

JOB DESCRIPTION

Faculty Leader - Maths

Salary Scale – MPS + TLR 1b

Reporting to the Senior Leadership Team.

Main Purpose of the Role

In addition to the professional duties of a Teacher, the Faculty Leader will support the implementation and quality assurance of the curriculum. You will act as a subject specialist, modelling excellence in the classroom and providing specialist expertise to colleagues. Your focus is the consistent delivery of high standards and the tactical improvement of student outcomes.

The Faculty Leader will provide professional leadership and management to the Maths faculty in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all students, offering high quality professional development opportunities for staff.

The Leader of Maths will ensure the highest standards of learning, achievement and personal development for all students in Mathematics and provide clear, effective and impactful leadership of Maths staff to drive forward high-quality teaching and learning.

The Faculty Leader will analyse data and information, identify trends and be able to act, intervene and report these to all stakeholders whilst directly contributing to the delivery and success of the school's improvement plan through strong subject leadership. This role is fundamental in supporting the Senior Team in the strategic and operational management of the school, ensuring that all pupils, particularly those from socially deprived backgrounds and with additional needs, achieve their full potential.

Key Responsibilities and Duties

Curriculum Provision and Development:

- Lead on the development, implementation and sequencing of the curriculum within Maths, ensuring a robust and rigorous spiral of knowledge that supports student progress, ensuring all students, including those with SEND and those entitled to free school meals (50.2%), receive equitable access to a broad and balanced curriculum.
- Adapt and refine existing schemes of work and assessment frameworks to ensure they remain high-quality, compliant with specifications and challenging.
- Maintain a high quality bank of subject specific resources that align with the assessment aims and objectives to ensure assessment data is an accurate reflection of student performance.
- Conduct regular quality assurance procedures, including student voice, work scrutinies and lesson drop-ins and provide feedback to SLT regarding the impact of the curriculum within your subject area.
- Support the administration of exam board requirements, ensuring accuracy and compliance with school processes.

- Support the school's SENDCO in developing and monitoring provision for pupils with SEND (currently 23.39% of the school population).
- Promote an inclusive culture that celebrates diversity and removes barriers to learning for disadvantaged pupils including those with SEND, LAC, Pupil Premium, FSM.

Student Outcomes:

- Monitor the progress and attainment of students to ensure improvements are made within Mathematics, identifying trends and reporting findings to SLT.
- Implement agreed subject specific intervention strategies, tracking their impact on student outcomes,
- Collate evidence of curriculum impact to support faculty reviews and monitoring windows.
- Coordinate subject specific clubs or extra curricular opportunities to enhance student engagement.

Strategic Leadership and Staff Management

- Act as a lead practitioner, providing a model of excellence in subject-specific pedagogy for colleagues, ECTs or non specialists to observe.
- Offer specialist expertise and professional dialogue to colleagues to help them develop their own subject knowledge and classroom delivery
- Provide high quality, pre-sequenced materials for colleagues to use during staff absence to ensure continuity of learning.
- Share subject specific induction materials with new staff to help them understand the subject's resources and intent.
- Support the Senior Team in articulating and implementing the school's vision, values, and strategic objectives.
- Contribute to whole school improvement planning, ensuring alignment with the needs of a community with significant social deprivation.
- Support the recruitment, induction and retention of high-quality staff.

Behaviour, Attendance and Personal Development

- Support the school's behaviour policy implementation, ensuring high standards of conduct and a positive, respectful school culture.

Whole School Responsibilities

- Lead on whole-school numeracy initiatives to support the Senior Team with the vision for the school.
- Promote a safe and supportive environment where pupils feel protected and valued.
- Ensure compliance with health and safety, safeguarding policies and procedures.
- Manage Maths staff through the performance management process.

Skills and Competencies

- Excellent leadership and management skills, with the ability to inspire, motivate and challenge pupils and staff to achieve high standards.
- Proficiency of planning curriculum and lesson delivery to support SEND provision, and strategies to support disadvantaged pupils.
- To have professional regard for the ethos, policies and practices of the school, maintain high standards in your own attendance and punctuality
- Excellent communication and interpersonal skills to build positive relationships with pupils, staff, parents, and external partners.
- Strategic thinking and problem-solving abilities to drive school improvement.
- Commitment to upholding the school's vision and values, fostering an inclusive and supportive environment.
- Proficient in thorough analysis of data and strategies to improve outcomes.
- Perform any reasonable duties as requested by the Head Teacher.

