



## Job Profile

Position	Maths Subject Lead & Lower KS2 Phase Lead
Salary Scale	Main/Upper Pay Range + TLR2.1
Contract type	Permanent
Responsible to	Heads of School

## The Role

This role requires an outstanding and confident classroom practitioner of Maths who is able to demonstrate the very highest standards of teaching. You will be responsible for leading Mathematics across the whole academy and for leading the Lower KS2 phase of the school. You will also need to be an excellent role model with experience of teaching, modelling lessons for others and have a good knowledge of Maths.

## Key Maths Lead Responsibilities

- To provide strong subject leadership in Mathematics
- To provide strong Lower KS2 phase leadership
- To ensure the delivery of outstanding Maths lessons
- To have a strong passion for transforming mathematics education in our school
- Leadership and mentoring skills to drive the programme and phase forward
- Sufficient expertise to model best practice and inspire colleagues
- Strong organisational skills to manage the programme internally
- A growth mindset – setting high expectations for staff and students alike – with the belief everyone can succeed

## Key Phase Lead Roles and Responsibilities

Lead a Key Stage (or part of a Key Stage) in Teaching and Learning and supporting this by:

- Attending regular weekly Senior Leadership meetings
- Leading regular phase meetings, with a focus on teaching and learning and improving standards within your phase
- Being responsible for the staffing structure and support in your phase and efficiently communicate with staff within your phase
- Being a Performance Manager reviewer for teachers in your phase
- Supporting the school Positive Behaviour Policy within your phase
- Supporting assessment within your phase
- Supporting lunchtime behaviour and organisation once per week
- Support the wider ethos of the school and its Christian values



**As a Maths Lead Teacher you will lead on the following areas:**

### **Disseminating Subject Knowledge**

- Demonstrating well-developed and up-to-date subject knowledge
- Attending relevant training sessions and DCAT network meetings to keep up to-date with any curriculum or assessment changes and to disseminate new information to colleagues accordingly
- Using the classroom as a place to innovate and try new ideas, which can then be later shared with colleagues
- Organising and running CPD for colleagues

### **Subject Development**

- Developing a curriculum skills map across for Mathematics with a particular focus on conceptual understanding
- Working with other DCAT Maths Leads, and the Senior Leadership Team at St. James', to develop a clear strategy for the teaching of Maths
- Reviewing the teaching of Maths regularly to ensure there is a consistent approach throughout the academy, delivering training where needed

### **Supporting Colleagues**

- Teaching demonstration lessons for colleagues to share best classroom practice
- Supporting colleagues with planning to enable them to deliver consistently good lessons
- Observing teachers and offering supportive and instructional feedback
- Leading whole staff CPD sessions according to need
- Delivering Maths training and teaching model lessons

### **Monitoring and Assessment**

- Analysing assessment data to track attainment and progress but to also highlight any gaps which need to be addressed
- Monitoring pupils' books and journals for consistency in line with the monitoring cycle and marking and feedback policy
- Monitor weekly planning
- Moderating and standardising
- Liaising closely with the Heads of School, highlighting areas of development
- Report to Governing Body on progress throughout the academy

### **Wider Community**

- Running workshops to inform parents of the Academy practice and development to enable them to support their child at home
- Organising guest speakers, activities to promote the subject
- Oversee whole school displays that promote the subject



- Evaluating the impact of your work through data analysis, questionnaires, monitoring visits, etc.

## **Academy Culture**

- To help develop an academy culture and ethos that is committed to achievement
- To demonstrate a commitment to equality of opportunity for all members of the academy's community
- To actively promote the academy at all times
- To contribute to discussions at meetings
- To contribute to the writing and implementation of the Academy Improvement Plan

## **Person Specification – Teacher**

### **Essential Criteria**

#### **1 Knowledge and Experience**

- 1.1 Evidence of exemplary classroom practice.
- 1.2 A sound understanding of recent developments in the primary school curriculum.
- 1.3 Knowledge of the particular requirements of delivering education to pupils with SEND, very able, LAC or who have other particular individual needs.
- 1.4 Knowledge of strategies which are necessary to promote purposeful learning and progress while safeguarding the health and safety of pupils.
- 1.5 Understanding of multicultural education and other issues related to ensuring that classroom organisation and practices is not discriminatory.

#### **2 Skills and Abilities**

- 2.1 Ability to plan and prepare programmes of work, appropriately differentiated, for the delivery of the curriculum to children in the primary school age range.
- 2.2 Ability to assess the needs of individual pupils and maintain appropriate records for the purpose of continuity and progress in curriculum areas.
- 2.3 Ability to select appropriate resources to create a stimulating learning environment.
- 2.4 Ability to relate and communicate effectively with parents and encourage their participation in their child's education.
- 2.5 Ability to direct the work of a teaching assistant.
- 2.6 Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.
- 2.7 Excellent inter-personal skills



- 2.8 Excellent time and task management skills.
- 2.9 Ability to work under pressure and to deadlines.
- 2.10 Ability to use data effectively in setting targets and understanding pupil progress.

### **3 Qualifications**

- 3.1 DfE recognised teaching qualification
- 3.2 Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.

### **4 Personal Qualities**

- 4.1 Commitment to safeguarding and promoting the welfare of children and young people.
- 4.2 Commitment to a range of teaching approaches that encourage pupils to develop their full potential.
- 4.3 Commitment to equal opportunities within the whole school development plan.
- 4.4 Commitment to partnership with Governors, school and parents.
- 4.5 Sympathy with the aims and values of a Church School.
- 4.6 Evidence of commitment to personal continuing professional development.