



MONKSEATON MIDDLE SCHOOL

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Leader of KS3 Maths – TLR 2a

In addition to those professional responsibilities which are common to all classroom teachers at the school, the post holder's key accountability will be for raising standards of teaching, learning and attainment for all children in KS3 Mathematics.

With the Senior Leadership Team, the post holder will:

- Work to implement the school's vision and values
- Work within the school community to translate the vision and ethos into agreed objectives and operational plans that will promote and sustain school improvement
- Work in partnership to ensure the school achieves its performance targets
- Ensure that all the school policies are implemented
- Take a role in the school to develop a learning culture with high expectations in a safe and secure learning environment
- Being a positive role model for other staff and students
- Being up to date with and basing teaching methodology on appropriate and effective pedagogy

Operational responsibilities

The duties outlined in this job description are in addition to those covered by the latest 'School Teachers Pay and Conditions'. The job description will be reviewed regularly to reflect or anticipate changes on the job, commensurate with the salary and areas of responsibility.

- To lead on standards and children's outcomes within KS3 Maths
- To be accountable for children's achievement through the appropriate leadership and direction of KS3 Maths
- Setting and achieving challenging and ambitious targets for all levels of ability
- To develop and sustain high quality teaching and learning within the Maths working in partnership with the relevant member of SLT to do so.
- To lead the development of appropriate resources, schemes of work, assessment and teaching strategies in Maths
- To lead in the management of Maths, and to ensure that the planning activities of the team reflect the needs of the children and the aims and objectives of the school
- To lead in monitoring and reviewing children's achievement and progress in Maths
- To lead in the use of analysis and evaluation of performance data and use comparative data to evaluate Maths performance on a school, local and national level, whilst working in partnership with the relevant member of SLT to do so.
- To monitor standards of achievement through regular lesson observations and book reviews
- To ensure that children are set challenging targets and that they are shared with children on a regular basis
- To ensure that the quality of lesson plans, the use of assessment and homework set are of the highest quality
- To lead in the implementation of school Policies and Procedures

- To work with colleagues to lead in the formulation of aims and objectives for maths, which have coherence and relevance to the needs of children
- To monitor children's progress, the curriculum and devise and put into place such intervention strategies as may be necessary to address the issues identified
- To help to establish common standards of practice and develop the effectiveness of teaching and learning styles
- To help ensure that all teaching staff and learning support assistants are familiar with the aims and objectives relating to the theme/aspect
- To produce reports within the reporting cycle
- To contribute to the development of effective links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events in partner schools
- Ensuring communication is effective and positive within Maths
- The effective organisation of work, people and resources within Maths to ensure its efficient and smooth running.
- The organisation and management of the work of the team to support the development of a common purpose and shared vision for ensuring the contribution and commitment of the team to move the Maths department forward.
- Supporting, motivating and providing guidance for the team in their individual and collective roles
- Effectively chairing Maths team meetings
- Coaching team members in their role to improve their effectiveness and contribution
- Mentoring staff and children to guide and support them to achieve their potential

Within teaching:

- To ensure children achievement is secured and recognised
- To give advice and guidance to children by being available and approachable
- To support the school's learning ethos and values
- To secure high standards of teaching and children learning through active participation in the school's Performance Management review procedures
- To contribute to schemes of work and curriculum materials for the appropriate subject
- To plan effective lessons matching the design of the lesson to the ability of the children
- To use individuals data to inform planning and progression
- To have high expectations of children, based on a sound knowledge of their prior and potential attainment
- To take account of the need for progression in children's' learning experience and be accountable for children attainment
- To ensure effective whole class, group or individual learning opportunities are available to children
- To set high standards of expectations of children's' behaviour through good classroom discipline, focused teaching and productive relationships
- To set and assess homework as an integral part of children's' learning
- To use opportunities to reinforce literacy and numeracy skills within the teaching
- To effectively deliver the tutorial programme
- To contribute to the extra-curricular activities programme for children
- To ensure that the accommodation provides a positive and safe environment which promotes well-being and high achievement for all in the school
- Maintaining good order and discipline among the children and safeguarding their health and safety both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere
- Being responsible for safeguarding and promoting the welfare of children and young people
- Reviewing, from time to time, their methods of teaching and programmes of work
- Participating in arrangements for their further training and professional development as a teacher including undertaking training and professional development which aims to meet needs identified in statements of objectives or in appraisal statements

- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training.

Supporting Young People:

- Promoting the general progress and well-being of individual children and of any class or group of children assigned to the teacher
- Providing guidance and advice to children on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions and making relevant records and reports
- Making records of and reports on the personal and social needs of children
- Communicating and consulting with the parents

Whole School:

- To undertake any professional duties delegated by the Leadership of the school
- To ensure that the accommodation provides a positive and safe environment which promotes well-being and high achievement for all in the School
- To use every opportunity to create a positive and memorable learning environment within the subject area

Staff meetings:

- Participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School including pastoral arrangements

External examinations:

- Participating in arrangements for preparing children for external examinations, assessing children for the purposes of such examinations and recording and reporting such assessments and participating in arrangements for children presentation for, and conducting, such examinations
- The bullet point above does not require a teacher routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement such as invigilation

Administration:

- Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the School
- Attending assemblies, registering the attendance of children and supervising children, whether these duties are to be performed before, during or after School sessions
- Bullet point one does not require a teacher routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment

The above is not an exhaustive list and duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Leader of KS3 Maths - Person Specification

Experience:

- Knowledge and understanding of the Maths curriculum at KS2 and KS3
- Evidence of good/outstanding teaching
- Experience of using a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate children
- Knowledge of how to give positive and targeted support to children with special educational needs / disabilities
- Experience of working in a diverse educational environment
- Successful teaching experience across the KS2 and KS3 age range (desirable)

Education & Qualifications:

- QTS Status
- Qualification to the equivalent of degree level in Maths
- PGCE in Maths education at secondary level or equivalent (conversion courses accepted)
- Evidence of relevant CPD

Training & Professional Development:

- Relevant CPD over last three years
- Knowledge of the changes to examination specifications (KS2 and KS4)

Knowledge:

- Strategies for the delivery of high-quality Maths teaching
- Strategies for the planning and the teaching of Maths to children
- Strategies required to secure effective teaching and learning
- Safeguarding requirements for children

Skills & Personal Capabilities Abilities:

Is able to:

- Enjoy working with children
- Inspire, challenge and motivate children
- Model the values and vision of the school
- Think creatively to anticipate and solve problems
- Work under pressure and meet deadlines
- Be self-motivated and resilient
- Be a team player who can collaborate and network with a range of others
- Ability to establish good and productive working relationships, and work well in a team
- Determination to encourage the highest quality of learning experience for all children
- Ability to engage children through dynamic teaching and active learning techniques

Personal qualities and dispositions:

Is committed to:

- The safeguarding of children and young people
- The pursuit of excellence
- The involvement of the school in the wider community
- Continuing personal professional development

Possesses:

- Passion for teaching and learning
- Passion for the subject

- Enthusiasm and commitment
- Tact and discretion
- Loyalty and integrity
- Stamina and drive
- Resilience and tenacity
- Sense of humour and proportion
- Generosity of spirit

Other:

- Enthusiastic and inspires others
- Understanding of the vision and values of the school