CHCS – Faculty Leader - Mathematics

Job Description	
Providing strategic direction and development of the mathematics, business, economics, statistics and further maths including whole school numeracy policy implementation curriculum . Under the direction of the designated member of the Senior Leadership Team be responsible for:	
Purpose	▪ To be accountable for leading, managing and developing the mathematics and business/ economics curriculum areas. ▪ To raise standards of student attainment and achievement within mathematics and business/ economics, and to monitor and support student progress. ▪ To develop and enhance the teaching practice of colleagues in mathematics and business/ economics. ▪ To be an outstanding classroom practitioner ▪ To develop a strong mathematics ethos, a team spirit and a passion to inspire, lead and challenge students and teachers to achieve the best possible outcomes. ▪ To be accountable for leading, managing and developing the mathematics area ▪ To raise standards of student attainment and achievement within mathematics/ business and economics and to monitor and support student progress ▪ To be accountable for the development and progress of students in mathematics/ business and economics. ▪ To develop plans which identify clear targets, timescales and success criteria for development in line with the School Improvement Plan ▪ To develop and enhance the teaching practice of colleagues in mathematics / business and economics. ▪ To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying mathematics, business and economics, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school ▪ To work with the SENCO to oversee the progress of students in the mathematics with SEND, EAL or receive FSM; acting proactively to narrow attainment and progress gaps with mainstream students ▪ To oversee the consistent and fair application of the school behaviour and rewards policy with students in mathematics ▪ To effectively manage and deploy teaching/support staff, financial and physical resources within the faculty to support the designated mathematics, business and economics portfolio ▪ To help strategically lead whole school improvement in line with the School Improvement Plan ▪ - To produce mathematics and business / economics reports within the quality assurance cycle for the school. - To manage the mathematics and business / economics collection of data, in conjunction with the designated member of SLT.
Reporting to:	Senior Leadership Team (SLT)
Responsible for :	2 i/c Mathematics, CL Business, teaching staff in mathematics, business, economics, statistics, further maths and other relevant personnel across the school.
Liaising with:	Headteacher, Deputy Headteacher, Assistant Headteachers, Year Leaders, Curriculum Leaders and relevant teaching staff with cross-school responsibilities, relevant non-teaching support staff, parents.
Salary	L7-10 and member of the extended leadership team
Disclosure level	Enhanced
Strategic Planning	▪ To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in mathematics, business and economics. ▪ To coordinate the day-to-day management, control and operation of course provision within mathematics, business and economics, including effective deployment of staff and physical resources. ▪ To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in mathematics. ▪ To actively monitor and follow up student progress, intervening to address underperformance of pupil groups or individuals in mathematics, business and economics ▪ To implement school policies and procedures, e.g. Learning and Teaching, Behaviour, students with Additional Learning Needs, Equal Opportunities. ▪ To work with Curriculum Leaders to formulate aims, objectives and strategic plans for numeracy across the curriculum which have coherence and relevance to the needs of students. ▪ To lead and manage mathematics, business and enterprise, and to ensure that planning activities reflect the needs of students within the curriculum area and the aims and objectives of the school ▪ To support teachers in mathematics, business and enterprise to raise standards and across the school to raise standards of numeracy. ▪ Work alongside the ICT Team to foster and oversee the application of ICT and develop a mathematics e-learning culture which supports high quality teaching and learning.

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	▪ To liaise with the School Business Director to ensure that Health and Safety policies and practices, including risk assessments, throughout mathematics are in line with national requirements and are updated where necessary. ▪ To undertake the monitoring, evaluation and review of the mathematics, business and enterprise curriculum ensuring consistency in practice and standards by subject specialists ▪ To help shape, develop and take part in the staff development programme by participating in arrangements for further training and professional development ▪ To recognise areas where good/outstanding curriculum area provision or teacher performance is exhibited and seek to widen the effect across the Faculty
Curriculum Provision	▪ To be accountable for the development and delivery of the curriculum areas in mathematics, economics and business. ▪ To be creative and innovative in the development of an engaging and appropriate mathematics, economics and business curriculum. ▪ To liaise with the Deputy Headteacher (Curriculum) to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan ▪ To ensure that the needs of students with additional learning needs, from vulnerable backgrounds and high prior attainers, are fully met ▪ To be accountable for the development and delivery of the curriculum areas in mathematics, business and economics ▪ To ensure mathematics, business and economics actively contributes to the school's Life Skills curriculum - Enterprise, Work-related Learning, Careers and Financial Capability
Curriculum Development	▪ To be creative and innovative in the development of an engaging and appropriate curriculum ▪ To actively monitor and respond to national developments, teaching practice and methodology. ▪ To maintain accreditation with the relevant examination and validating bodies ▪ To be responsible for the development mathematics, liaising with Curriculum Leaders in the process. ▪ Actively seek productive links with Industry to innovate and enrich the mathematics curriculum which provides relevance to students and high quality work-related learning experiences
Staffing	▪ To undertake Appraisal Reviews and to act as reviewer for the mathematics, economics and business team. ▪ To be responsible for the day-to-day management of staff within mathematics, economics and business, and act as a positive role model. ▪ To work with the designated member of Senior Leadership Team (CPD) to ensure that mathematics, business and economics team's development needs are identified and that appropriate programmes are designed to meet such needs. To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures ▪ To promote teamwork and to motivate staff to ensure effective working relations ▪ To work as appropriate with curriculum leaders and lead teachers in the school to develop consistently high standards of teaching and learning, advising on professional development and supporting them in a coaching and mentoring role ▪ To support all team members to achieve their maximum capability, including those involved in support programmes and capability proceedings and to provide appropriate evidence, when required
Quality Assurance	▪ To ensure the effective operation of quality assurance systems and ensure adherence to those in mathematics, economics and business. ▪ To monitor and evaluate the work of the curriculum areas through agreed school procedures. ▪ To establish the process of setting targets within the departments and to work towards their achievement ▪ To establish common standards of classroom practice and develop the effectiveness of teaching and learning across the school curriculum area in numeracy approaches ▪ To contribute to school procedures for effective and supportive lesson observation and implement modifications and improvements where required ▪ To monitor and evaluate the work of the curriculum area through agreed school procedures and in line with Teachers' Standards and other performance criteria ▪ To ensure that the curriculum area's quality procedures meet the requirements of school self-evaluation and the School Improvement Plan ▪ To ensure high quality lesson preparation which is underpinned by a robust process of medium- and long-term planning ▪ To ensure that the staff adhere to Health and Safety procedures as laid down in school policies
Management Information	▪ To ensure the maintenance of accurate and up-to-date information on the school's Management Information System (MIS) ▪ To make use of analysis and evaluate performance data provided to produce informed intervention plans which address areas of underperformance within mathematics, economics and business ▪ To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken ▪ To produce mathematics, business and economic reports within the quality assurance cycle for the school

