

Job Description

Role: Leader of Maths (Secondary) - Full-time or Part-time post with shared Lead role

Grade: MPS/UPS (Inner London) plus TLR 2c

Reporting to: Senior Leadership Team

Responsible for: Curriculum and Standards of Achievement and Teaching and Learning

Purpose of Post

To work in partnership with the Executive Head Teacher, Head of Secondary, School Leaders and other stakeholders to assist with the development of an exciting curriculum to engage pupils in the learning of Maths in order to secure outstanding progress for every child.

To lead the strategic direction and development of Maths in an all-through setting, building on existing outstanding primary provision.

To support the governors and leadership team in attaining aims and objectives of the school improvement plan in order to secure the best outcomes for pupils.

The duties of a Leader awarded a TLR include a significant responsibility that is not required of all classroom teachers, and that:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document.

Main Duties

The duties and responsibilities of the subject element of the post may vary from time to time according to the changing needs of the school. It may be modified by the Executive Headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.

1. Leading Learning and Teaching and Curriculum Development:

Leading, developing and enhancing the learning of Maths to:

- develop an exciting, cohesive and integrated curriculum that bridges the gap between KS2 and KS3, eliminates transition regression and builds on the success of the primary phase ensuring continued relevance to the needs of the pupils and the school's values.
- ensure sustained and accelerated progress in order to best prepare pupils for the demands of the KS4/5 curriculum, examining and awarding bodies.
- plan, prepare, implement and monitor schemes of work and use of resources for the whole age and ability range of pupils to ensure challenging learning outcomes are met and to evaluate their effectiveness in achieving the aims of the school and any external validating body;
- devise internal and respond to external assessment procedures which not only meet externally imposed criteria but which also feed forward in order to foster pupil progress;

- analyse, interpret and evaluate appropriate data;
- monitor pupil standards and achievement against learning outcomes and school-based targets, identifying individual learning gaps and implementing strategies where improvement needs are identified;
- maintain a positive learning environment throughout the curriculum area in line with whole school behaviour for learning policies;
- work with other Curriculum Area Leaders to develop cross curricular themes, competencies and dimensions;
- plan, implement and review the curriculum within the framework of the National Curriculum, LA and the school's policies;
- ensure correct information on public examinations entries and coursework is supplied to exams officer and exam board;
- liaise closely with the Deputy Headteacher or member of senior leadership with responsibility for timetables regarding the allocation of curriculum time to the subject, the assignment of appropriate staff to courses and the assignment of appropriate teaching rooms;
- work with the Head of Sixth Form to prepare pupils for UCAS entry by writing references and guiding pupils in writing personal statements.

2. Securing Accountability: Leadership

Leading, managing and developing Maths by working with other teachers to:

- inspire and motivate the team to share good practice across the department, phase and/or school,
- review approaches to teaching and learning through regular learning walks and book looks;
- provide relevant subject, curriculum or pupil performance information;
- critically monitor and evaluate the work of the subject area ensuring that information collected is used to identify precisely strengths and areas for development that will impact positively on pupil progress;
- chair regular department meetings as directed within the school's calendar and ensure that minutes are taken with copies being given to the relevant 'link' Senior Leader;
- attend, participate and lead relevant meetings across the school;
- ensure team meetings and staff development are informed by and align closely with information collected through monitoring exercises;
- work with other leaders within the school to define and agree appropriate whole school improvement strategies;
- evaluate the impact of all improvement activities on the quality of teaching and learning.

3. Developing Self and Working with Others: Line Management

Show commitment to a research led pedagogy which promotes and directs high standards of learning, teaching and pupil achievement and progression through:

- overseeing the work of teaching staff within the department and advising and assisting the Head of School and Executive Headteacher in matters of staff appointments and appraisal;
- overseeing the professional development of the department team through a process of guidance, delegation and consultation;
- participating in appraisal arrangements and in the self-evaluation process leading to the preparation of the School's Improvement Plan and Self-Evaluation;
- supervising the work of, and giving professional guidance to, any ITT and ECT colleagues assigned to the department, supplying written reports as required to the appropriate member of the Leadership Team;
- supporting members of the department who may be experiencing difficulties with individual pupils or classes;
- promoting high standards of professional performance, modelling excellent teaching, mentoring and support for the professional development and induction of all staff;
- identifying and securing own and team members training needs in line with school's appraisal processes;

- active engagement in and contribution to the Continuing Professional Development of all staff;
- contribution and leading of whole school CPD.

4. Shaping the Future

Assisting in building a collaborative learning culture and managing resources within the school through:

- developing and securing a positive and dynamic school ethos;
- leading by example and being an excellent role model for professional standards and integrity;
- working with colleagues in the primary phase to create a shared culture of learning within an inclusive all-through environment;
- ensuring both self and others achieve an appropriate work/life balance;
- supervising the use and care of all teaching spaces and equipment including the adherence to relevant health and safety regulations;
- controlling and directing the ordering, storage and use of materials, equipment, books and resources and to account for spending within the budget to the leadership team;
- managing the departmental budget ensuring a close link between this and the SIP;
- planning and monitoring expenditure within the curriculum to ensure efficient and effective use of funds in delivering the curriculum.

