

Job Description

Job title:	Head of Maths	Contract Type:	Permanent
Responsible To:	Deputy Headteacher	Salary Range	MPS/ UPS + TLR 1C
Location:	Royal Greenwich Trust School		

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

Job Purpose:

- The Head of Faculty is responsible for ensuring the effective leadership of the faculty in order to ensure the most effective teaching for learning, enabling each student to reach their full potential and pursue post-18 education or training.
- Monitor and evaluate the curriculum and provide specialist subject expertise to assist departmental staff, as appropriate.
- Under the overall direction of the Headteacher carry out the professional duties of Head of Faculty as set out in the School Teachers' Pay and Conditions Document.

Specific Responsibilities

Curriculum Leadership

1. Lead on the design, planning, co-ordination, quality assurance, monitoring and evaluation of the curriculum, ensuring that it meets the aims of the school and the needs of all pupils.
2. Develop personal development, CEIAG and enrichment provision within the faculty that is embedded into the curriculum.
3. Ensure that the statutory requirements of the National Curriculum are met.
4. Lead on the monitoring, evaluation and development of the delivery of the curriculum, in line with the school's teaching principles, and ensuring that it meets the aims of the school and the needs of all pupils.
5. Ensure that appropriate approaches to learning are used in relation to pupils with specific learning needs
6. Monitor, report on and evaluate progress towards meeting pupil achievement targets.
7. Lead the evaluation processes within the faculty and contribute to the subject leadership review to ensure strategic improvement plans are in place.
8. Work collaboratively with colleagues from across the UST to review and develop curriculum provision
9. Carry out the duties of a school teacher as set out in the schoolteachers' Pay and Conditions Document.

Student Progress

1. Responsible for agreeing, monitoring and evaluating the subject student progress targets and outcomes
2. Ensure subject outcomes make a measurable contribution to whole school targets.
3. Engage in the student progress review model to ensure strategic plans are in place to address underperformance or concerns over individual students or sub-groups.
4. Lead strategic plans to prepare students in Key Stage 4 and 5 for external examinations.

Leadership of Faculty

1. Engage in the self-evaluation processes within the department and create a curriculum leadership review which contributes positively to the achievement of the school improvement plan and which actively involves all subject teachers in its design and execution.
2. Lead quality assurance measures e.g. learning walks and book reviews to ensure that high quality teaching and learning is in place across the faculty.
3. Create an environment where there is visible acknowledgement that everyone's contribution is valued.

Teaching Responsibilities

1. Undertake a designated programme of teaching across all key stages.
2. Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study.
3. Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
4. Teach consistently high-quality lessons informed by the school's teaching principles.
5. Set expectations for students in relation to standards of achievement and the quality of learning and teaching.

6. Teach to ensure knowledge is retained in long term memory of students.
7. Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes.
8. Follow the school's policies on feedback, providing formative feedback in every lesson and whole class feedback for set pieces of work.
9. Maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
10. Work in collaboration with Learning Support Assistants, Special Educational Needs team and wider inclusion team.
11. Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.
12. Be a role model for students, inspiring them to be actively interested in the subject
13. Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject
14. Promote learning through out of hours activities such as enrichment
15. Promote aspects of Personal Development, cultural capital, CEIAG and enrichment related to the subject
16. Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
17. Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
18. Follow the school policies and procedures

Finance and Resources

1. Ensuring that budgets are used in line with school procedure and that resources are recorded and monitored.
2. Seek to ensure the effectiveness of the department's equipment, proper maintenance of the materials and observance of relevant health and safety regulations.
3. Be responsible for the registration, maintenance and recording of all assets and resources within the department.

Staff Development

1. Continue professional learning in the relevant areas including subject knowledge and teaching methods
2. Engage actively in the Performance Management process
3. Participate and lead whole school CPL programmes

General Administration

1. Check that information required by various external bodies is produced within the given time scale and is of excellent quality
2. Assist the Head of Faculty to maintain the interior and exterior of the classrooms and displays to a high standard that reflects the ethos of the school

Wider Professional Responsibilities

1. Make an active contribution to the policies and aspirations of the school

2. Seek to share your expertise with colleagues
3. Contribute effectively to the work of the wider team.
4. Play a critical role in the life of the school.
5. Promoting the general progress and well-being of individual students
6. Providing guidance and advice to students on educational and social matters and on their further education and future careers
7. Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer
8. Communicating and consulting with the parents / carers of students in line with school procedures;
9. Participating in meetings arranged for any of the purposes described above;
10. Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.
11. Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

