



Second In Charge - Mathematics

Salary / grade range	MPR/UPR + TLR2b (£5,024)
Location	Co-op Academy Priesthorpe, Pudsey, LS28 5SG
Reports to	Faculty Leader of Maths

Purpose of role:

To assist in professional leadership and management of colleagues delivering Mathematics.
To lead, manage and review the vocational curriculum delivered by departmental colleagues in order to secure high quality teaching, effective assessment, effective use of resources and improved standards of learning and achievement.

In addition to the responsibilities of class teacher, as set out in the Teachers' Standards, the post holder will also undertake the following duties and responsibilities:

Key accountabilities (and specific duties / responsibilities):

Leadership (Strategic direction and quality assurance)

- Support the Maths Faculty Leader implementing whole school practice
- Model high quality Teaching and Learning
- Promote a stimulating learning environment which encourages high expectations from both colleagues and students
- Assist in an annual curriculum review and adapt, as appropriate, to meet student needs
- Encourage Continued Professional Development within the Maths department, promoting the sharing of good practice as part of this process
- Have relevant input in department self evaluation and improvement planning for areas of responsibility

Management (implementation) including Performance Management

- Accountable for the performance management of allocated colleagues, setting challenging objectives/targets with colleagues in line with the school priorities:
- Represent the views of the Department in different forums
- Ensure all colleagues are involved in Department consultation
- Provide constructive support, advice and guidance for teachers within the Department



- To assist in department monitoring procedures including learning walks, work scrutiny and lesson observations.
- To assist in the development of differentiated Schemes of Work and ensure lessons reflect this within the Department
- Manage, with input from the whole department a broad and inclusive extra curricular programme
- Keep an accurate up to date inventory of all subject resources
- Be involved in the appointment and induction of new colleagues
- Support in excellent student engagement in learning across the Faculty
- Help ensure effective approaches to marking and feedback are embedded within the Faculty
- Help ensure Health & Safety procedures are adhered to and that the Faculty has up to date risk assessments

Monitoring

- Support in monitoring the impact of the curriculum across the Faculty through data sweeps and assessment moderation
- Monitor the progress of individual and groups of students and ensure appropriate interventions are in place to tackle any under-achievement
- Monitor short term planning, implementation, and impact within the classroom. Identify, and support any teaching which requires further development
- Ensure students are set individual targets, which are regularly reviewed
- Ensure the Faculty has an accurate database of individual student data

Evaluation

- Ensure appropriate units of work are in place and they meet the academic needs of all students
- Evaluate impact of extra-curricular activities across the department and for identified cohorts

Other

- Teaching and Coaching Group responsibilities

Strategic Direction and Development of Co-op Academy Priesthorpe

The post holder will be expected to support and promote the development and progress of the academy, its students and colleagues. All middle leaders are expected to:

- Facilitate open and clear lines of communication with all stakeholders
- Contribute to the academy's development and implementation of policies, including inclusion
- Contribute to the Academy Development Plan and Self Evaluation Form
- Support colleagues in achieving the academy's priorities and targets
- Ensure parents are well informed about the academy and their child's progress



Teaching and Learning

All middle leaders are expected to lead by example, both in terms of their leadership and management role and also in the classroom, teaching effectively, securing high quality outcomes, and promoting excellent standards of behaviour and discipline. They are also expected to:

- Contribute to the monitoring of the quality of teaching and student development
- Develop positive community links to enhance teaching and learning and student personal development
- Liaise with appropriate colleagues to ensure that the individual needs of students are identified and met
- Promote an inclusive environment and support the development of strategies to improve attendance

Leading and Managing Staff

The post holder will promote positive and professional working relationships between all colleagues within the Faculty. They will also be expected to:

- Lead developmental activities, delegate appropriately and evaluate outcomes
- Support the implementation of the academy's Performance Management policy
- Ensure that all colleagues understand and follow the academy's quality assurance processes
- Ensure that standards and targets are appropriate and that accountabilities are clear
- Ensure that colleagues understand the academy's educational agenda and that a coordinated, comprehensive response to student need is made

NOTES

This job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying each of them out.

Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.

The job description is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment at any time, after consultation with the post holder.



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> To be educated to degree level in relevant subject QTS Evidence of further study 	Desirable	A
Experience <ul style="list-style-type: none"> Experience of more than one high school Successful experience of teaching at KS3, 4, and 5 Successful teaching experience – evidence of consistently highly effective teaching during formal classroom quality assurance 	Desirable	A/I
Skills, Ability, Knowledge <ul style="list-style-type: none"> A clear and thorough understanding of current educational issues, theory and practice, with particular regard to the National Curriculum An understanding of how to use assessment to inform planning for highly effective teaching and learning The ability to use ICT effectively to engage pupils Demonstrate consistent and effective planning of lessons to meet pupils' differing learning needs Be able to represent the academy on or off site and have an understanding of the importance of the academy within the community To be able to use initiative, and have well developed incisive analytical and problem solving skills To be able to monitor and evaluate procedures effectively Communicate effectively with students, parents and other colleagues at all levels, orally and in writing Work effectively under pressure Organise and develop effective systems Work to high levels of accuracy 		A/I



<ul style="list-style-type: none">• Prioritise and plan to ensure completion of tasks		
<p>Personal Qualities</p> <ul style="list-style-type: none">• Be innovative and creative in developing solutions• A record of reliability and integrity• Demonstrates fairness, honesty and integrity in his/her existing practice and conduct as a professional• Humour, optimism and ambition• Willingness to participate in further training and CPD• Self-motivated• Be hard working and emotionally resilient, able to work under pressure, able to prioritise and be flexible working to deadlines• To be able to understand and be committed to equal opportunities for all		A/I

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.