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	▪ To manage the mathematics collection of data, in conjunction with the designated member of SLT ▪ To provide the Governing Body with relevant information relating to mathematics, business, economics and numeracy performance and development
Communications	▪ To ensure that all members of the team are familiar with its aims and objectives ▪ To ensure effective communication/consultation as appropriate with all stakeholders ▪ To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies ▪ To represent the mathematics, business and economics department's views and interests to a range of stakeholders effectively and professionally ▪ To ensure effective links with the school's AHT responsible for students with ALN and other inclusion professionals
Marketing and Liaison	▪ To contribute to the school liaison and marketing activities e.g. collection of material for press releases, school newsletter and website ▪ To lead the development of effective mathematics, business, economics and numeracy links with partner schools and the community, attendance where necessary at liaison events at partner schools and the effective promotion of mathematics at Open Days/Evenings and other events ▪ To develop effective mathematics links with community groups and other partners; promoting students' engagement and capacity to serve others and enhance community cohesion
Management of Resources	▪ To manage the available resources of space, staff, finance and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Mathematics, business and economics budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records ▪ To work with the designated member of SLT to ensure teaching commitments are effectively and efficiently time-tabled and accommodated
Student Progress and Well-Being	▪ To be familiar with the school's Child Protection Policy and to report concerns to the designated Child Protection Officer ▪ To monitor and support the overall progress and development of students in mathematics ▪ To intervene and take action where there are student breaches of the school's behaviour policy ensuring problems are dealt with internally and effectively in mathematics, business and economics ▪ To monitor student attendance in the department together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary ▪ To liaise with the Year Leaders to ensure a coherent and cohesive approach to student support and progress across the school ▪ To ensure the school's behaviour management and rewards systems are implemented in mathematics so that effective learning can take place ▪ To make recommendations to SLT regarding suspensions with accompanying evidence
Other professional requirements	▪ To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example ▪ To have a working knowledge of teachers' professional duties and legal liabilities ▪ To operate at all times within stated policies and practices of the school ▪ To establish effective working relationships and set a good example to colleagues and students through your presentation and personal and professional conduct ▪ To endeavour to give every student the opportunity to meet their potential and achieve high expectations ▪ To contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the life of the school ▪ To take responsibility for your own professional development and duties in relation to school policies and practices ▪ To liaise effectively with parents/carers, governors and other stakeholders in the school ▪ To undertake the role of a subject teacher and use your own classes as an example of high-quality teaching and learning across the school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken is not identified

Faculty Leaders will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but in consultation, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title

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Person Specification

Education, training and **qualifications:**

- Graduate or equivalent.
- A willingness to work towards NPQSL or NPQH with the intention of becoming Assistant Headteacher within 2 years.
- Evidence of relevant and challenging CPD, including leadership and management training is desirable.
- Post graduate management qualification or equivalent is desirable.

Knowledge and experience:

- Proven record of sustained and successful middle leadership and management within at least one secondary school
- Proven record of improving standards of teaching and learning at middle leadership level within at least one secondary school
- Evidence of good/outstanding classroom practice and clear demonstration of the ability to mentor/coach/model best practice to others
- Awareness and understanding of current legislation relating to vulnerable groups and a proven record of actively promoting equality and diversity
- Extensive and successful experience of developing targeted intervention strategies based upon student performance data to accelerate student progress and attainment
- Proven record of developing middle leaders and appropriate professional relationships which allow both support and challenge
- Evidence of implementing excellent behaviour management strategies leading to significant improvements to student attitudes to learning
- A strong understanding and commitment to the school's vision and the new framework for students with Additional Learning Needs and awareness of current legislation
- Evidence of translating policy into effective practice and keeping up to date with research in school improvement and national education policy
- Evidence of working effectively and establishing positive relationships with a range of internal and external community stakeholders
- Knowledge and understanding of the principles of assessment and effective record keeping and their use to promote the education, personal development and progression of students
- Experience of setting and developing curriculum in at least one secondary school covering years 7 to 13.
- Excellent management skills to deal with a wide range of issues, interacting with a wide range of school staff.
- Knowledge of skills based curriculum development, its implementation, deployment and monitoring.

Essential skills and abilities:

- Ability to contribute to colleagues professional development
- Well developed planning, organisational and interpersonal skills
- Excellent written and verbal communication skills
- Analytical, flexible and innovative thinker
- Well developed people management skills

Personal qualities:

- Commitment to high educational, professional and personal standards
- Understanding of the importance of maintaining confidentiality
- A flexible approach to work
- Commitment to equal opportunities and valuing diversity
- Ability to work under pressure
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October 2026