

Head of Mathematics

Job Description

JOB PURPOSE

To provide strategic and operational leadership of Mathematics, driving sustained improvement in teaching quality, curriculum coherence and student outcomes.

The Head of Mathematics will be a key middle leader, accountable for standards, achievement and progress across the subject, and will contribute proactively to whole-school priorities including raising attainment, narrowing gaps, and strengthening cross-curricular numeracy.

The postholder will demonstrate a strong commitment to inclusion, high expectations for all students, and positive engagement with parents, partner schools and the wider community.

KEY RESPONSIBILITIES

1. Strategic Leadership of Mathematics

- Provide clear vision and purposeful leadership for Mathematics, aligned with the school's improvement plan.
- Take full accountability for student outcomes, progress and quality of provision in Mathematics across all key stages.
- Lead the ongoing development, review and refinement of an ambitious, well-sequenced Mathematics curriculum, ensuring continuity and progression.
- Build on strong partnerships with feeder primary schools to support effective transition and curriculum continuity.

2. Teaching, Learning and Pedagogy

- Lead by example through consistently strong classroom practice and professional conduct.
- Secure high-quality teaching across the department through coaching, modelling, observation and feedback.
- Promote evidence-informed pedagogy that develops conceptual understanding, fluency, reasoning and problem solving.
- Encourage innovation, professional dialogue and reflective practice to support continuous improvement.
- Inspire students' enthusiasm, confidence and resilience in Mathematics.

3. Achievement, Assessment and Intervention

- Lead effective assessment practice within the department, ensuring accurate tracking of attainment and progress.
- Analyse performance data to identify trends, strengths and underperformance.
- Plan, implement and evaluate targeted intervention strategies for individuals and groups, including disadvantaged pupils, SEND and high prior attainers.
- Work with key staff to implement strategies that close gaps in achievement, including for pupils eligible for Pupil Premium.
- Quality-Assure the department and ensure accountability of department staff.

4. Leadership of Staff and Professional Development

- Lead, motivate and support members of the Mathematics' team, promoting high expectations and professional accountability.
- Manage performance effectively, using appraisal and Quality Assurance to drive development and improve outcomes.
- Lead, motivate and implement all Trust and school initiatives, policies and practices.
- Build capacity within the department by identifying and nurturing leadership potential.
- Plan and deliver high-quality department CPD aligned with whole-school priorities.
- Contribute to coaching, mentoring and the sharing of effective practice within the school and with partner schools.

5. Quality Assurance and Accountability

- Monitor and evaluate the quality of teaching, learning and curriculum implementation using lesson visits, work scrutiny and outcomes analysis.
- Produce, implement and review an annual Mathematics Improvement Plan.
- Ensure departmental practice is fully compliant with safeguarding, child protection and statutory guidance.
- Uphold and implement all school policies and procedures consistently.

6. Wider Contribution and Community Engagement

- Contribute to whole-school priorities including literacy, numeracy across the curriculum, Careers, Cultural Capital, Independent Learning, SMSC and British Values.
- Implement an extra curricular programme suitable for the needs and ambition of pupils.
- Support the development of student leadership and student voice within Mathematics.
- Engage positively with parents, carers and families to promote learning and achievement.
- Establish and maintain effective partnerships with external agencies and organisations to raise the profile of Mathematics.
- Act as a professional advocate for the school in all contexts.

General Responsibilities

- Safeguard and promote the welfare of children and young people at all times.
- Demonstrate the highest standards of professional integrity and conduct.
- Undertake any reasonable duties commensurate with the role.

Person Specification

demonstrate that they have the following training, qualifications and school experience:

ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> • Degree qualification. • Qualified Teacher Status. • Evidence of sustained and relevant professional development. • Successful experience of teaching Mathematics with strong outcomes. • Leadership responsibility within a team or department. • Experience of line management or supporting the performance of colleagues. • Proven track record of raising attainment and improving outcomes. • Experience of using data to track progress and inform intervention. • Evidence of innovation and creativity in engaging learners. • Strong commitment to partnership and collaborative working. 	<ul style="list-style-type: none"> • Middle leadership qualification or accredited leadership training. • Experience of Mathematics mastery or evidence-informed curriculum approaches. • Experience of leading initiatives contributing to whole-school improvement.

CRITERIA **Ability, Skills and Knowledge:** In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:

ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> • Strong subject knowledge and understanding of effective Mathematics pedagogy. • Ability to inspire, motivate and coach colleagues. • Ability to set clear targets, monitor progress and secure improvement. • Strong analytical skills and confidence using performance data. 	<ul style="list-style-type: none"> • Knowledge of current national developments in Mathematics education. • Experience of mentoring trainee or early career teachers.

<ul style="list-style-type: none"> • Excellent written and verbal communication skills. • Ability to lead change effectively and manage competing priorities 	
CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> • Clear commitment to improving outcomes for all students. • Highly organised, articulate and professional. • Integrity, resilience and emotional intelligence. • Strong commitment to inclusion and removing barriers to learning. • Determination, persistence and optimism. • Commitment to continuous professional development of self and others. 	<ul style="list-style-type: none"> • Willingness to contribute to enrichment and extracurricular Mathematics opportunities. • Aspiration for future senior leadership