Key Stage 3 Subject Leader for Mathematics

Job Description

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**JOB TITLE:** Key Stage 3 Subject Leader for Mathematics

**GRADE:** TLR 2.1 £2873

**RESPONSIBLE TO:**  Curriculum Leader for Mathematics, Computing and Business

**RESPONSIBLE FOR:** Leadership & management of all aspects of Key Stage 3 Mathematics. Deputising for the Curriculum Leader for Mathematics alongside the other TLR holders within the faculty in cases of absence.

**JOB PURPOSE:** The main purpose of the Key Stage 3 Subject Leader for

Mathematics is to create and lead a purposeful and successful

learning environment which maximises student progress across Key Stage 3 and where the faculty functions as a co-operative, happy and successful working team. This should be consistent with the aims of the school and the unique needs of each individual learner.

**KEY RESPONSIBILITIES:**

* To establish and lead the strategic development of Key Stage 3 Mathematics with regards to self-evaluation, development planning and performance management, consistent with the agreed aims and policies of the school.
* To lead and be accountable for student learning, progress and development within Key Stage 3 Mathematics, using audit information to set clear goals for others and holding them accountable.
* To take corrective action when activities fail to deliver the expected results. To use performance data to identify where improvements can be made. To offer and evaluate a range of solutions based on sound analysis of the facts.
* To devise and review Key Stage 3 schemes of work and to ensure that all faculty members are following programmes of study and schemes of work.
* To ensure that programmes of study and schemes of work at Key Stage 3 offer effective cohesion with the Key Stage 2 and Key Stage 4 National Curriculum, programmes of study and schemes of work.
* To develop pedagogy within the faculty to ensure best practice is embedded within and across the teaching team.
* To be a model of professional conduct and practice across the Teachers’ Standards.
* To develop effective working relationships with all colleagues.
* In liaison with the Curriculum Leader for Mathematics, Computing and Business and where appropriate, to delegate tasks to other members of the faculty, particularly those staff on UPS.
* To have well developed strategies to ensure that all pupils and adults are actively engaged in the learning process, inspiring others and driving a vision of continuous improvement.
* To monitor the work of the faculty to ensure appropriate standards of teaching and learning, assessment and reporting. To support colleagues in dealing with any difficulties, advising and intervening where necessary.
* To plan ahead to anticipate developments and resource implication at Key Stage 3.
* To encourage others to assess their own capabilities objectively. To provide feedback, coaching or advice on professional development in consultation with the CPD leader.
* To work alongside the Curriculum Leader to advise on student groupings and the allocation of teaching staff and rooms in line with faculty and school policy. To ensure that suitable work is available in situations of unexpected absence.
* To work alongside the Curriculum Leader to oversee the monitoring and support of NQTs in the faculty, in line with the requirements for the completion of QTS.
* To work alongside the Curriculum Leader to support the promotion of literacy across the wider curriculum.
* To ensure that all administrative work is carried out effectively. To allocate work to support staff as appropriate. To monitor the fair use and condition of all facilities and equipment within the faculty, ensuring inventories are up to date.
* To undertake any other duty as specified by STPCD not mentioned in the above.

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| **Key Stage 3 Subject Leader for Mathematics Person Specification**     |  |  |  |  | | --- | --- | --- | --- | |  | **Essential** | **Desirable** | **Evidenced**  A: Application  I: Interview  R: References  P: Presentation | | Education to good Honours degree level in Mathematics, qualified teacher status (QTS) and a record of teaching Mathematics successfully across the age and ability range, up to and including GCSE | ✓ |  | A | | Experience and success in teaching A Level |  | ✓ | A | | Commitment to raising standards of achievement and participation in Mathematics and to promote Mathematics across the school | ✓ |  | I, R | | Ability to promote a creative learning culture which embraces new technologies and promotes skills development among pupils | 🗸 |  | A, I | | Line management experience or have responsibility for an area of development or specific initiative |  | ✓ | A, I | | Experience of working successfully with a range of staff within school | ✓ |  | A, I | | Evidence of recent CPD relevant to a leadership post and a thorough knowledge and understanding of current, relevant educational issues |  | ✓ | A, I | | High professional standards in acting as a role model and ambassador for the school demonstrating excellent oral and written communication skills | ✓ |  | A, I, R | | Excellent leadership and management skills with the ability to inspire, lead and work in a variety of teams | ✓ |  | A, I, R | | Commitment to raising student aspiration and achievement | ✓ |  | A, I | | Ability to work positively and in partnership with parents, governors and the community | ✓ |  | A, I | | An agent for change and innovation | ✓ |  | A, P, R | | High expectations of yourself and others | ✓ |  | A, I, R | | Excellent communication skills and a sense of humour | ✓ |  | A, I, R | | Able to deliver a vision but also to complete detailed plans  and meet deadlines | ✓ |  | P, R | | Lead by example and challenge underachievement effectively through support and accountability dealing sensitively to resolve conflicts and problems | ✓ |  | A, R | | Promote Equal Opportunities and safeguarding | ✓ |  | R, I | | Demonstrate understanding of the issues affecting 11-19-year-old pupils | ✓ |  | A, I | | Proven record of a positive impact upon school improvement |  | ✓ | A, I, R | | Record of excellent achievement in results, student progress and classroom teaching | 🗸 |  | A, R | | Leadership of, or contribution to, extra-curricular visits and activities |  | 🗸 | A, R | | **A:** Application  **I:** Interview  **R:** References |