



JOB DESCRIPTION

POST TITLE: Key Stage 3 Lead for Maths

RESPONSIBLE TO: Principal, under the day-to-day management and leadership of the Director of Learning for Maths.

SALARY RANGE: M1-M6 with TLR 2a

ACCOUNTABILITIES: To be met in accordance with the School Teachers' Pay and Conditions Document and within the range of duties set out in that document and the Professional Teachers' Standards. To fully comply with the OCL Teaching and Learning Policy.

CORE PURPOSE:

To play a key role in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of colleagues. They play a key role in achieving positive educational outcomes for all students.

All Key Stage 3 Leads will make a major contribution to the leadership and teaching at Key Stage 3 in specific areas of priority. They will demonstrate excellence in the quality of education they deliver, positive student outcomes, and effective leadership of staff. All Key Stage Leads will model honesty and integrity, and will have excellent subject knowledge, demonstrating a thirst for knowledge and an active desire for their own personal professional development. They will model appropriate and positive professional relationships, which enable them to maintain an effective balance between support and accountability.

RESPONSIBILITIES OF A KEY STAGE 3 LEAD:

- Planning effectively and contextualising the KS3 curriculum so that it is fit for purpose, ensuring teaching resources (including the deployment of teaching assistants) are of excellent quality across their area of responsibility, and working effectively with other Leads in their subject area and with NLPs and SLEs working locally and nationally
- Modelling and quality assuring the effectiveness of implementation and delivery across the department
- Modelling a range of effective differentiation and feedback strategies, including clear steps for students that enable them to learn and progress, regardless of their starting points and needs
- Analysis of data and assessment, leading to clear identification of interventions; tracking these systematically and calling others to account through close liaison with the SENCo and with a relentless drive to diminishing the differences within and across groups of students, including those with HPA
- Delivering workshops and masterclasses when appropriate, having a clear rationale for their purpose, and evaluating these as a matter of course

- Working to implement relevant internal and external exams, summative and formative assessment with a sharp focus on student progress and ability to access the curriculum
- Modelling excellent working relationships with students and strategies to promote engagement and effective behaviour for learning
- Supporting and driving forward the academy behaviour strategy and modelling restorative practice
- Forging excellent relationships with parents and the wider community to promote engagement
- Promoting the relevance and value of their subject or area, as well as its wider cultural capital

WIDER SCHOOL RESPONSIBILITIES OF A KEY STAGE 3 LEAD:

- Contributing to the priorities of the Academy Local One Plan
- Sharing good practice across the academy by contributing to staff development, CPD, induction and the ITT and NQT programmes, if required
- Promoting the social, emotional and spiritual development of students, including contributing to assemblies and supporting a positive climate for learning in both structured and unstructured time
- Taking a proactive role in promoting a positive learning environment and smooth transitions to lessons
- Being an excellent role model for literacy and formal language
- Being an instructional coach, working within a team of coaches across the academy committed to developing and supporting staff in their teaching practice using Powerful Action Steps and high leverage feedback
- Acting as a coach and mentor to colleagues in supporting their development; from trainee teachers through to experienced UPS teachers
- Holding teachers to account through the fair, but rigorous, performance management of up to two colleagues
- Formulating and reviewing strategic action plans to drive priorities forward, including staff underperformance
- Building and contributing to effective teamwork within and across subjects; including sharing resources and working flexibly and supportively with colleagues and other leaders to drive forward key subject and wider priorities
- Remaining abreast of complex subject knowledge, educational research and pedagogy around their subjects or areas of focus, and around teaching and learning generally
- Ensuring assessment, reporting, exam provision and plans are of a high quality and appropriate to student needs
- Meeting all deadlines and responding to emails and key priorities in a timely fashion

SPECIFIC RESPONSIBILITIES OF THE KEY STAGE 3 LEAD IN MATHS:

- To ensure the curriculum for Year 7, 8 and 9 maths is fit for purpose
- To communicate the curriculum intent for Year 7, 8 and 9 maths
- To oversee the successful implementation of the Year 7, 8 and 9 maths curriculum, ensuring it is sequential and interleaved, enabling students to know more, remember more and do more
- To analyse and evaluate the impact of the KS3 maths curriculum and use the findings of this analysis to feedback into the future curriculum design, intent and implementation
- To analyse SATs scores and question level analysis, using this to plan interventions
- To remain up-to-date with the demands of the SATs tests and KS2 programmes of study in maths, ensuring that through effective links with feeder primary schools and follow-up CPD, teachers have the appropriate knowledge and expertise to build on the primary curriculum for a seamless transition that provides stretch and challenge
- To remain up-to-date with the demands of the National Curriculum, ensuring that the curriculum is balanced and broad in maths and students access key skills and areas of study

- To plan an effective pathway through the Yr7, 8 and 9 maths course that ensures milestones are met; holding teachers to account for remaining on track with classes, and ensuring students are exposed to exam skills in a timely fashion
- To ensure that the transition to GCSE content and skills is well-planned and contextualised, providing a firm foundation to prepare students for the rigours of maths at KS4, without compromising the entitlement to creativity and exploratory learning for students
- To ensure that an effective handover takes place between academic year groups
- To uphold and maintain rigour and accuracy of assessment and moderation, as well as tracking, scrutinising and making decisions about the appropriateness of learning groups for students in Yr7, 8 and 9 maths
- To ensure that students who received catch-up funding are given opportunities to continue with effective interventions, where necessary
- To provide opportunities for students to build up their learning stamina through scaffolding, and by modelling and exemplifying mathematical concepts and processes
- To develop oracy through student discussion, ensuring that there is a clear and consistent focus on literacy in maths
- To generate excitement, engagement, deep thinking and challenge in the subject by leading on extracurricular activities such as clubs, competitions and enrichment for Yr7, 8 and 9 students in maths

The post holder will be expected to teach in line with the academy's expectations and to fulfil the role of a form tutor. Key Stage 3 Leads will be expected to work such reasonable additional hours as necessary in order to fulfil their responsibilities successfully, whilst still ensuring they achieve an adequate work/life balance.

Teacher Person Specification

Our Purpose

Oasis Academy Lister Park exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence. By encouraging a 'can do' culture we will nurture confident and competent people

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our Academies. This is foundational to our belief that all people are created and loved by God and to our commitment to model inclusion and compassion throughout all aspects of the life and culture of the Academy community. It is vital, therefore, that our staff own our Christ-centred ethos and the values which flow from it.

	Essential	Desirable
Qualifications	A Degree + PGCE (or equivalent teaching qualification)	Further completed professional study
Experience, Skills and Knowledge	<p>Evidence of excellent teaching ability</p> <p>Excellent communication skills</p> <p>Commitment to extended learning</p> <p>A demonstrable ability to analyse performance data, reviewing patterns and take appropriate action</p> <p>Demonstrable ability to undertake rigorous self-evaluation and use the findings effectively</p> <p>Competent in ICT and willing to be trained as required</p>	Evidence of raising achievement
Personal Qualities	<p>Willingness to own Oasis Community Learning ethos and values</p> <p>A good role model for other staff and students –</p> <ul style="list-style-type: none"> - Relentlessly enthusiastic, reliable and committed - Demonstrable commitment to the performance management - Able to prioritise and manage own time effectively, balancing the demands made by teaching, subject or team management and involvement in Academy development - Able to demonstrate diplomacy, credibility and stature - Creative thinker - Team player who is able to work collaboratively in a diverse team - Able to deal with people from a broad cross-section of backgrounds at all levels internally and externally - Comfortable when working in uncharted territory - Sound personal judgement and discretion - The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English 	