



## **JOB DESCRIPTION**

<b>Job Title:</b>	TPAT Director of Curriculum (Maths) (Secondary)
<b>Salary:</b>	Leadership Pay Range L16
<b>Responsible to:</b>	Director of Education (Secondary)
<b>Direct Supervisory Responsibility for:</b>	Curriculum Leaders
<b>Important Functional Relationships: Internal/External:</b>	TPAT, Director of Education, Assistant Directors of Education, Headteachers, Trust Improvement Team, Senior Leaders, Teachers and External Professional Bodies

### **Main Purpose of the Job:**

To provide strategic leadership to ensure high-quality mathematics education across all academies within the Trust. Raise outcomes for pupils by driving consistency, excellence, and innovation in teaching and learning, aligning practice with the trust's vision and national standards. Lead curriculum development, assessment strategies, and professional development for staff, fostering collaboration and sharing best practice. By analysing performance data, identify areas for improvement and implement targeted intervention to raise attainment. Ensure that every pupil receives a challenging, coherent, and engaging maths education that prepares them for future success.

### **Main Duties and Responsibilities:**

#### **Strategy & Vision**

- Design and deliver the Trust's Maths strategy, with clear milestones for curriculum, pedagogy, assessment, and outcomes.
- Lead the Trust Maths network, building collaboration and consistency across schools and connecting teachers and leaders to best practice both within and beyond the Trust.
- Promote the importance of Maths education to Trust stakeholders through effective use of digital communication

#### **Curriculum, Teaching & Assessment**

- Design, refine, and quality assure a coherent, sequenced and ambitious curriculum for secondary aged pupils (including mastery approaches and appropriate pathways at KS4 and 5).
- Develop and embed highly effective disciplinary pedagogy, including highly effective use of digital teaching and learning, which ensures that the curriculum is well taught in all lessons and that all pupils make strong progress in learning.
- Design and implement an assessment strategy (formative and summative), which includes moderation, benchmarking and use of standardised assessments.
- Champion high-quality teaching, modelling expert practice and promoting evidence-based approaches.
- Secure strong foundational knowledge and skills for pupils by developing and embedding a coherent and highly effective Trust-wide strategy for Numeracy. In doing so, ensure that pupils are provided with a curriculum and teaching which secures strong foundational knowledge through which they have access to the curriculum.
- Lead development of Home Learning by embedding a high quality strategy in all Trust schools and ensure this is implemented consistently to achieve high completion rates.

#### **Raising Standards**

- Use performance and diagnostic data to identify strengths and priorities for improvement; coordinate targeted support and intervention to address any areas of relative weakness.

- Lead monitoring and quality assurance of curriculum, assessment and pedagogy across the Trust's academies. Provide bespoke support to departments and subject leaders.
- Secure strong outcomes in external accountability (GCSE/A level, destinations) by designing and implementing a raising attainment strategy which rapidly raises attainment, particularly for disadvantaged pupils and those with SEND.

#### **People & Professional Development**

- Design and deliver high-impact CPD for teachers, ECTs, and curriculum leaders; build expertise and effectiveness through coaching and talent development.
- Supervise and mentor curriculum leaders and oversee recruitment to ensure strong subject teaching and leadership across the Trust.
- Promote and uphold positive relationships between Academy teams through effective communication, partnership and commitment to collaborative development.

#### **Quality Assurance & Accountability**

- Establish clear QA frameworks (learning walks, work scrutiny, assessment reviews); report to Trust and Academy leaders.
- Ensure compliance with statutory requirements, including safeguarding, exam regulations, and equality duties.

#### **Partnerships & Innovation**

- Build external partnerships, for example with other schools, MATS, NCETM, awarding bodies, ITE providers, and research schools, to enhance practice and opportunities for staff and pupils.
- Evaluate and scale innovation (technology, tutoring, enrichment, competitions) that measurably improves attainment and participation.

#### **Impact Measures**

- Year-on-year improvement in progress and attainment as evidenced by outcomes including national benchmarks and particularly for key cohorts: high prior attainers, disadvantaged pupils and those with SEND
- High and rising levels of consistency in the quality and effectiveness of pedagogy and assessment.
- Strong QA evaluation and positive external assurance/inspection feedback.
- Evidenced growth in staff expertise and improved recruitment and retention within Maths.

