

Job Description: Head of Maths

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| Job Title | Head of Maths |
| Full-time/ Part-time | Full-time |
| Pay spine | Main teachers’ pay spine, plus TLR1a (£9,320 as at 01.09.21) |
| Teaching load | c75% of the teaching week |
| Reports to | A named member of the Senior Leadership Team |

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| Main purpose | <ul style="list-style-type: none"> • To provide clear, cohesive leadership and direction to secure a good Quality of Education in Maths at St Margaret’s • To take responsibility and be accountable for pupil attainment and achievement, by tracking pupil progress and supporting individual pupils’ learning needs • To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff • To manage and motivate teaching and support staff colleagues in developing evidence based teaching strategies to enhance the Quality of Education • To be accountable for the Quality of Education within Maths • To act as the lead on Numeracy across the Curriculum • To contribute to the strategic development of the school by: <ul style="list-style-type: none"> ➢ implementing whole school new initiatives, ➢ monitoring and reporting on key outcomes, and by ➢ ensuring the department meets academic targets as well as meeting the requirements of Every Child Matters |
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| General management duties | <ul style="list-style-type: none"> • To contribute to the overall strategic direction and delivery of the school’s aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of St Margaret’s • To champion evidence-based practice in Maths, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards • To scrutinise and monitor the performance and effectiveness of the Department in delivering St Margaret’s aims and objectives • To play a major role in St Margaret’s middle management structure, assisting the Principal in creating a vision, sense of purpose and pride about the Department and its work • To contribute to self-evaluation (leading the process within the Maths Department), and ensure the Department contributes towards the setting of targets and works towards achieving them • To demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of St Margaret’s, including its policies and their implementation |
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- To proactively devise and implement departmental rules and procedures within relevant school policies
- To co-ordinate the production and maintenance of and the Department handbook, and implement, monitor and evaluate all of its policies and documentation
- To lead, direct and develop staff for the continuous improvements in the Quality of Education by motivating and enabling colleagues to share best practice across the department
- To take responsibility for maintaining discipline in the Department, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate
- To establish and maintain a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time
- To develop and maintain effective methods of communication with the Principal, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), *etc*
- To identify and applaud areas of success for individual teachers and the Department
- To help create an effective team by promoting collective approaches to problem-solving and curricular/department development, *eg* by consulting colleagues when writing an improvement plan, and by producing collaborative teaching resources as a team
- To chair and produce the agenda for effective department meetings, ensuring Action Points minutes are taken, kept secure and others informed as appropriate
- To implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject
- To initiate/maintain the provision of extra-curricular activities, *eg* the use of resources after school/during lunch-breaks, clubs, *etc*
- To deploy all Department staff effectively in order to give Department members a reasonable work/life balance
- To liaise with other staff on the effective deployment of any Teacher Assistants or class helpers. (*NB*: This should not necessarily be taken to imply any line manager responsibilities)
- To maintain a Maths Handbook, which would include statements about:
 - Aims and objectives for the Maths Department
 - Pupil entitlement of access to Maths
 - Schemes of Work
 - Meeting the diverse needs of pupils, *eg* those with Special Educational Needs, and the Able, Gifted and Talented
 - Motivation And Involvement
 - Internet Policy, with emphasis given to e-safety issues
 - Assessment, Recording & Reporting
 - Maths Resources
 - Technical Assistance

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| | <ul style="list-style-type: none"> ➤ Health and Safety (in particular the use of electrical equipment and VDUs) • To use non-contact time effectively for these purposes |
| <p>Curriculum responsibilities</p> | <ul style="list-style-type: none"> • To contribute towards continuity and progression within the whole school curriculum • To oversee the Department Improvement Plan, its implementation and the part it plays in the whole-school development • To design an ambitious and well sequenced Maths curriculum that meets the needs of, and is accessible to, all students, especially disadvantaged students and including students with SEND; • To ensure teaching staff can access pupil data to inform their planning and teaching • To monitor and evaluate the Quality of Education in the Department ensuring the curriculum (Intent, Implementation, Impact) is understood and delivered effectively by all department teachers using effective evidence based pedagogical techniques • To develop departmental strategies for the pupils’ spiritual, moral, social and cultural development, including citizenship • To develop departmental strategies and procedures (using national and school guidelines) for quality first teaching • To work with the SENCo to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to such pupils’ needs. • To ensure that the department supports St Margaret’s implementation of all current statutory requirements, <i>eg</i> Disability Discrimination Act, Access to Work, SEND, Equal Opportunities, Child Protection, Every Child Matters, <i>etc</i> • To create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and pupils by offering leadership and advice • To ensure that Numeracy enjoys a high profile within school, and that teachers outside the Maths Department are able regularly to include appropriate cross-curricular Numeracy work within their lessons (and that they actually do so too!) |
| <p>Stock, resources and budget</p> | <ul style="list-style-type: none"> • To have oversight of the management of the Department stock, teaching resources and finances, ensuring best value for money is obtained • To ensure timetable provision is effectively resourced and roomed to enable maximum benefit to staff and pupils • To plan and budget the financial activities of the running of the department, overseeing the ordering of resources, to use support services to monitor the maintenance of an inventory of all department stock items and to authorise any annual stock audit • To authorise stock disposal in accordance with department and school policies. |

