Witton Park Academy

Leader of Learning Job Description

Leading and Managing: Maths

Grade: MPS/UPS + TLR2b

CONTEXT

To contribute to the development of a strong, effective Academy with an emphasis on high aspirations and attainment. Demonstrate belief in the role of the Academy in developing citizens for the future. Have a commitment to education and the needs and rights of all pupils. To develop supportive relationships with staff, parents, partner Academy's and the broader community.

The overriding aspect to this role is about ensuring equity amongst pupils.

To meet the professional standards for teachers at the relevant skill level descriptor. To carry out duties of a teacher in accordance with the provisions of the School Teachers' Pay and Conditions Document.

Reports to: Associate Assistant Headteacher Maths

Summary:

The purpose of the Leader of Learning is to inspire and develop colleagues and all students who study in the curriculum, leading them to explore and value lifelong learning of the subject(s).

The Leader of Learning should ensure the provision of an appropriately broad, balanced and differentiated curriculum for students to maximise progress and attainment.

He/she is accountable for student progress and development within the subject area(s) and the development of pedagogy and a culture of collaboration between subject staff.

Strategic direction and development

1. To provide strategic vision for the subject(s) that helps meet school priorities and faculty needs, sharing and communicating the vision with enthusiasm for improvement and change

2. To display a developing professional knowledge base, keeping up to date with national developments and requirements in the subject and in teaching pedagogy.

3. To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and the school

4. To support, facilitate and monitor the progress of the faculty development plan for the subject(s) they lead

Leading and managing staff

1. To assist in the recruitment of new staff and their induction

2. To secure, maintain and integrate the collaborative effort of the subject staff so that involvement, commitment and team spirit are promoted

3. To offer support and advice to members of the department and promote their engagement in professional development opportunities

4. To review the structure of the team and allocation of responsibilities, ensuring effective deployment of staff and allocation of resources

5. To lead the implementation of the Appraisal process, seeking appropriate support from other senior staff and SLT line managers

Teaching and Learning

1. To inspire students through a rich and varied lesson program, facilitating student development through challenge and leadership opportunities

2. To ensure students experience a progression of knowledge, skills and understanding through medium and long term planning of an appropriate curriculum

3. To evaluate the impact and effectiveness of teaching on student progress through a process of self-review

Additional notes

Strategic direction and development

1

- Have a clear vision for learning in the subject – what, ideally, will lessons and learning look like for students and teachers?
- Explicitly discuss the vision, engaging teacher's enthusiasm and interests
- Try to create a climate for change, experimentation and innovation

2

- Keep up to date with and respond to examination specification and national curriculum changes, identifying the key implications for subject development
- Lead the development of effective subject links with partner schools, feeder primaries, higher education establishments and other relevant external bodies
- Keep abreast of current developments in teaching of the subject through, for example, membership of professional bodies, websites and journals.

3

- Use information collected from self-review, dialogue with colleagues and whole school priorities to form a three year plan for development which identifies clear targets, time-scales and success criteria
- The plan should be regularly revisited by the team and adjusted and shared with other key stakeholders e.g. governors

4

- Ensure teaching team meetings are well planned and led, such meetings should be focussed on developing teaching and learning, students' progress and attainment.
- Effectively manage and organise learning resources, including the strategic allocation of capitation

Leading and managing staff

1

- Consider the skills and knowledge of the existing team. How will a new staff member compliment these?
- Ensure that any new staff have a mentor and subject specific induction program

2

- Establish a culture of team work through departmental systems and structures
- Create formal and informal opportunities for dialogue
- Know staff strengths and interests

3

- Create opportunities for team members to lead
- Act as a role model and coach
- Encourage participation in both subject and cross-curricular CPL, e.g. FSBS, by, for example, providing a platform for feeding back and sharing new learning.
- Reflect upon the leadership structure of the department. Can roles be rotated to provide new opportunities and use expertise more effectively? What responsibilities can be distributed on a developmental basis?
- Consider how teachers are deployed across the key stages and groups of students to facilitate their development.
- Act as a reviewer for identified staff members seeking additional support from other senior staff as necessary (particularly for staff with responsibilities outside of the subject area).
- Ensure that appraisal arrangements are effectively carried out by other team leaders in the department.
- Where appropriate and agreed, contribute to the appraisal of staff by suggesting routes for development e.g. a teacher wanting to work on questioning could be matched with a lead teacher in this area for paired observations.

Teaching and learning

1

- Ensure the MORE principles are embedded. Provide opportunities for collaboration and joint planning to establish high expectations, common standards of classroom practice and develop the effectiveness of teaching and learning styles

- Ensure colleagues create a stimulating and safe learning environment

- Ensure lessons address the needs of all students and groups of students e.g. SEN, G&T, boys, and that students are challenged and supported to move out of their comfort zone

- What opportunities are there for students to lead the learning of others in your subject?

- Initiate and organise extra-curricular enhancement activities related to the subject

2

- Review the curriculum provided for students. Does the choice of GCSE syllabus (or alternative qualification) offer the best option for students?

- Engage all subject staff in the creation, consistent implementation and improvement of schemes of work

- Ensure the development of students' literacy, numeracy and ICT skills through the subject

- Ensure assessment methods aid student progress, both in lessons and when working independently. Classroom AFL techniques, formative marking, summative assessments and record keeping should be implemented consistently by teachers.

- Support staff in implementing the school behaviour policy so that effective learning can take place.

3

- Use the structure for self –review to employ a variety of methods to monitor and evaluate teaching and learning including assessment and feedback.

- use data effectively to assess student progress and employ appropriate intervention strategies

- understand how subject outcomes contribute to school accountability measures e.g. Progress 8, 4Matrix analysis, end of term reports