

Post Title:	Subject Leader of Mathematics
Salary:	MPS / UPS + TLR 1.2
Core Purpose:	<p>a) <i>To strategically lead the direction and development of Mathematics in accordance with the aims and objectives of the College.</i></p> <p>b) <i>To raise standards of student attainment and achievement within the curriculum area by:</i></p> <ul style="list-style-type: none">- <i>ensuring the provision of an appropriately relevant and differentiated curriculum for all students.</i>- <i>developing and enhancing the teaching practice of others.</i> <p>c) <i>To effectively evaluate the impact of (b) and strategically plan for improvement by managing and deploying all financial and physical resources within the area.</i></p>
Reporting to	SLT Line Manager
Responsible for:	Line management responsibility for identified teachers and/or support staff (where relevant).
Liaising with	Other leaders within the College, parents, feeder schools, support staff, external agencies and SLT.
Leadership	<ul style="list-style-type: none">• To have a profile around school during the school day, before and after school• To be seen as role models for all staff (not just those who you line manage or for whom you are responsible)• To be ready to support staff, students and parents at all times• To be seen as reliable, approachable and discreet• To be a team leader and a team player• To be flexible and adaptable• To be committed to safeguarding and promoting the welfare of children and young people• To take responsibility for the strategic leadership of Mathematics in accordance with the aims and objectives of the academy.• To manage the distribution of resources to ensure that the aims and objectives can be achieved.• To monitor and evaluate the progress of students towards meeting the overall aims and objectives.• To be responsible for student attainment in the area.• To work with the SLT Line Manager to strategically plan for future improvements.
Curriculum	<ul style="list-style-type: none">• To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.• To work closely with feeder schools to ensure a shared and effective curriculum is in place.

- To lead/oversee whole-school numeracy initiatives.
- To support the development of appropriate syllabi, resources, SoW, assessment policies, and learning and teaching strategies in the area.
- To maintain accreditation with the relevant examination bodies.

Learning

- To establish common standards of practice within the curriculum area and develop the effectiveness of teaching and learning styles.
- To keep up to date with national developments in teaching practice.
- To work alongside the SLT Line Manager in conducting QA activities in line with academy policy.

Staff Development

- To work with the SLT Line Manager to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of any relevant associate, peripatetic and freelance staff.
- To participate in the academy's ECT programme where appropriate.

Assessment

- To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- To produce reports on exam results both in terms of attainment & progress.

Communication

- To ensure that all members of the curriculum area are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
- To liaise with partner schools within the Trust and more widely, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the curriculum area views and interests in a professional manner.

Management of Resources

- To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.

Pastoral System

- To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure the Behaviour Management System is implemented in the curriculum area so that effective learning can take place.

Marketing and Liaison

- To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases, newsletters, prospectus.
- To support the development of effective subject links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings/other events.

Operational

- To promote teamwork and to motivate staff to ensure effective working relations.
- To undertake the day-to-day line management of staff within the curriculum area, ensuring that they follow academy policies and meet all requirements.
- To support the SLT link to make appropriate arrangements for classes when staff are absent, liaising with the Cover staff where appropriate.

Other Specific Duties

All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

_____ Post Holder Name

_____ Post Holder Signature

_____ Date

PERSON SPECIFICATION

Job Title: Subject Leader Mathematics		
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none"> • education to degree level or equivalent • QTS registered • an excellent track record of recent, relevant professional development • accountability for the performance of a cohort of young people • taking accountability for the success of an initiative • evidence of good/outstanding classroom practice • experience of effective teaching and performance within the curriculum area • experience in teaching in KS5 	<ul style="list-style-type: none"> • innovative use of resources • leadership of a community project or an area of school development • NPQML/NPQSL or equivalent
Knowledge & Understanding	<ul style="list-style-type: none"> • the principles and characteristics of effective schools • innovative approaches to working with students, parents, staff and the local community • the principles and practices of strategic and operational planning and delivery • effective review and evaluation procedures • the application of ICT to effective management 	<ul style="list-style-type: none"> • different methods of consulting with stakeholders • community/voluntary/parent/partner agency links • strategies for ensuring equal opportunities for staff, students and other stakeholders
Leadership & Management	<ul style="list-style-type: none"> • work effectively both as a leader and as a member of a team • initiate, lead and manage change • prioritise, plan and organise • direct and co-ordinate the work of others • set high standards and provide a role model for students and staff • deal sensitively with people and resolve conflicts • seek advice and support when necessary • prioritise and manage own time effectively • a commitment to an open and collaborative style of management 	<ul style="list-style-type: none"> • motivate all those involved in the delivery team • liaise effectively with other organisations and agencies
Communication Skills	<ul style="list-style-type: none"> • communicate the vision of the College to all stakeholders • negotiate and consult fairly and effectively • build relationships with key stakeholders • ability to communicate to a range of audiences • chair meetings effectively 	<ul style="list-style-type: none"> • develop, maintain and use an effective network of contacts

	<ul style="list-style-type: none"> • communicate effectively orally and in writing to a range of audiences 	
Decision Making Skills	<ul style="list-style-type: none"> • make decisions based on analysis, interpretation and understanding of relevant data and information • demonstrate good judgement 	<ul style="list-style-type: none"> • think creatively and imaginatively to anticipate, identify and solve problems
Personal Qualities	<ul style="list-style-type: none"> • a commitment to inclusive education • evident enjoyment in working with young people and their families • empathy in relation to the needs of the academy and the local community • ability to inspire confidence in staff, students, parents and others • adaptability to changing circumstances/new ideas • reliability, integrity and stamina • personal impact and presence • work under pressure and to deadlines 	<ul style="list-style-type: none"> • vision, imagination and creativity • a commitment to professional development