knowledge fluently, check understanding, and inform teaching.

Quality Assurance & Improvement

- Contribute to the development of whole school self-evaluation, improvement planning, and quality assurance and lead on these approaches within Maths.
- Provide effective performance management for teaching staff so that areas for development are identified and acted upon.
- Quality assures inclusion across the department through learning walks, work scrutiny, and effective use of student voice.
- Complete Monitoring, Evaluation and Review (MER), create and deliver appropriate improvement plans for the next learning cycle, and ensure all deadlines are met.
- Effectively monitor and ensure SEND, high ability learners, disadvantaged pupils, and other subgroups are effectively challenged and supported.
- Have a clear improvement plan for their area of responsibility that is regularly evaluated, and all sections of MER and SDP Smart Sheet are up to date.

- Actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.
- Support subject leaders to monitor and evaluate the quality of the curriculum, taking action to strengthen both the curriculum and teaching community through a continuous cycle of evidence-based improvement.
- Maintain appropriate records of work undertaken and report orally and in writing in a manner which ensures high levels of accountability.
- Provide advice and guidance to leaders of mathematics relating to the quality of teaching and learning and achievement within mathematics.

Personal Development, Behaviour & Welfare

- Ensure teachers create an environment that allows pupils to focus on learning.
- Ensure pupils behave with consistently high levels of respect for others.
- Ensure pupils consistently have highly positive attitudes and commitment to their education, being persistent in the face of difficulties. Where pupils struggle, the leader takes intelligent, swift, and highly effective action to support them.
- Ensure pupils are safe, feel safe, behave consistently well, and have consistently positive attitudes to their education.
- Ensure bullying, aggression, discrimination, and derogatory language are dealt with quickly and effectively (where they occur).
- Ensure pupils' attitudes to their education are positive, being committed to their learning, knowing how to study effectively, resilient to setbacks, and taking pride in their achievements.
- Ensure relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and feel safe.
- Ensure all pupils are appropriately challenged and supported in their area.
- Ensure all student/staff disagreements are resolved and any restorative work has been completed.
- Always model excellent relationships with pupils and empower their team to build their own rapport with their learners.
- Ensure learning activities take place that enrich each student's experience.
- Ensure all staff minimise negative emotions demonstrated by pupils or staff.
- Provide opportunities for pupils to contribute to improving the life of others through their area.
- Always model effective communications and manners and expect pupils to do the same.
- Through monitoring and learning walks, ensure all staff meet the expectations and standards of the School and the Academy Trust.
- Liaise closely with parents regarding pupil progress and behaviour and deal with any issues that develop in relation to student welfare.
- Provide a consistent team approach to routine and behaviour/ethos matters.

Generic / Professional Development

- Carry out the duties of a class teacher as set out in the School Teachers Pay and Conditions Document and subject to any amendments due to Government legislation, including any duties as reasonably directed by the Principal.
- Facilitate and encourage learning which enables pupils to achieve high standards, and share and support the corporate responsibility for the well-being, education, and discipline of all children.
- Be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the Academy.
- Take an active role in the Academy Self Evaluation process and be expected to lead a team through this process.
- Undertake and participate in the annual Performance Management, setting and agreeing targets linked to Academy development plan priorities with the Headteacher

- Contribute to the wider development of the Trust's curriculum collaboration and CPD across schools.
- Support all aspects of the school, commensurate with the position of Director of Mathematics

Trustwide Responsibilities

- Promote the Trust's values and act with respect and integrity; to serve our schools and communities seriously, collaborating with each other so that all achievement is recognised and everyone can thrive.
- Champion the Trust's core values of Achieve, Belong, and Collaborate in day to day work.
- Contribute to the wider life and community of the Trust, supporting shared initiatives and collective goals.
- Maintain confidentiality, professionalism, and integrity in all interactions.
- Undertake any other reasonable duties in line with the role and Trust requirements.

Safeguarding & Child Protection. All staff must:

- Commit to safeguarding and promoting the welfare of children and young people.
- Understand and adhere to the Trust's safeguarding policies and procedures.
- Participate in relevant training and report any concerns promptly.

Health and safety

- All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Other responsibilities all employees have the responsibility to:

- Ensure any documentation produced is to a high standard and is in line with the brand style
- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Ensure that records are managed appropriately and that data is secured.
- Participate in training and other learning activities as required
- Participate in the trust/school Appraisal and Development Processes
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To represent the trust/school/academy at events as appropriate
- To support and promote the trust/school/academy ethos
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Executive Team and/or Headteacher

Prepared by:

Date:

Sept 2025

We are an Equal Opportunities employer committed to ensuring inclusion, diversity and equality of opportunity and providing safe and respectful workplaces and staff will conduct themselves

professionally and respectfully at all times. We welcome applications from a diverse range of candidates including those from underrepresented groups, and/or with protected characteristics. Any form of harassment, including sexual harassment, will not be tolerated, and anyone who engages in such behaviour will be dealt with in line with the Trust's Disciplinary Procedure.