#### **Additional Information**

- Travel between Trust Academies, and to local and national educational settings is a requirement of this role. Flexible working will be considered where operationally feasible.
- Evening meetings and occasional weekend events may be required.

### **General Responsibilities applicable to all staff**

- Demonstrate and promote the ethos and values of Truro and Penwith Academy Trust at all times.
- Actively promote the safety and welfare of our children and young people. Follow and adhere to all agreed Child Protection and Safeguarding policies and procedures at all times.
- Act as a role model to reflect the Trust's high standards for professional conduct and behaviour.
- Be aware of and comply with all policies and procedures at all times, especially those relating to child protection, health, safety and security, confidentiality, data protection and copyright, code of conduct, reporting all concerns to line manager.
- Be a positive influence on the climate and culture of the Trust and a positive role model at all times.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.
- Be aware of and comply with all School and Trust policies and procedures. Undertake mandatory training, professional development, learning activities and appraisal procedures as appropriate.
- Attend and participate in relevant meetings and Trust based INSET as required.

- Be responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Maintain at all times the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- Carry out any other reasonable instructions commensurate with the post in order to support the work of the Trust and its Academies.

### Job Description

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

### Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

## PERSON SPECIFICATION – Director of Curriculum (Maths)

Person Specification	Essential	Desirable	Recruiting Method
<b>Education and Training</b>	<p>Attainment of Level 2 qualifications (e.g. GCSEs, O Levels) grade 5/C or above in English &amp; Maths and an appropriate range of other curriculum subjects</p> <p>A Levels (including in Maths)</p> <p>Degree in Maths or a closely related Subject</p> <p>Qualified Teacher Status</p>	<p>Honours Degree at 2:1 or above</p> <p>Masters Level Qualification or higher</p> <p>NPQ Qualification or similar</p> <p>NCTEM training</p>	Application
<b>Skills and Experience</b>	<p>A proven track record of raising standards through leading school improvement programmes</p> <p>An excellent teacher with expertise to engage and motivate secondary age</p>	<p>Leadership experience in more than one role, and in more than one educational setting</p> <p>Track record of improving outcomes</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

	<p>pupils, and including those with SEND or experiencing disadvantage</p> <p>Experience of curriculum leadership in at least one secondary school</p> <p>Experience of managing resources or finance within a school environment</p> <p>Excellent knowledge of pedagogy, curriculum and assessment.</p> <p>Strong data literacy; able to accurately diagnose need and target rapid improvement.</p> <p>Skilled coach/trainer and mentor with experience of leading impactful CPD.</p> <p>Excellent communication, influencing, and stakeholder management</p>	<p>for pupils, including and especially vulnerable students and those with SEND, and/or disadvantaged</p> <p>NCTEM training or leading NCTEM programmes</p> <p>Experience of examining within a relevant subject</p>	
<b>Specialist Knowledge and Skills</b>	<p>Up-to-date ICT skills and strong knowledge of digital pedagogy</p> <p>Excellent communicator: with a variety of audiences and able to harness digital communication strategies</p> <p>A highly effective team leader who works collaboratively and effectively with others, drawing on a range of leadership styles and approaches</p> <p>Knowledge of the SEND Code of Practice and Pupil Premium Strategy, and expertise to adapt educational plans to meet needs and ensure attainment.</p> <p>Knowledge and understanding of the Ofsted inspection framework.</p>		<p>Application Interview Assessment</p>
<b>Behaviours and Values</b>	<p>Self-motivated and able to work constructively as part of a team and as a leader</p> <p>Able to adapt approach to suit circumstances and audience</p> <p>Adopt a reflective approach towards professional decision making</p> <p>Ability to work to deadlines and methodical approach to work</p> <p>Ability to thrive under pressure</p>		<p>Application Interview Assessment</p>

	<p>Ability to manage challenging situations including with staff and stakeholders</p> <p>Deeply committed to Trust values including equality of opportunity, British Values and diversity</p> <p>Energy and enthusiasm</p>		
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