



Job Description

Job title:	Maths Co-ordinator (core)
Reporting to:	Head of Faculty (HOF)
Responsible for:	Communication to the Head of Faculty the interests and needs of those he/she line manages
Line management of:	Named members of the faculty
Liaising with:	HOF, teaching and support staff in their faculty, relevant teaching and support staff with cross-school responsibilities, governors and parents/carers
Working time:	195 days per year – full time. Attendance at identified calendared events during the school year
Salary/TLR Allowance:	Classroom Teachers' Pay Scale + TLR
Disclosure:	Enhanced

Introduction

All Unity Schools Partnerships schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Intentionally developing students' Core Learning Skills;
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting student voice;
- Assuming responsibility (as required) for the learning progress of specific groups of individual pupils;
- Ensuring high outcomes for a cohort of pupils (at least 2 levels of progress each key stage)

All teachers are required to meet the national standards for teachers according to their role.

Core Purpose	<ul style="list-style-type: none"> • To lead and manage a Key Stage • To be accountable for student progress and attainment in that Key Stage or subject area • To deputise for the HOF in his/her absence • To make appropriate cover arrangements for classes when staff are absent
Curriculum	<ul style="list-style-type: none"> • To lead, manage and develop student attainment across a key stage • To be accountable for the planning, delivery and assessment of the subject at that Key Stage including the development of syllabi, differentiated resources, Schemes of Work (SOW) and assessment strategies • To keep up to date with national, regional and local developments in the subject area / Key Stage and to actively monitor and respond to them, disseminating the knowledge to the relevant members of staff
Strategic Leadership	<ul style="list-style-type: none"> • To lead on the implementation and evaluation of the faculty development plan along with the HoF
Quality Assurance	<ul style="list-style-type: none"> • To support the HOF in carrying out self- evaluation activities as a means of informing faculty practice and identifying areas of development • To support the HOF in setting annual targets • To monitor student standards and attainment at a Key Stage against annual targets • To quality control subject reports
Resources	<ul style="list-style-type: none"> • To support the HOF in overseeing and evaluating the budget allocations to ensure it is spent in line with faculty and SIP priorities and best value principals
Staffing	<ul style="list-style-type: none"> • To be a Performance Manager for a small number of faculty members, carrying out performance management reviews in line with school policy and setting challenging objectives • To lead, develop and enhance the teaching practice of the line managed staff • To participate in the recruitment and interviews process for members of the faculty • To mentor either ECT or SCITT staff in the faculty
Management Information	<ul style="list-style-type: none"> • To use data appropriately to set targets and expectations and to ensure effectively differentiated teaching of the subject
School Ethos	<ul style="list-style-type: none"> • To contribute to the development of whole school policy • To represent the faculty at HOF meetings in the HOFs absence • To attend Middle Leader meetings • To support the school ethos, aims and policies
Whole School Contribution	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example • To continue professional development • To comply with the school's Health and Safety policy • To engage actively in the performance review process • To undertake any other duty as specified by STPCD not mentioned above

This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

May 2022

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

	Criteria	Essential	Desirable	Assessed by application	Assessed by selection process
	Qualifications				
1	A good honours degree or equivalent	/		/	
2	Qualified Teacher Status (QTS)	/		/	
	Professional experience and knowledge				
3	Proven experience as an outstanding classroom practitioner teaching the full ability range 11-18	/		/	/
4	Successful management experience	/		/	/
5	Evidence of recent relevant professional development activities	/		/	
6	Considerable experience of curriculum development	/		/	/
	Knowledge and Understanding				
7	An in-depth understanding of the nature of the maths curriculum and its relationship to the curriculum as a whole	/		/	
8	Secure knowledge of the statutory requirements for maths and assessment, recording and reporting requirements in the subject	/		/	/
9	Good knowledge and understanding of the characteristics of high quality teaching in maths and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students	/		/	/
10	A full appreciation of the contribution the subject can make to furthering the school's aims and to its central priority of further raising achievement	/			/
11	A full knowledge and understanding of the contribution the subject can make to the school's Equal Opportunities Policy and practice	/		/	/
12	Knowledge and understanding of how evidence from a variety of sources can be used to inform expectations, targets and teaching approaches in the faculty	/			/
13	Knowledge and understanding of the current use and future potential of information technology to aid teaching and learning of the subject and to assist with subject management	/		/	/
	Skills and Personal Qualities	/			
14	Ability to set high standards and provide a professional role model for staff in the teaching and learning of the subject	/		/	/
15	Ability to set clear aims, direction and purpose for the subject and to lead a team to achieve identified aims	/		/	/

16	First class communication skills (written and oral) for working with a variety of audiences	/			/	
17	Energy and enthusiasm for all aspects of the post	/			/	/
18	Creative approach to curriculum development and school development	/			/	/
19	Strong commitment to maintaining and improving still further the quality of teaching and learning and standards achieved in the faculty	/				/
20	Ability to evaluate the quality of classroom experience	/				/
21	Ability to support, guide and motivate others	/				/
22	Ability to provide strong leadership and to work as a member of a team and to understand when these roles are appropriate	/				/
23	Ability to work under pressure, to meet challenging deadlines and to be adaptable	/				/
24	Good organisation and proven administrative abilities	/			/	/
25	Ability to devolve responsibilities and delegate tasks, as appropriate	/				/
26	Ability to identify professional development needs and encourage continuing professional development, plan and organise INSET	/				/
27	Ability to develop successful relationships with students and to employ a variety of strategies for behaviour management	/			/	/

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