

# Job Description

## Curriculum Leader – Mathematics

**Grade/Salary** MPS/UPS plus TLR 2C

**Location:** The post holder will be based at the Kibworth Mead Academy.

The post holder may be required to work from other schools within the Trust and will be expected to travel between schools within the Trust.

**Responsible to:** Designated member of the Senior Leadership Team

**Responsible for:** All teachers of Mathematics

**The role:** to build and sustain a high performing subject team and lead the effective delivery of a rich and deep curriculum which enables the highest levels of pupil progress and attainment.

### Leadership and Management:

- To design and implement a Maths curriculum in the subject which matches our vision
- To lead a team of teachers to provide the best possible learning experience for our pupils, following the Invigorating Instruction framework.
- Ensure all teachers are supported and developed to complete their roles to an exceptionally high standard, through department specific training, coaching and quality assurance activities.
- Use progress and attainment data, pupil work and lesson observations to monitor staff and pupil performance.
- To play an active part ensuring that the school is a calm, well-ordered place for exceptional learning to take place.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of curriculum developments pertaining to the subject, and pursue continuous professional development.
- Quality assure the work of the subject team, ensuring adherence to agreed schemes of work and methods and progress of pupils.
- Encourage, facilitate and participate in the development of ICT within the department.
- To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.

### Principal responsibilities and duties as Curriculum Leader:

#### Curriculum and Assessment

- Shape a compelling subject curriculum vision, identifying its unique features and discourse and the value to pupils of its study.
- Develop, in consultation with the Principal and Executive Principal and subject teams, a curriculum which is broad, deep and enriching and gives pupils access and exposure to the

“best which has been thought and said” in that subject discipline, sampling the wider subject domain as well as looking ahead to GCSE specifications.

- Keep abreast of developments in the subject domain and research related to subject pedagogical knowledge to inform curriculum development.
- Track pupil progress across the subject making proportionate and intelligent use of data to identify underperformance and plan appropriate support to ensure that every pupil achieves results in line with, or better than, school expectations.
- Enable sound, evidence-based forecasting of pupil progress and attainment, leading on standardisation and moderation of judgements across the subject team and wider networks.
- Keep up to date with any changes in national guidance on curriculum and assessment and ensure staff are kept informed.
- Oversee assessment procedures in accordance with academy assessment policy, ensuring that assessment practices are robust, meaningful and authentic and that all staff in the department are consistent in applying judgements and keeping records of progress.
- Ensure a rich afterschool offer as part of the enrichment programme which extends and enhances lesson content.

#### **Teaching and Learning:**

- Set high expectations within the department so that all pupils are challenged and supported to learn.
- Promote a positive climate for learning throughout the department, ensuring the explicit teaching of agreed lesson routines and consistent and fair application of school behaviour policies.
- Monitor your subject’s provision for pupils with different needs, developing responsive teaching and adaptation of schemes of learning as necessary.
- Ensure the planning and teaching of well-structured lessons which allow adequate time to embed new knowledge, understanding and skills and are responsive to different pupil needs.
- Monitor, evaluate and continually improve the quality of planning, teaching and assessment in your team.
- Ensure the systematic checking of pupils’ understanding across the department and that teachers act to correct any misconceptions.
- Ensure feedback routines are workload smart and move learning on for each pupil across the subject.
- Review and reflect on each assessment to identify gaps in pupil learning and take steps to address them.
- Lead and coordinate effective collaborative planning and ensure the team’s collective experience feeds into improvements in curriculum, teaching and learning.

#### **Culture and ethos**

- Model and promote collaborative, professional and supportive relationships amongst team members.
- Ensure the team implements the KMA Values consistently and in a respectful manner.
- Develop strong partnerships with parents so that they are able to support their children in learning in the subject.
- Complete duties around the school, modelling best practice for all staff.
- Ensure active collaboration with the wider TMET subject community.

### **Staffing**

- Develop a high performing team of subject specialists who share in the subject curriculum vision and help shape the subject offer and adhere to agreed approaches.
- To engage actively in the Professional Development Review process of self and other in the team.
- Quality assure teaching in the department, celebrating and disseminating strong practice and devising support plans if teaching expectations are not met or a colleague is struggling in a particular area.
- Ensure subject team procedures are efficient and workload smart.
- Ensure the continuing development of collaborative planning and agreed and common schemes of work to which all contribute and adhere.
- With member of SLT, plan for the staffing needs of the department.
- Participate in the recruitment and selection of staff.
- Oversee the induction and mentoring of new staff and ITT trainees in the faculty.
- Ensure that work is set for the classes of absent staff in the department.

### **Systems and Processes**

- Keep line manager informed of all work pertaining to the subject team and prepare fully for line management meetings.
- Carry out quality assurance practices to monitor the effectiveness of the faculty.
- Produce a Faculty Improvement Plan in accordance with the Academy Improvement Plan.
- Be accountable for departmental expenditure by:
  - preparing and managing the faculty's budget plan;
  - approving all spending in the faculty;
  - monitoring the spending of the faculty.
- Oversee the recording of faculty resources, storage and security.
- Chair department meetings according to the academy calendar, ensuring that action points are noted and distributed to teachers in the faculty and to others as required.
- Ensure representation at school wide meetings and evening events as required such as Open Evenings and Information sessions for parents.
- Ensure that pupils and staff are aware of Health and Safety procedures and requirements within the department.

