

JOB DESCRIPTION



Post:	Faculty Leader of Maths
Responsible to:	Assistant Principal
Responsible for:	The Maths Team
Terms:	Teacher Terms
Salary:	MPS/UPS plus TLR1a
Hours:	1.0 FTE

Essa Foundation Academies Trust and all its schools and academies are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment

The role:

The Faculty leader is responsible to the Assistant Principal for leading their subject area throughout the school and for ensuring the highest standards of teaching and learning. The post involves the strategic direction and development of Maths by monitoring the effectiveness of planning, teaching and learning across the Faculty. The Faculty leader must be secure in their own subject knowledge and able to develop others in this area too. The main purpose is to ensure the highest standards of teaching, learning and attainment for all pupils within an atmosphere where students feel challenged, valued, safe and secure.

Key Responsibilities:

1. General Responsibilities

- Promote the vision, mission and aims of Essa Academy.
- Support the priorities established in the Academy Development Plan
- Create a productive and disciplined learning environment
- Provide accurate information on all aspects of the specialist subject to SLT as required
- Contribute to decision making and policy development across the school
- Administer the allocated budget
- Provide feedback and suggestions for improvement
- To work to the direction of the Assistant Principal on any other matters relating directly to this role that may from time to time occur;

2. Day to Day responsibilities

- To support the SLT by maintaining efficient and effective management and organisation of learning resources and provide information for the school SEF;
- To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject and carry out tasks as identified in the school health and safety policy;
- Identify and undertake risk assessments as appropriate for subject-related activities and spaces, seeking advice and support from the H&S Manager where necessary.
- To be a role model for pupils, demonstrating high standards of personal presentation, professional conduct and time keeping.
- Organise termly equipment audits and maintain an up-to-date equipment list
- Organise and renew display boards regularly ensuring that your subject area is well represented across the school

- To cover for absent colleagues and provide cover work for absent members of the department as required.

3. Curriculum

- Discuss and write a development plan for the subject that identifies clear targets, timescales and success criteria for its development in line with the overall School Development Plan.
- Produce schemes of work appropriate to each year group and aligned across the school, containing clear learning objectives and success criteria and reviewing these regularly to ensure effectiveness, applicability and usability;
- Ensure planning takes account of the needs of EAL and SEN pupils and that the department is resourced accordingly;
- Liaise with other schools and agencies in order to ensure the school is up-to-date with local and national developments and guidance in the subject;
- Liaise with the Faculty and SLT to ensure that schemes of work are age-appropriate, align with other subjects and ensure appropriate progression.
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the area /aspect and integrate this into the work of the school as a whole;
- Arrange for appropriate resources to support the schemes of work, evaluating and piloting new subject resources and materials as necessary
- Monitor progress in the subject area and amend curriculum as necessary to improve pupil progress as required.
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;

4. Teaching & Learning

- Develop and implement practices which reflect the school's commitment to high achievement through effective teaching and learning;
- Take overall responsibility and therefore appropriate action to support the ongoing improvement of the quality of teaching and learning in the subject across the age range;
- Set and achieve the highest standards of attainment possible for each child and group as a whole.
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, auditing and analysing work, achievement and outcomes;
- Liaise with colleagues to ensure curriculum continuity and progression;
- Provide timely and appropriate feedback to teachers on the quality of teaching and learning
- Provide feedback on the quality of subject teaching for all year groups to inform summative feedback
- Provide feedback to the Assistant Principal on the overall quality of teaching and learning within the subject and on any particular areas requiring improvement
- To ensure that school wide policies, procedures and expectations, e.g. cross-curricular, ICT and marking, are carried out effectively within the subject and in conjunction with the school

5. Assessment

- Organise (and delegate where appropriate) the setting and marking of exams
- Track pupil progress and use assessment data to inform pupil targets
- Use progress and assessment data to close the gaps in student learning
- Work with the Faculty Leaders of English to drive EM crossover

6. Staff Management

- Manage subject-specialist teachers and subject-specific support staff
- Support the professional development of all staff reporting, liaising with the Assistant Principal, regarding the CPD programme and ensuring that colleagues undertake appropriate training opportunities

- Take part in the school's annual appraisal programme, undertaking summative appraisal meetings for direct reports and providing meaningful feedback to relevant line managers.
- Develop effective working relationships with all teachers, parents, senior managers, Governors
- Attend professional development courses and contribute to the provision of professional development of staff;
- Contribute to the selection for appointment and professional development of subject specific teachers and non-teaching staff, including the induction and assessment of new and newly qualified teachers, within the area /aspect
- Carry out subject-specific induction where appropriate.