Professional Development

- Commitment to ongoing professional learning and leadership development aligned with the school's values and priorities.
- Access opportunities for growth through participation in leadership training, external networks, and collaboration with other schools.
- Engagement in appraisal processes to set and review professional objectives supporting school improvement and personal career progression.
- Contribute to the life of Boldon School, promoting extra curricular activities within Maths.

Safeguarding

- Uphold and model the highest standards of safeguarding and child protection in line with statutory guidance (e.g., *Keeping Children Safe in Education 2025*).
- Act promptly and appropriately on any concerns regarding pupil welfare, working collaboratively with the DSL and external agencies.
- Foster a culture where pupils feel safe, respected, and supported, reflecting Boldon School's commitment to their well-being and protection.

This job description reflects the essential duties and responsibilities of the Faculty Leader role at Boldon School, tailored to the school's secondary education context and the commitment to providing an inclusive, safe, and high-achieving educational environment.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a responsibility of care for their own and others' health and safety.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

PERSON SPECIFICATION

Faculty Leader - Maths

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

QUALIFICATIONS

	Essential	Desirable	Source A- application I - interview R - references C - Certificates
Qualified Teacher Status (QTS)	Y		A, C
Degree or equivalent qualification in Maths or a related subject			
Evidence of recent, relevant professional development in teaching, curriculum or leadership			

LEADERSHIP

	Essential	Desirable	Source
Successful, recent leadership experience in a secondary school	Y		A, I, R
Recent substantial, successful experience of teaching pupils, of all abilities, in two relevant Key Stages (3 and 4).	Y		A, I, R
An excellent understanding of leadership.	Y		A, I
A clear understanding of inclusion and improving outcomes for key groups.	Y		A, I
Experience of gathering evidence of outcomes and performance of key groups.		Y	A, I
Evidence of successful strategies to break down barriers for key groups.	Y		A, I
A proven track record of creating and leading teams, to achieve successful outcomes.	Y		A, I
Evidence of successful strategies for planning, implementing, monitoring, and evaluating school improvement.	Y		A, I
An ability to analyse data, develop strategic plans and monitor and evaluate progress towards these.	Y		A, I, R
A recent and demonstrable proven track record of raising standards and improving teaching.	Y		A, I, R
Experience of undertaking effective performance management.	Y		A, I, R
An understanding of financial and resource management.		Y	A, I, R

KNOWLEDGE OF CURRICULUM AND TEACHING

	Essential	Desirable	Source
An excellent understanding of Maths curriculum design, planning and implementation of	Y		A, I
Broad knowledge of the specifications and qualifications within the subject area.	Y		
Be an exceptional classroom practitioner, with a proven track record of impact.	Y		A, I
A very good knowledge of national curriculum requirements.	Y		A, I
Evidence of an adaptive curriculum to meet the needs of all pupils.	Y		A, I
A clear understanding of what good quality teaching and learning looks like and strategies to develop this.	Y		A, I
Knowledge and understanding of a range of successful teaching and learning strategies to meet the needs of pupils.	Y		A, I
Experience in identifying and supporting vulnerable groups effectively.	Y		A, I, R

BEHAVIOUR, ATTENDANCE AND PERSONAL DEVELOPMENT

	Essential	Desirable	Source
Experience of effectively leading teams and positively working with staff to foster a positive culture.	Y		I
An acute understanding of behaviour systems and processes in school and in collaboration with others.	Y		A, I
A thorough understanding of effective strategies to improve attendance.	Y		A, I
A detailed knowledge, understanding and commitment to promoting safeguarding and the welfare of all pupils.	Y		A, I, R
An accurate understanding of the systems to support pupils personal development and well being.	Y		I, R

PERSONAL ATTRIBUTES

	Essential		Source
An effective communicator with strong interpersonal skills.	Y		A, I
An ability to prioritise workload and work to specific deadlines with good attendance	Y		I
Ability to inspire, challenge, motivate and empower others.	Y		I, R
An understanding of fostering a fair, open, and supportive environment.	Y		I, R
Self-motivation and a commitment to continued professional development.	Y		I, R
Have an ability to effectively collaborate with parents and the community.	Y		I, R
A positive and aspiring role model to staff and pupils.	Y		I, R

Extra Information:

	Essential
Written references only.	Y
Confirming professional & personal knowledge, skills & abilities referred to above.	Y
Positive recommendation from current employer.	Y