

THE EDUCATION ALLIANCE

JOB DESCRIPTION

Job Description: Director of Maths

Reporting To: Appropriate member of Senior Leadership Team/Trust Director

Job Purpose: Actively supporting the vision and values of South Hunsley School and Sixth Form, the post holder will provide professional leadership and management for Maths, ensuring the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students.

Key Responsibilities

General:

1. Develop and implement policies and practices for Maths which reflect the school's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff
2. Work with the Senior Leadership Team Link/Trust Director and the department to establish a clear, shared understanding of the importance of high quality teaching of Maths that engages students and enables them to achieve stretching goals
3. Analyse data, ensuring effective progressive plans are in place for individual and groups of students
4. Analyse and interpret national, local and school data, horizon scanning and translating national and local requirements and expectations into policy and practice.
5. Ensure data analysis results in an effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.
6. Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs
7. Ensure 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 effectively
8. Ensure teaching and learning in Maths is of a consistently high standard and that best practice is shared across the department
9. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups
10. Ensure effective development of students' literacy, numeracy and information technology skills
11. Establish and implement clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets
12. Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
13. Provide staff and students with clear direction, expectations and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
14. Evaluate the teaching of Maths in the school, utilising this information to identify effective practice and areas for improvement, taking appropriate action to improve the quality of teaching
15. Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school
16. Ensure teachers of Maths are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens
17. Ensure teachers of Maths adhere to equal opportunities legislation, recognising and dealing appropriately with stereotyping, creating an environment that values difference and embraces diversity, where students and staff treat each other with dignity and respect
18. 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
19. Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.
20. Establish clear expectations and positive, healthy working relationships amongst staff involved with the subject, encouraging collaboration, team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and an accountable culture
21. Performance manage staff as required to develop personal and professional effectiveness, recognising high performance and tackling inadequate performance, ensuring staff have access to appropriate training, learning and development opportunities
22. Lead the professional development of staff through example and support
23. Ensure trainee and newly qualified teachers are appropriately trained, supported, monitored and assessed against national and local standards and expectations
24. Work directly with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs
25. Ensure that the Executive Principal, Head of School, the Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans via the SLT link and the Trust Director
26. Assist the Trust Director of Science, the Head of School and the Executive Principal in appointment processes.
27. To work collaboratively with others, valuing diversity, utilising strengths and aspiring to achieve stretching objectives as a team, recognising the input of others

28. Establish staff and resource needs for the subject and advise the senior managers of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money and high quality outcomes
29. Support the Head of School/Trust Director in the appropriate deployment of staff and ensure the effective and efficient management and organisation of learning resources, including information and communications technology
30. Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
31. Utilise accommodation to create an effective and stimulating environment for the teaching and learning of Science
32. Ensure there is a safe working and learning environment in which risks are properly assessed
33. Complete the register accurately
34. Monitor attendance and punctuality, including follow-up
35. Monitoring standards of dress and personal appearance and address any issues as they arise
36. Escort groups to assembly and (normally) attend assembly
37. Responsible for the co-ordination of RoA, reports and other records
38. Respond to disciplinary problems as required, referring serious misconduct to the Head of House as appropriate
39. Share information from Head of House to the tutor group in a prompt manner
40. Encourage inter-form competitions and the participation of the tutor group in other school activities
41. Be available to meet parents as appropriate
42. Curriculum issues
 - activities supporting learning in tutor periods
 - knowledge of the tutorial programme
 - knowledge of the SEN students and their targets
 - target group members in your tutor group
 - follow-up to ROA after approximately 6 weeks

Specific:

The specific duties of the Director will be reviewed on a regular basis and will change as the aims and objectives of the trust change, and as and when the Head of School deems it appropriate.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the CEO, appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018*
- *To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*

