



TEACHING STAFF JOB DESCRIPTION

| | |
|-------------------------------------|---|
| ROLE TITLE | Head of Mathematics Faculty |
| LOCATION | County High School, Beetons Way Site (Years 9-13) |
| GRADE / SCALE POINT – SALARY | MPS/UPS +TLR1b (£11,249.00) |
| REPORTING TO | SLT/Headteacher |

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils.

All teachers are required to meet the national standards for teachers according to their role.



JOB PURPOSE

- To lead and manage the mathematics faculty (Year 7-13)
- To be accountable for student progress and attainment within the faculty
- To monitor student achievement levels and ensure that strategies are in place to maximise standards of attainment
- To develop and enhance the teaching practice of the other members of the faculty
- To share practice through engaging with other schools and hosting educationalist
- To participate in Learning Walks across the school
- To represent the faculty and promote the subject in a variety of forums including Parent Information Evenings, subject based assemblies and celebratory events, ensuring the faculty have a high profile in the parent newsletter "The Accolade" and the staff teaching and learning newsletter "County Circular".
- Plan, promote and co-ordinate interventions across cohorts
- To develop and maintain primary links, for instance shared moderation; primary workshops

KEY TASKS & RESPONSIBILITIES

CURRICULUM

- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum to meet the needs of all students studying in the faculty
- To assume direct responsibility for KS4 and Year 9 within the faculty, if appropriate, including the development of syllabi, resources, Schemes of Work (SOW) and assessment strategies
- To lead curriculum development for the faculty
- To keep up to date with national developments in the subject area and teaching practice and methodology
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels and to disseminate this knowledge to faculty members
- To ensure that statutory requirements are met

MONITORING AND EVALUATION

- To assume responsibility for monitoring and evaluation of school policies and procedures within the faculty, and the teaching and assessment of members of the faculty.
- To lead Self Evaluation activities and carry out the activities as a means of improving faculty practice and identifying areas for development



STRATEGIC LEADERSHIP

- To lead faculty colleagues in formulating aims, objectives and strategic plans for the faculty which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school
- To assume responsibility for writing, overseeing and evaluating the faculty development plan on an annual cycle
- To lead on the implementation and evaluation of key themes in the faculty development plan
- To plan the development of staff expertise to achieve faculty cohesion and shared standards and expectations across the faculty
- To monitor and evaluate the contribution and impact of faculty members to school improvement

QUALITY ASSURANCE

- To ensure that all school policies are implemented by all faculty members
- To carry out lesson observations and feedback in line with the school's Self Evaluation Policy
- To ensure high expectations and consistent excellent practice throughout the faculty
- To ensure consistently high standards of student behaviour in the faculty by role modelling, supporting colleagues, intervening and following up any incidents or issues
- To implement and evaluate the impact of improvement activities on the quality of teaching and learning in the faculty
- To identify appropriate attainment targets, monitor student standards and support the achievement of annual targets, in liaison with DHOs where they are subject leaders
- To actively monitor, analyse and evaluate student progress and attainment, formatively and summatively
- To ensure the implementation of all school evaluation systems in line with the School's Self Evaluation Policy

RESOURCES

- To effectively manage and deploy teaching and support staff
- To effectively manage the faculty's budget in order to progress SDP priorities, maximise attainment and meet the school's aims of providing value for money.
- To bid for resources as part of the SDP
- To effectively manage physical resources, stock and faculty accommodation in order to maximise student attainment levels and ensure an ambience conducive to learning
- To ensure that risk assessments and Health and Safety checks are carried out in line with school policy



STAFFING

- To be the performance manager for the post holders in the faculty and for some others of the team, dependent on their other responsibilities across the school, carrying out professional growth reviews in line with school policy and setting challenging objectives
- To support other team leaders in the faculty in discharging their performance management duties and to monitor the effectiveness of performance management arrangements in the faculty
- To ensure that the career and professional development needs of all members of the faculty are addressed
- To oversee the arrangements for covering the lessons of absent staff in the faculty
- To support, guide and motivate faculty members
- To participate in the recruitment and interview process for members of the faculty
- To ensure the effective induction of new staff in line with school procedures
- To promote teamwork and to motivate staff to ensure effective learning relations
- To be responsible for the day to day management of staff within the faculty and to act as a positive role model
- To provide advice to colleagues in the faculty on threshold, UPS, references, promotion, behaviour management, etc
- To organise faculty meetings and arrange chairing and minuting
- To support and challenge faculty members, including in circumstances where they are underperforming