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| | <ul style="list-style-type: none">• To devise systems for storing resources in such a way as to enable quick and easy access by all staff (teaching and support) (and pupils where appropriate).• To ensure resources are adapted to suit the needs of all pupils to enable inclusive learning opportunities for all pupils |
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| <p>Communication and liaison</p> | <ul style="list-style-type: none"> • To communicate daily with department team members, making positive and constructive comments about work and pupil progress and keeping up-to-date with personal information, wider aspects of the school agenda, recreation opportunities and enjoyment and professional development • To meet regularly and work with members of the Senior Leadership Team for professional support and the development of effective departmental management • To work closely with the Senior Leadership Team to promote the successful image of the school in the community. • To oversee and monitor the accuracy of exam entries and dates and work effectively with the Examinations Officer • To act as the initial person for others to contact regarding all issues relating to the subject. • To liaise with colleagues from other sectors in order to provide a smooth transition between schools and phases for all learners • To liaise with other curriculum co-ordinators in order to develop integrated schemes of work, <i>eg</i> Numeracy, Literacy, SEN, ICT and Citizenship • To inform staff about new developments and ideas related to the subject and the Department, <i>eg</i> by means of a regular newsletter – to include department meeting agendas, <i>etc</i> • To manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils • To develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carer enquiries • To work with external consultants, subject advisors and others to support and influence the work of all in the department • To manage the Department’s contribution to the Academy Prospectus, magazine and website, including articles of current Maths issues |
| <p>Health and Safety</p> | <ul style="list-style-type: none"> • To undergo Basic First Aid training and update courses as directed by the Senior Leadership Team • To be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions • To co-operate with the employer on all issues to do with Health, Safety and Welfare |
| <p>Professional Development – personal</p> | <ul style="list-style-type: none"> • In conjunction with the line manager, to take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School (and National) Curriculum • To undertake any necessary professional development as identified in, or that may be necessary to implement, the School Improvement Plan • To develop skills and knowledge for mentoring and coaching colleagues. • To maintain a professional learning log and portfolio of evidence to support the Performance Management process |

**Professional
Development
– team**

- To contribute to, and to take a leading rôle in, the provision of high-quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise such as external consultants
- To consider the expectations and needs of other members of staff, and in particular ensure that trainees and newly-qualified teachers are appropriately monitored, supported and assessed in relation to QTS and Induction standards and those of the School, *eg* by the incorporation of targets related to leadership, professional development and pupils' attainment in Performance Management documentation
- To carry out appraisal of certain teachers and teacher assistants as required by the Performance Management programme and to use the process to develop the personal and professional effectiveness of each member of staff
- To assist the Principal by providing relevant evidence as requested, in assessing staff for pay progression
- Through a process of monitoring and evaluation, and within the School Improvement Plan context and Performance Management system, to establish the professional development focus for the coming year for each member of the department
- To manage the range of learning styles and pace of learning within the Department and to provide colleagues with differentiated learning opportunities and techniques and support as appropriate
- To meet regularly with colleagues to discuss, review and monitor progress made in implementing change
- Working alongside senior colleagues, to support any staff whose teaching may be identified as requiring improvement in order to effect improvements in their teaching
- To work with other teachers to develop practice by:
 - leading professional development activities;
 - assisting colleagues in matching teaching approaches to learning styles;
 - establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills;
 - assisting staff to develop strategies for pupils experiencing difficulties;
 - supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
 - auditing staff skills and experiences against requirements for change in practice to meet the demands of new initiatives and any requirements leading to successful implementation;
 - trialing teaching procedures, reporting back on successes and areas for further development and be open to colleagues contributions and judgements;
 - networking with professionals at other schools to enhance learning opportunities for staff;
 - mentoring and coaching members of the team to support and improve practice; and
 - supporting government and local initiatives.

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| | <ul style="list-style-type: none"> • To create time for Professional Development of staff by efficient use of meetings time. • To lead the use of ‘gained time’ by revising teaching, learning and curriculum materials in readiness for new academic year, by taking the lead in collaborative planning sessions, by providing additional pupil support or by undertaking any activity directed by the Principal • To maintain a professional portfolio of evidence and departmental learning log to support the Performance Management process |
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| Miscellaneous | <ul style="list-style-type: none"> • To undertake any other reasonable duties as directed by the Principal • To undertake pastoral responsibilities (<i>eg</i> by taking on the rôle a Form Tutor, for which a separate Job Description exists) as directed |
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| Signatures | | |
| | <i>Postholder</i> _____ Date: _____ | <i>Principal</i> _____ Date: _____ |