Common Roles of all Trust Members

Leadership: Vision and Values

1. Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
2. To ensure equal opportunities for all.
3. To be committed to safeguarding and to promoting the welfare of all young people.
4. To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
5. To drive educational standards, promote life-long learning and continually improve outcomes for all
6. Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

1. Take responsibility for the day-to-day management of designated staff.
2. Develop and maintain a culture of high expectations for self and others.
3. Regularly review own practice, set personal targets and take responsibility for own development.
4. Actively engage in the performance review process.
5. Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
7. Adhere to Trust policies and procedures.

Additional requirements

1. The postholder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
2. Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.

3. The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
4. Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
5. Complete any training required to improve performance and take part in the school performance management systems (where relevant).
6. Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB DESCRIPTION AGREEMENT

The postholder will be line managed and appraisal managed by: Head of Faculty in conjunction with a designated member of the Senior Leadership Team.

The above job description was agreed on..... (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process

Signed _____ **Date**

Post holder

Signed _____ **Date**

Headteacher

Person Specification

Head of Maths

Qualifications	Essential	Desirable
<ul style="list-style-type: none"> Qualified Teacher Status 	✓	
<ul style="list-style-type: none"> Good Honours Degree 	✓	
<ul style="list-style-type: none"> Accredited or certified further CPL (Continuous Professional Learning) or training (desirable) 	✓	
<ul style="list-style-type: none"> Higher degree (optional) 	✓	

Knowledge and Experience	Essential	Desirable
<ul style="list-style-type: none"> Successful teaching experience at secondary level, preferably within a multi-ethnic urban school (not essential). 	✓	
<ul style="list-style-type: none"> Understanding of current theory and practice of effective teaching and learning. 	✓	
<ul style="list-style-type: none"> Relevant experience/training in teaching at all Key Stages and confidence in delivering the curriculum. 	✓	
<ul style="list-style-type: none"> Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard. 	✓	
<ul style="list-style-type: none"> Experience of planning and delivering high quality enrichment opportunities and performance programme. 	✓	
<ul style="list-style-type: none"> Up to date knowledge of the relevant curriculum area 	✓	

Skills & Abilities	Essential	Desirable
<ul style="list-style-type: none"> An understanding of the strategies needed to establish consistently high expectations 	✓	
<ul style="list-style-type: none"> The ability to work as part of a team and to develop and maintain positive relationships with all colleagues 	✓	
<ul style="list-style-type: none"> Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice 	✓	
<ul style="list-style-type: none"> Ability to coach and develop other teachers and model best practice 	✓	
<ul style="list-style-type: none"> Good level of ICT skills 	✓	
<ul style="list-style-type: none"> Knowledge of strategies that can be used effectively at Key Stages 3, 4 and 5 to raise attainment Strong leadership skills and evidence of motivating students and staff. 	✓	

<ul style="list-style-type: none"> Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines 	✓	
<ul style="list-style-type: none"> Ability to accurately reflect on practice and identify professional development needs 	✓	
<ul style="list-style-type: none"> Strong leadership skills and evidence of motivating students and staff 	✓	
<ul style="list-style-type: none"> Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required 	✓	
<ul style="list-style-type: none"> Ability to recognise and respond to the needs of students of different learning needs and backgrounds 	✓	
<ul style="list-style-type: none"> Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention 	✓	

Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"> Passionate about developing and working within a culture of academic excellence. 	✓	
<ul style="list-style-type: none"> Committed to providing an inclusive transformational education for all students. 	✓	
<ul style="list-style-type: none"> Motivated to contribute directly to the creation and growth of a thriving new secondary school. 	✓	
<ul style="list-style-type: none"> Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels. 	✓	
<ul style="list-style-type: none"> Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects. 	✓	
<ul style="list-style-type: none"> A positive approach to hard work and collaboration within a team. 	✓	
<ul style="list-style-type: none"> Passionate belief in the success of young people in the subject and in teaching and obtaining high standards. 	✓	
<ul style="list-style-type: none"> Responsive to and resilient when faced with the management of change or challenge 	✓	