MANAGEMENT INFORMATION

- To make use of analysis and evaluate performance data provided
- To identify and take appropriate action on issues arising from referrals, data and reports
- To produce reports on examination performance, supported by DHOFs where they are subject leaders
- To ensure that all faculty members use data appropriately to set targets, expectations and to differentiate their teaching

COMMUNICATION

- To coordinate and oversee marking in line with school policy
- To quality control reports on students, supported by DHOFs where they are subject leaders
- To oversee feedback from the faculty to parents
- To prepare reports on the work of the faculty e.g for governors
- To make contributions relating to the work of the faculty to school publications, LEA reports etc



- To keep faculty members informed of whole school matters and developments
- To provide the Headteacher with relevant pupil performance information
- To promote the work of the faculty
- To design, communicate and lead the whole school numeracy strategy
- To liaise with partner schools, primary schools, higher education establishments, industry, exam boards, awarding bodies and other relevant external agencies

STUDENTS

- To be responsible for effective and efficient timetable arrangements and organisation of teaching groups in Year 7-13
- To be responsible for student behaviour, wellbeing and development within the faculty
- To support the HoY whose year group the HOF is attached to

SCHOOL ETHOS

- To contribute to the development of whole school policy as a member of the Middle Leader Team.
- To represent the faculty at Head of Faculty briefings and Middle Leader meetings
- To support the school ethos, aims and policies

WHOLE SCHOOL CONTRIBUTION

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To continue professional development
- To comply with the school's Health and Safety policy
- To undertake any other duty as specified by STPCD not mentioned above

HEALTH AND SAFETY

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.



SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

ADDITIONAL RESPONSIBILITIES

Undertake any duties reasonably requested by the Headteacher.

April 2023



PERSON SPECIFICATION

| | Criteria | Essential | Desirable |
|----|--|-----------|-----------|
| | Qualifications | | |
| 1 | A good honours degree or equivalent | X | |
| 2 | Qualified Teacher Status (QTS) | X | |
| | Professional experience and knowledge | | |
| 3 | Proven experience as an outstanding classroom practitioner teaching the full ability range 11-18 | X | |
| 4 | Successful management experience | X | |
| 5 | Evidence of recent relevant professional development activities | X | |
| 6 | Considerable experience of curriculum development | X | |
| | Knowledge and Understanding | | |
| 7 | An in-depth understanding of the nature of the mathematics curriculum and its relationship to the curriculum as a whole | X | |
| 8 | Secure knowledge of the statutory requirements for mathematics and assessment, recording and reporting requirements in the subject | X | |
| 9 | Good knowledge and understanding of the characteristics of high-quality teaching in mathematics and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students | X | |
| 10 | A full appreciation of the contribution the subject can make to furthering the school's aims and to its central priority of further raising achievement | X | |
| 11 | A full knowledge and understanding of the contribution the subject can make to the school's Equal Opportunities Policy and practice | X | |



| | | | |
|----|---|---|--|
| 12 | Knowledge and understanding of how evidence from a variety of sources can be used to inform expectations, targets and teaching approaches in the faculty | X | |
| 13 | Knowledge and understanding of the current use and future potential of information technology to aid teaching and learning of the subject and to assist with subject management | X | |
| | Skills and Personal Qualities | | |
| 14 | Ability to set high standards and provide a professional role model for staff in the teaching and learning of the subject | X | |
| 15 | Ability to set clear aims, direction and purpose for the subject and to lead a team to achieve identified aims | X | |
| 16 | First class communication skills (written and oral) for working with a variety of audiences | X | |
| 17 | Energy and enthusiasm for all aspects of the post | X | |
| 18 | Creative approach to curriculum development and school development | X | |
| 19 | Strong commitment to maintaining and improving still further the quality of teaching and learning and standards achieved in the faculty | X | |
| 20 | Ability to evaluate the quality of classroom experience | X | |
| 21 | Ability to support, guide and motivate others | X | |
| 22 | Ability to provide strong leadership and to work as a member of a team and to understand when these roles are appropriate | X | |
| 23 | Ability to work under pressure, to meet challenging deadlines and to be adaptable | X | |
| 24 | Good organisation and proven administrative abilities | X | |
| 25 | Ability to devolve responsibilities and delegate tasks, as appropriate | X | |



| | | | |
|----|---|---|--|
| 26 | Ability to identify professional development needs and encourage continuing professional development, plan and organise INSET | X | |
| 27 | Ability to develop successful relationships with students and to employ a variety of strategies for behaviour management | X | |

April 2023