7. Communication & Events

- Contribute to curriculum evenings and initiate extra-curricular activities and parent talks involving the subject
- Promote parental interest and understanding of their child's education
- Report to meetings of the Governors on matters related to the aspect / area
- Co-ordinate and lead staff updates and CPD in the subject that will contribute to whole school improvement
- Maintain arrangements for reporting to parents on the progress of pupils undertaking studies in the area /aspect in accordance with the school's overall systems
- Organise high quality subject displays and activities at open events
- Ensure appropriate extra-curricular representation across all sections of the school.

All teachers are expected to contribute to the following processes:

- Raising student achievement through high quality teaching and learning.
- Joint planning and team-teaching opportunities.
- Rigorous assessment of student progress, target setting and record keeping.
- Reporting of student progress as directed by the FL under the guidance of Senior Leadership.
- Celebrating student achievement.
- Intervention and support for underachieving students.
- Liaising with parents/carers.
- Continually review and maintain a high level and standard of subject specific knowledge to support the delivery of the curriculum.
- Contribute to a stimulating but safe learning environment within the Maths Faculty, in which risks are regularly assessed.
- Support the establishment of robust assessment and evaluation and relevant processes to establish successes and improvements.
- Contribute to the evaluation of academy performance and support appropriate actions on issues arising – setting realistic deadlines where necessary and reviewing progress on action taken.

Customer Care

- To continually review, develop and improve systems, processes and services in support of the Trust's pursuit of excellence in service delivery. To recognise the value of it's people as a resource.

Develop oneself and others

- To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan.
- To be ready to share learning with others.

Valuing Diversity

- To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back to the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

Generic Requirements

- It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of all duties.
- All employees of the Trust are required to uphold the Equality and Diversity Policy and the Trust's Code of Conduct.
- All staff will ensure that they are aware of and work within the requirements of all Keeping Children Safe in Education policies, seeking clarity from a member of Senior Leadership if necessary.
- All staff are expected to uphold all EFAT HR related policies.

All appointments are Trust appointments and this job description is subject to change in order to meet the changing needs of the Trust.

Employee Name

Date

Signed.....

PERSON SPECIFICATION

Post: Faculty Leader of Maths
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Role Specific Criteria

		Essential	Desirable*
Qualifications and Training		✓	✓
1	5 GCSEs A*-C including Maths and English, or equivalent	✓	
2	A Level qualifications, or equivalent	✓	
3	Hold QTS/QTLS (Secondary)	✓	
4	Hold relevant degree at 2:2 or higher, or equivalent	✓	
5	Working towards further qualifications		✓
Skills, Knowledge and Experience			
6	Proven track record of successful delivery of a relevant GCSE course	✓	
7	Experience of leading a team		✓
8	Be a confident user of learning technologies, including the delivery of remote learning	✓	
9	Evidence of relevant personal and professional development	✓	
10	Evidence of working within an environment where experiences include taking initiative and self motivation	✓	
11	Evidence of successfully working as a member of a team	✓	
12	Must have a thirst for innovation in teaching ,	✓	
13	Contribute to establishing robust assessment and evaluation processes	✓	
14	An understanding of inclusive education nd how to support groups including EAL and HPAs	✓	
15	Evidence of having raised standards within learning		✓

16	Practical understanding of effective strategies for learning and teaching,	✓	
17	Knowledge of the SEN code of practice and how to raise attainment for all learners		✓
18	Experience and/or understanding of planning across at least key stage 3 and/or 4	✓	
19	Experience of establishing positive relationships with parents/carers and students		✓

* In the event of a large number of applicants meeting the essential criteria, the desirable criteria will become essential.

The following criteria are applicable to all employees of Essa Foundation Academies Trust

Personal Attributes			
•	Ability to promote a positive ethos and act as a positive role model to students	✓	
•	A sense of humour	✓	
•	Sensitive to the needs of others	✓	
•	Good listening, oral and literacy skills	✓	
•	Ability to successfully organise time and successfully work to deadlines	✓	
•	Person of integrity	✓	
•	Positive attitude to personal development and training	✓	

Valuing Diversity			
•	Challenge behaviours and processes, which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage	✓	
Customer Care			
•	Listen and respond to children/young peoples needs, seek out innovative ways of consulting and engaging them. Network with others to develop services for the benefit of the children/young people.	✓	
Developing self and others			
•	Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Strives for improvement and take responsibility for own development. Be self-confident and lead by example	✓	
Work related circumstances			
•	Essa Foundation Academies Trust and all its schools and academies are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment	✓	

HOW TO APPLY

Please read the information in this pack.

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to Essa Foundation Academies Trust.

The application form can be found on the vacancies page of our website at:

<http://www.efatrust.org/index.php/current-job-opportunities/>

Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it. **Please ensure that you address your application to Anne Casey- CEO, Essa Academy Lever Edge Lane, Bolton, BL3 3HH. Telephone: 01204 333 222 or E-Mail: hr@efatrust.org**