5. Teacher's duties

To work in collaboration with all staff to:

- promote the general progress and well-being of individual pupils through ensuring the maintenance of good order and discipline among all pupils and safeguarding their Health and Safety, both on school premises and when they are engaged in authorised activities elsewhere;
- plan engaging lessons and home learning according to the educational needs, abilities and achievement of individual pupils which develop a culture of enquiry and dialogue;
- assess, record and report on the progress, attainment attendance and behaviour of pupils;
- ensure teaching builds on the success of the primary phase, working with primary teachers both inside and outside the classroom;
- promote high standards of learning, teaching and pupil achievement and progression through active engagement in and contribution to the schools' CPD program;
- work with Senior Leadership Team and SENCO, ensuring that the needs of all children are met;
- fully engage with the school's pastoral system within lessons and as a form tutor; create and promote positive strategies for challenging all forms of prejudice and harassment and promoting British Values.

Other Duties

Strengthening Community

Contribute to:

- oversee promotion of subject and engagement with parents through Woody News and social media;
- ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving pupils' achievement and personal development;
- developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;
- building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
promoting the concept of lifelong learning and family engagement with learning through partnership.

Safeguarding and Promoting the Welfare of Children

- to support the Senior Leadership team, to ensure a safe and supportive culture in the school;
- to support the Senior Leadership team, to ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.

The main duties and responsibilities indicated are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment). Other duties of an appropriate level and nature may also be required, as directed by the Executive Headteacher and Heads of Schools (Secondary and Primary). Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. The job description will be reviewed annually in the light of those changing requirements and in consultation with the post holder and Executive Headteacher.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information.

Equal Opportunities

Actively support the School and Borough Equality Policies. To take responsibility, appropriate to the post for tackling racism and discrimination of any kind, promoting good race, ethnic and community relations.

Health and Safety

Employees are required to work in compliance with the school's health & safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Enhanced disclosure from the Disclosure & Barring Service is essential.

Person Specification

The person specification below outlines the key knowledge, experience, skills and qualities required for this position. Candidates will be expected to demonstrate knowledge and understanding of each area and to show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context. The selection panel will assess each candidate against the essential criteria listed (bold text). Shortlisted candidates will be selected entirely on the extent to which they meet the essential criteria in their application form. Personal Qualities will be assessed through references and interview.

Qualifications & Experience	<ol style="list-style-type: none"> 1. Proven successful teaching and achievement of outstanding pupil progress; 2. Experience of successful leadership skills or evidence of developing leadership skills at a secondary school within a multicultural community; 3. Evidence of relevant and recent continuing professional development; 4. An ability to be a creative and deep thinker about relevant developments and research in pedagogy and how these are used to develop strategies for enhancing, improving and sustaining high levels of engagement and progress. 5. Experience of the use of a mastery curriculum and mixed attainment grouping as strategies to improve the quality of teaching and learning.
Strategic Leadership	<p>The ability to contribute to:</p> <ol style="list-style-type: none"> 1. Realising the vision of providing an outstanding all-through education for the local community, understanding the unique opportunity offered in establishing the secondary phase; 2. Realising the professional leadership and management of a staff team that leads to high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school; 3. Elements of the school's vision, ethos, priorities and targets; 4. The work of other teams to secure all-round improvement in the school. 5. Analysing data to monitor progress towards challenging targets; 6. Using coaching and/or mentoring to improve the performance of others.
Pupils and Staff	<ol style="list-style-type: none"> 1. Knowledge of methods to ensure that specified teaching standards are harnessed and maintained by all teaching staff; 2. Experience in the principles of quality learning, teaching and assessment. 3. Ability to contribute to whole school review and self-evaluation.
System and Processes	<ol style="list-style-type: none"> 1. Understands the relationship between performance management, continuous professional development and sustained school improvement.
Self-Improving School System	<ol style="list-style-type: none"> 1. Some experience of developing and maintaining positive & effective relationships with members of the diverse school community, governing body, LA, and other organisations that has improved academic and social outcomes for all pupils; 2. Willingness to undertake further professional qualifications.
*Personal Qualities	<ol style="list-style-type: none"> 1. Able to show initiative and prioritise one's own work and that of others even when under pressure; 2. Punctual and conscientious (assessed through references); 3. Able to follow direction and work in collaboration with Executive Headteacher and Heads of School (assessed through references); 4. A commitment to the school's visions, values and ethos; 5. Able to develop good personal relationships within a team; contributing to high staff morale through the enthusiasm, drive and determination to inspire others and achieve the highest standards; 6. A personable nature to build effective relationships with parents and all members of the school community; 7. Able to communicate effectively (written and verbal) to a variety of audiences;

	<ul style="list-style-type: none">8. A positive, solution-focussed mindset and determined “no-excuses” approach to raising standards;9. A lively, creative and good-humoured approach to all aspects of teaching and learning, management and leadership;10. A commitment to the highest standards of child protection and safeguarding;11. Recognition of the importance of personal responsibility for health and safety standards.
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I have carefully read and understand the contents of this job description. I understand the responsibilities, requirements and duties expected of me (to be signed if appointed).

Print name: _____ Sign: _____ Date: _____