**PERSON SPECIFICATION – Head of Mathematics (Subject Leader)**

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| 1. Qualification | * Good Honours degree in mathematics or equivalent. * QTS. * Evidence of further relevant professional development. |
| 2. Knowledge and understanding | * A clear and well-thought out understanding of current educational issues, theory and practice. * A detailed knowledge of relevant aspects of the English National Curriculum for mathematics and other statutory documentation. * An awareness of the recent changes in the mathematics curriculum at all levels. |
| 3. Requirements | * Excellent subject knowledge of all aspects of mathematics. * An ability to teach mathematics with confidence across key stages 3, 4 & 5. |
| 4. Planning and setting expectations | * Identifies clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students. * Sets appropriate and demanding expectations for students’ learning and motivation. Sets clear targets for students’ learning, building on prior attainment. * To differential and reshape learning to challenge and support all groups of students. * Implements and keeps records of individual Education Plans (IEPs). |
| 5. Teaching and managing students’ learning | * Ensures effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. * Have a deep and secure knowledge of their subject and the pedagogy associated with its teaching. * Sets high expectations for students’ behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. |
| 6. Assessment and evaluation | * Uses assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching. * Marks and monitors students’ class and homework, providing constructive oral and written feedback which sets targets for students’ progress. * Implements ‘improvement time’ to allow students to respond to teacher’s meaningful feedback. |
| 7. Student achievement | * Understands the significance of data and the use of this in ensuring students make good or better progress. * Monitor progress against prior attainment and employ effective intervention strategies when required. |
| 8. Relations with parents and the wider community | * Knows how to prepare and present informative reports to parents. * Recognises that learning takes place outside the school context and provides opportunities to develop students’ understanding by relating their learning to real and work-related examples. * Understands the need to liaise with agencies responsible for students’ welfare. |
| 9. Managing own performance and professional development | * Takes responsibility for their own professional development and keeps up to date with research and developments in pedagogy and the curriculum in mathematics. * Understands their professional responsibilities in relation to school policies and practices. * Sets a good example to students in their presentation and their personal conduct. * Evaluates their own teaching critically and uses this to improve their effectiveness. * Attending appropriate CPD/Twilights. |
| 10. Managing and developing staff and other adults | * Foster a collaborative, effective and supportive departmental team. * Establishes effective working relationships with professional colleagues including, where applicable, associate staff. * To implement the school performance management processes so as to provide a positive framework for staff development and achievement. * Leading subject specific weekly CPD which has a demonstrative impact on teaching, learning, assessment and the curriculum in mathematics. |
| 11. Managing resources | * Responsible for the completion of the maths development plan so that the department is appropriately and effectively resourced. * Oversee the department’s budget. * Selects and make good use of Synergy and other resources. |
| 12. Other attributes considered desirable at Cardinal Heenan High School | * Unceasingly optimistic * A record of excellent attendance and punctuality. * Excellent communication and ICT skills. * An ability to work and contribute effectively within departmental and pastoral-based teams. * An ability to work actively and effectively with parents, governors and other stakeholders. * Flexibility and a willingness to be involved in the life of Cardinal Heenan Catholic High School. * An ability to use own initiative and motivate others. * A commitment to teaching and lifelong learning and a willingness to continue to further own learning through continuing professional development. |
| 13. Teacher | * A commitment to the School’s Equal Opportunities Policies. * A range of successful teaching strategies. * A secure knowledge of the importance of data as a means both to measure and to extend progress. * A high level of organisational and planning skills. * A preparedness to create a stimulating visual environment for the classroom. * An ability to create a dynamic learning environment which values and enables everyone equally. * A commitment to the Mission and Aims of Cardinal Heenan Catholic High School. |
| 14. Loyalty | * Loyalty to our students and the school community. |