### **Other**

- To undertake any reasonable task at the request of the Principal.

This job description should be read in conjunction with:

- The Statutory Requirements contained in the current version of the School Teachers' Pay and Conditions document
- The Teachers' Standards
- The TMET Staff Code of Conduct

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for anyone who develops a disabling condition.

Kibworth Mead Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description may be amended at any time in

discussion between the Principal and yourself, but in any case, will be reviewed before the commencement of the next Appraisal cycle.

## Person Specification

### Curriculum Leader – Mathematics

#### Education

Essential	Desirable
<ul style="list-style-type: none"><li>• Qualified teacher status.</li><li>• Strong A-levels or equivalent in relevant subjects.</li><li>• Relevant degree.</li></ul>	<ul style="list-style-type: none"><li>• Post graduate qualification.</li><li>• Relevant higher degree or professional qualification.</li><li>• Evidence of further and wider professional development.</li></ul>

#### Experience

Essential	Desirable
<ul style="list-style-type: none"><li>• High levels of subject knowledge, expertise and enthusiasm.</li><li>• Ability to enhance subject knowledge of others.</li><li>• Excellent understanding of both subject specific and general pedagogical approaches.</li><li>• Experience of curriculum development and resourcing.</li><li>• Experience of interpreting pupil progress data to shape next learning and further achievement.</li><li>• Experience of implementing systems and processes to monitor and evaluate learning and teaching.</li><li>• Effective and systematic behaviour management routines and approaches.</li><li>• Knowledge of the national secondary education system, curriculum and examinations.</li><li>• Evidence of successful and teaching in Key Stages 3 and 4</li></ul>	<ul style="list-style-type: none"><li>• Experience of leading a team or developing others.</li><li>• Experience of working with parents and external agencies</li><li>• Experience of raising attainment in diverse contexts.</li><li>• Experience of leading successful enrichment activities.</li><li>• Knowledge of the Ofsted Framework.</li><li>• Experience of managing change successfully.</li><li>• Experience of successful use of quality assurance processes.</li></ul>

<ul style="list-style-type: none"> <li>• High level of performance with personal teaching groups.</li> <li>• Evidence of commitment to extend learning for pupils beyond the classroom.</li> <li>• Active involvement in the promotion of equal opportunities.</li> </ul>	
---	--

## Knowledge and skills

Essential	Desirable
<ul style="list-style-type: none"> <li>• High levels of subject knowledge and expertise.</li> <li>• Excellent interpersonal and teamwork skills.</li> <li>• Excellent communication skills</li> <li>• Excellent planning and organisational skills.</li> <li>• An ability to establish good working relationships with a wide range of people including pupils, parents, Academy Councillors and colleagues.</li> <li>• Knowledge of curriculum and assessment development within the subject at both key stages.</li> <li>• Knowledge and skills related to use of data to improve monitor and outcomes for pupils.</li> <li>• A keen interest in how pupils learn and experience of putting this knowledge into practice, reading research and applying findings to department's work.</li> <li>• Up to date knowledge of relevant safeguarding practices and a commitment to the protection and safeguarding of children.</li> <li>• Knowledge of wider aspects of children's welfare.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of self-evaluation approaches to inform Academy Improvement Plan.</li> <li>• Evidence of contribution to whole school developments.</li> <li>• Knowledge and understanding of current educational issues and relevant research.</li> </ul>

## Personal qualities

Essential	Desirable
<ul style="list-style-type: none"> <li>• Genuine passion for education and belief in the potential of every pupil.</li> <li>• Deep commitment to TMET and Kibworth Mead aims and mission</li> </ul>	<ul style="list-style-type: none"> <li>• Potential and capacity to grow professionally and aspire further to take more responsibility and leadership opportunities.</li> </ul>

<ul style="list-style-type: none"> <li>• Reflective and proactive in seeking feedback to improve.</li> <li>• Having a growth mindset.</li> <li>• A commitment to sustaining and raising achievement, attainment and aspirations of all pupils.</li> <li>• Collaborative, professional style of working.</li> <li>• Ability to work under pressure and remain positive, enthusiastic and resilient.</li> </ul>	
---	--

## Other Conditions

Essential	Desirable
<ul style="list-style-type: none"> <li>• Fit to fulfil all aspects of the job description.</li> <li>• Set a good example in terms of dress, punctuality and attendance.</li> <li>• Must satisfy relevant pre-employment checks.</li> <li>• This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Criminal Records Bureau (CRB) Disclosure check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time.</li> </ul>	

## Equal Opportunities

Essential	Desirable
<ul style="list-style-type: none"> <li>• Must be able to recognise discrimination in its many forms and be willing to put TMET Equality policies into practice</li> <li>• Willing and able to deal with people professionally at all levels and from a variety of backgrounds.</li> </ul>	