Ethical Leadership Qualities: Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – leaders are trustworthy and reliable	- Earning trust by being reliable, consistent, credible, honest, humble, courageous and kind. - Prioritising our long-term purpose first, above short-term goals. - Managing emotions and helping others to manage their emotions. - Keeping promises. - Having a genuine interest in others, seeking to understand the whole person. - Using a range of communication skills in a range of circumstances with a range of people, developing rapport, trust and a deeper level of understanding.	- Live our values every day. - Take every opportunity to communicate and apply our values, showing how they guide and inform decisions. - Do what is right, rather than what is popular. - Be accountable to your colleagues, students and the community, acting in service to other. - Influence the behaviour of those around you. - Take time to develop high trust relationships. - Act selflessly to protect and enable the trust to achieve its purpose.
Wisdom – leaders use experience, knowledge and insight	- Developing knowledge and expertise, then sharing knowledge to enable collaborative convergence. - Seeking learning opportunities, learning from mistakes and failures, and sharing the learning with others. - Having, and encouraging in others, a growth mind-set. Believing in the potential of others and creating a safe learning environment, with systems that enable sharing of knowledge, collaboration and innovation. - Recruiting knowledgeable, skilled experts and learning from them, helping them to flourish productively.	- Share knowledge and expertise with others, developing a learning culture where people are encouraged to research, share and develop ideas collaboratively. - Anticipate the future and help people prepare for change. - Be open to opportunities and commit to learning every day. - Recruit people who may be more expert than you, learn from them and develop next generation ethical leaders.
Kindness – leaders demonstrate respect, generosity of spirit, understanding and good temper	- Demonstrating respect, generosity of spirit, understanding and good temper. - Being kind to others, seeking opportunities to serve others for the greater good - Leading with compassion and care, listening and engaging with the person, not the job role. - Using high levels of emotional intelligence, developing a sense of belonging and contribution. Building trust and rapport with others, by acknowledging, empowering and elevating others.	- Be humble - Bring your authentic self to work. - Have the courage to be genuine. - Lead with compassion, empathy and kindness. - Show people you care about them. - Search out opportunities for acts of kindness, a selfless act intended to bring help, happiness or joy to another person.
Justice – leaders are fair and work for the good of all children	- Doing what is right, rather than what is popular or easy. - Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. - Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. - Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. - Seeing and acknowledging other people's strengths, knowledge and skills. Encouraging people to share and build on their strengths and successes across and beyond the trust.	- Be accountable to others and serve our purpose. - Be morally brave and stand up and be counted for what you believe in. - Do the right thing, which might not be the easiest or most popular option.
Service – leaders are conscientious and dutiful	- Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. - Removing barriers and blockers to enable others to achieve their goals, for the benefit of young people, maximising strengths and helping others to see possibilities and seize opportunities. - Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. - Leaving our egos at the door and putting ourselves in the service of others. Standing aside and championing others and their ideas and contributions.	- Walk the talk and behave in an honest, open and fair way. - Channel ambition into our schools, not ourselves, developing successors. - Have intense professional will and personal humility. - Have a systematic approach to manage the execution and delegation of tasks and be reliable. - Create new habits, through the accumulation of different choices.
Courage – leaders work courageously in the best interests of children and young people	- Striving for honesty, sharing the full story wherever possible and as early as possible. - Looking in the mirror when something goes wrong. - Sacrificing personal or short-term goals for the achievement of longer-term, sustainable, shared goals. - Relishing challenge and finding strength in each other, building organisational resilience. - Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.	- Give the whole truth, the back-story and the why. - Have skilfully led difficult conversations. - Aim to exceed expectations and achieve things you thought you couldn't.
Optimism – leaders are positive and encouraging	- Believing in our own ability, and the ability of others, to do what is right to change the world for the better. - Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. - Being respectful, kind and sensitive to others and responding well to ambiguity, making positive use of the opportunities it presents.	- Believe the best in others, help people progress and unlock their potential. - Remain calm, professional, reliable and consistent. - Manage your emotions well and help others do the same. - Have and encourage a growth mind-set, believing abilities and talents can be cultivated. - Set yourself challenging goals & work hard to achieve them.
Vision	- Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. - Believing in the potential of others; helping them be the best they can be. - Quickly taking in new information and translating that into recommendations, decisions, plans and projects. - Translating complex data and information into understandable messages for a variety of audiences. Sharing compelling stories that others can understand believe in and work towards.	- Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. - Think creatively, formulate strategies, plans and projects, aligned to our vision and values. - Actively share a compelling vision, encourage people to get involved, maximise their strengths, develop colleagues and see opportunities to elevate them. - Translate complex information with the intended audience in mind and communicate positively.