Achievement through Collaboration Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders are subject to pre-employment safeguarding checks, including an enhanced Disclosure and Barring Check.

All post holders must comply with Achievement through Collaboration Trust's professional standards. The job description will be reviewed as necessary and is subject to modification and amendment at any time after consultation with the post holder. Whilst every effort has been made to explain the key responsibilities of this post, this job description is not intended to be exhaustive and every individual task undertaken may not be identified.



Person Specification for the post of: Director of Maths	Essential	Desirable	Assessed by
Qualifications			
Qualified Teacher Status (QTS)	Y		
Degree or equivalent	Y		
Evidence of further professional development within the last 5 years	Y		
Further relevant leadership and management qualifications e.g., NPQML, NPQSL, NPQDH, Future Leaders (or working towards)		Y	
Maths MAST teacher		Y	
Experience			

Significant teaching experience.	Y		
A proven track record of improving outcomes in a leadership role	Y		
Successful leadership, management, and development of whole school initiatives with measurable positive impact	Y		
Effective leading, managing, and motivating pupils and staff	Y		
Clear vision for, and proven track record of, rising attainment and achievement and dealing with underachievement	Y		
Experience of middle or senior leadership (including managing staff appraisal)	Y		
Experience of managing a budget		Y	
Experience of planning for change, development and improvement	Y		
Experience of preparing schools for Ofsted	Y		
Experience of system leadership		Y	
GCSE examiner		Y	
Experience of working with and for a Maths Hub		Y	
Knowledge and Skills			
A strong commitment to inclusion with high expectations for all learners	Y		
Able to talk about characteristics of effective teaching and learning strategies used to raise pupil attainment and achievement	Y		
Understanding of effective techniques and policies for behaviour management	Y		
A good understanding of the curriculum at key stages and the transition between key stages	Y		
Previous experience of proactive and transformational leadership evidenced by leading and positively transforming an area of strategic responsibility	Y		
Understanding of the curriculum as the progression model	Y		

Knowledge and understanding of the implications of recent legislation, development, and initiatives	Y		
Knowledge of the role of governors		Y	
Knowledge of OFSTED requirements and self-evaluation		Y	
The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the Academy community	Y		
Able to demonstrate leadership qualities and people management skills and evaluate impact on a team	Y		
Able to lead, inspire and motivate, promote good relationships and effectively communicate with all stakeholders	Y		
Ability to analyse, prioritise and meet deadlines	Y		
Expertise in making reliable and valid judgements with regard to the quality of teaching and learning	Y		
Ability to prioritise and manage own time effectively and work under pressure and to deadlines	Y		
Ability to interpret and analyse subject and school performance data	Y		
The ability to communicate clearly and concisely both verbally and in writing at all levels	Y		
A positive attitude to continuous improvement and change	Y		
Willingness to challenge inefficiency, ineffectiveness, or complacency	Y		
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	Y		
Emotional resilience in working with challenging behaviours	Y		
Creative strategic thinker	Y		
Enthusiastic and proactive, keen to embrace new ideas and challenges	Y		
Works well as part of a team	Y		

Flexible, listens and is prepared to seek advice and support	Y		
Demonstrates a concern for pastoral welfare of all in the Academy	Y		
Able to deal sensitively with people and resolve conflict	Y		
Relentless energy for setting and meeting challenging targets to enable all pupils to be successful	Y		
Ability to maintain strictest confidentiality and integrity at all times	Y		
Demonstration of AtC values of Achieve, Belong Collaborate			
Achieve: ability to review existing systems, identify new opportunities and ways of working, implement and continuously evaluate.	Y		I
Belong: ability to foster good working relationships with stakeholders at all levels. Ability to motivate pupils, students and colleagues through common purpose and shared values	Y		I
Collaborate: ability to lead by example, setting high standards for self and others. Commitment to the pursuit of Continuous Professional Development of oneself and others	Y		I
Safeguarding: Demonstrates a clear commitment to safeguarding and promoting the welfare of children, young people, and vulnerable adults, and is willing to undergo appropriate checks and training as required.	Y		A,I,T
Equality, Diversity & Inclusion: Committed to actively promoting and embedding principles of equality, diversity, and inclusion.	Y		A,I,T
Health & Safety: Understands and upholds responsibilities relating to health and safety, ensuring a safe working and learning environment for all.	Y		A,I,T

A = Application

I = Interview

T = Task