



JOB DESCRIPTION

POST TITLE:	KS4 Lead for Maths
RESPONSIBLE TO:	Principal, under the day-to-day management and leadership of a member of the Senior Leadership Team.
SALARY RANGE:	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 4 Leads will make a major contribution to the leadership and teaching at KS4 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 4 Leads will model honesty and integrity: 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 4 LEAD:

- Planning effectively and contextualising the KS4 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 4 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 KS4 LEAD FOR MATHS:

- To ensure the curriculum for Year 10 and 11 maths is fit for purpose, linking closely to the maths curriculum through Key Stage 3 and 4
- To communicate the curriculum intent for Year 10 and 11 maths
- To oversee the successful implementation of the Year 10 and 11 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 Year 10 and 11 maths curriculum and use the findings of this analysis to feedback into the future curriculum design, intent and implementation
- To remain up-to-date with the GCSE maths exam specifications, ensuring equality of access for students who may require intensive intervention or the opportunity to access Entry Level Certificates
- To plan an effective pathway through the course that ensures milestones are met; holding teachers to account for remaining on track with classes, and ensuring students are exposed to exam rigour in a timely fashion
- To ensure that an effective handover takes place between academic year groups, and that there is consistency in staffing where possible
- 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 Yr10 and 11 maths
- To keep abreast of more complex subject knowledge in maths in order to stretch and challenge students working at a higher academic level, including those who wish to pursue the subject Post 16 and beyond
- To ensure there are numeracy links in other subjects so that core functional skills are transferrable, with students seeing the value of numeracy in other subjects
- 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 maintain creativity and exploratory learning for students, providing opportunities for students to think and reflect
- To generate excitement, engagement, deep thinking and challenge in the subject by leading on extracurricular activities such as clubs, competitions and enrichment for Yr10 and 11 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 4 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.

