



<b>Post Title</b>	<b>Head of Mathematics</b>
<b>School / Organisation</b>	Avanti Fields School
<b>Location</b>	Leicester
<b>Grade</b>	MPS 1 – UPS 3 + TLR 2b
<b>Hours</b>	32.5 Hours per week
<b>Contract Type</b>	Permanent
<b>Reports to</b>	Head of School
<b>Preferred Start Date</b>	August 2026

### MAIN PURPOSES OF THE JOB

The Head of Department, a middle leader, will work with the Principal and the Senior Team to ensure the school provides an outstanding education for all pupils, rooted in the inclusive and distinctive Avanti Schools ethos of educational excellence, character development and spiritual insight.

This leadership role involves strategic implementation of the school's vision and curriculum development, with a focus on pedagogical excellence and standards of teaching. The leader will oversee infrastructure and safety while fostering external links and contributing to pastoral support. They are expected to exemplify outstanding teaching practices, prioritise safety and safeguarding, and ensure robust assessment and reporting systems. Additionally, they will strive for outstanding outcomes in student achievement and maintain strong relationships with stakeholders, while effectively managing their team.

### RESPONSIBILITIES OF THE JOB

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the Performance Management process as relevant to their role in the school.

#### Leadership

- Vision Implementation: Work with the Principal as part of a team of middle and senior leaders on the effective implementation and coordination of the vision, ethos and strategy for the school, within the context of the Avanti Schools Trust vision – taking a strategic lead on the leadership and management of the subject.
- Curriculum Development: The appointed candidate takes the strategic lead on developing the curricula and subsequently the effective delivery of the subject.
- Learning Leader, Assessment and Tracking: Take a lead on pedagogical development, standards of teaching and learning within the faculty – supporting non-specialists/less experienced teachers in the delivery of excellent teaching at all key stages.
- They will also lead on with the faculty in target setting, tracking, intervention and reporting to parents and other stakeholders.
- Infrastructure, Health and Safety: Take a lead on the effective provisioning and use of technology and other learning infrastructure within the relevant subjects and also on all aspects of safety risk management within the areas (including trips organised in the name of the subjects).
- External Links: Contribute towards developing links across local, regional and national groups, business & industry with a subject interest – including political, community development, neighbourhood groups, local authority, health, law enforcement and care in the community.
- Pastoral Support: To act as a Form Tutor and to carry out the duties associated with that role.
- To contribute to the school's pastoral programme and other cross-curricular areas according to school policy.

#### Standards in the Subject Areas



- Outstanding Practitioner: As a teacher the appointed candidate would be expected lead from the front and set an example as an outstanding practitioner in their own right.
- Safety, Risk Management and Safeguarding: Putting the highest standards of safety and safeguarding above all else, you will lead on developing and administering systems and procedures that assess and risk manage effectively across all spheres of activity within the faculty.
- Outstanding Teaching, Learning and Assessment/Reporting: Work alongside the SLT and other faculty colleagues to ensure the highest standards of teaching and learning across the faculty; to this end contribute to a highly effective programme of coaching, mentoring, classroom-based research and development.
- Contribute to the self-evaluation of teaching and learning across the faculty, through scrutiny, monitoring, review and evaluation. Robust assessment and reporting regimes, drawing upon the current transformation of assessment in schools, will be introduced, monitored, evaluated and adapted by the successful candidate.
- Outstanding Outcomes: The post-holder will be expected to contribute towards ensuring the achievement of standards (attainment and progress) in the subject for the relevant key stage groups that reflect those that would be achieved by students working in the top 10% of schools with a similar intake (FFT: SE10)
- Stakeholder Engagement: The post-holder will be expected to maintain strong, positive and highly effective working relationships with parents/carers, the local and regional community, agencies and stakeholders, other schools and the Governing Body.
- Line management: ensuring clear roles and responsibilities are communicated and high performance is assured through regular and consistent line management.

### Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds and abilities, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework, in line with school policy, and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

### Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document



- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

### Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

### Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers about pupils' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies, including the Avanti Schools Trust
- Make a positive contribution to the wider life and ethos of the school

### Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

### Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment, and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your Performance Management
- Proactively participate with arrangements made in accordance with the Performance Management Regulations.

### Other

- To have professional regard for the ethos, policies and practices of the School and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Principal

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of School organisation and may change either as your contract changes or as the organisation of the School is changed. Nothing will be changed without consultation.

### PERSON SPECIFICATION

Criteria		Requirement	
		<i>Essential</i>	<i>Desirable</i>
1.	Qualified to bachelor's degree level in relevant subject or allied subject	X	
2.	QTS qualified	X	
3.	Significant teaching experience in one or more good or outstanding schools – demonstrably delivering high standards	X	
4.	Genuine passion for lifelong learning	X	
5.	A belief in the unique potential of every student	X	



6.	Able to self-start, work independently and collaboratively as part of a team-whether led or leading	X	
7.	Shows initiative and takes personal responsibility for their own actions with the motivation to work very hard, embrace any activity that is in the interests of protecting and education children and to continually raise standards. Can initiate, complete and finish; be effectively strategic and where appropriate, innovative	X	
8.	Effective and compelling management style that secures the buy-in of stakeholders and encourages confidence and creativity alongside high levels of personal and team organisation	X	
9.	Resilience, the ability to work well with others and the motivation to support the senior leadership team in leading the subject areas through day-to-day challenges while maintaining a clear strategic vision and direction	X	
10.	Commitment to the safeguarding and welfare of all students	X	
11.	Vision aligned with the Avanti Schools Trust's emphasis on educational excellence coupled with embedded character development and spiritual insight; having high aspirations and high expectations of self and for others. Able to work within the framework of the Trust's Ethos Handbook	X	
12.	Clear vision and understanding of how to implement and sustain a high quality teaching and learning	X	
13.	Up to date on national changes to the educational landscape (statutory and guidance)		X
14.	Excellent organisational skills and ability to delegate	X	
15.	Excellent skills in the use and application of technology		X
16.	Able to use of data to inform and diagnose weaknesses that need addressing	X	

### FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

For further information - <https://avanti.org.uk/wp-content/uploads/2025/09/Child-Protection-and-Safeguarding-Policy.Autumn-25-2.pdf>