St John Fisher

Catholic High School Second in Mathematics

**Application Pack**

St. John Fisher

# Catholic High School



**Job Description/Person Specification**

Second in Department: Mathematics

April 2021

St. John Fisher Second in Mathematics

Catholic High School Job Description

**Scale: TLR 2A £2,873 (subject to teacher review)**

**Responsible for: Members of the department, attached support staff, supply teachers**

**Responsible to: Headteacher, SLT link**

**Mission Statement: *Learning Together as a Community in Christ***

The post holder should:

* make the Mission Statement central to the discussions and work of the department
* work to explicitly enhance and develop the Catholic ethos of the school.
* work in liaison with key staff to ensure the attainment and progress outcomes for all learners continues to improve
* lead by example through excellent attendance, punctuality and high quality of assessment, planning and teaching

Subject responsibilities include:

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| **1**  **Professional skills, judgements and qualities**  Second in Departments work with Head of Departments to:   * make the key action points of the School Improvement Plan central to all leadership work in the school. * implement the Single Equality Policy * contribute to the general ethos of the school by setting high personal standards in the supervision of learners and in their relationships with fellow staff members * ensure that the school’s strategic vision and the School Improvement Plan informs the direction of learning for their department * ensure the day to day quality of learners’ work, behaviour, appearance, attendance, punctuality and involvement in out of class opportunities in each curriculum area in St John Fisher * endeavour to remove barriers to learning * develop a system for the self-evaluation of their curriculum area to support the maintenance of quality assurance within the department * set an example of enthusiasm and professionalism |
| **2 Pupil development and progress**  Second in Departments work with Head of Departments to ensure that:   * taking account of their starting point, the proportion of students making and exceeding expected progress is high compared with national figures. * students make rapid and sustained progress across the subject and learn exceptionally well. * students’ literacy is developed and opportunities for wider reading across the subject are promoted. * students develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. Opportunities are provided to ensure that they are exceptionally well prepared for the next stage in their education, training or employment. * all students acquire knowledge quickly and develop their understanding rapidly in the curriculum area. * the learning, quality of work and progress of groups of students, particularly those who are disabled, those who have special educational needs (including able, gifted and talented) and for those for whom the student premium provides support, show that they achieve exceptionally well. * standards of attainment of all groups of students are at least in line with national averages with many students attaining above this. Particular focus is on closing the gap rapidly as shown as trends in a range of indicators. Where standards of attainment of any group of students are below those of students nationally, strategies are in place to close the gap rapidly. This includes attainment in reading. * students who require intervention are identified swiftly and, working alongside the Head of Intervention, organises, monitors and evaluates KS4 intervention within the subject area. |
| **The Quality of Teaching**  Second in Departments work with Head of Departments to ensure that:   * teaching in all key stages is outstanding and never less than consistently good. As a result, all students in the department, including disabled students, those who have special educational needs and those for whom the student premium provides support, are making rapid and sustained progress. * teachers have consistently high expectations of all students. They plan and teach lessons that enable students to learn exceptionally well across the subject. * teachers systematically and effectively check students’ understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. * the teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the subject. * teachers and other adults generate high levels of engagement and commitment to learning across the subject. * consistently high-quality marking and constructive feedback from teachers ensures that students make rapid gains. * teachers use well-judged and often inspirational teaching strategies, including setting appropriate personal study that, together with sharply focused and timely support and intervention, match and differentiate accurately for individual needs. Consequently, students learn exceptionally in the subject. |
| **Behaviour and Safety**  Second in Departments work with Head of Departments to ensure that:   * students’ attitudes to learning are exemplary. * parents, staff and students are unreservedly positive about both behaviour and safety in the department. * students’ behaviour to and from lessons is impeccable. Students’ pride in the department is shown by their excellent conduct, manners and punctuality and the standard of their work. * students are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. * skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent strategies for improvements in behaviour over time for individuals or groups with particular behaviour needs. * all groups of students feel safe at school, in the department and classrooms at all times. Students understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety. |
| **3 Other professionals**  Second in Departments work with Head of Departments to ensure that:   * the pursuit of excellence in all of the department’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all students over a sustained period of time. * all staff in the department are highly ambitious for the students and lead by example. They base their actions on a deep and accurate understanding of the department, staff and individual students’ performance. * they robustly hold staff to account for all aspects of the department’s performance. * there are excellent policies which ensure that students have high levels of literacy, or students are making excellent progress in literacy. * they focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust appraisal which encourages, challenges and supports teachers’ improvement. As a result, teaching is outstanding, or at least consistently good and improving. * the department’s curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all students’ behaviour and safety, and contributes very well to students’ academic achievement and their spiritual, moral, social and cultural development. * the department has highly successful strategies for engaging with parents to the benefit of students, including those who find working with the school difficult. * the department adheres to the school’s Code of Professional Standards and arrangements for safeguarding students are met. * staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for students and others. * through highly effective, rigorous planning and controls, Second in Departments, in liaison with Head of Departments ensure financial stability, including the effective and efficient management of financial resources such as the student premium and capitation funding. This leads to the excellent deployment of staff and resources for the benefit of all groups of students.   **This appointment is subject to the current conditions of employment of teachers contained in the School Teachers’ Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school’s articles of government.**  **This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.** |



SECOND IN DEPARTMENT: MATHEMATICS

PERSON SPECIFICATION

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** | **ASSESSED** |
| **Faith Commitment** | * Committed to supporting the Catholic ethos of St John Fisher | * **Practising Catholic** * Catholic Certificate in Religious Education | A,R,I |
| **Qualifications,**  **Training and**  **Experience** | * A good degree in a relevant subject area * QTS * A record of continued & relevant professional development * An excellent track record of their subject area from 11 to 16 * Involvement in initiatives that have shown significant impact, securing improved outcomes for young people * Contributed to whole school CPD programme | * Additional qualifications * Knowledge of current educational leadership and management practice and issues * Evidence of working as a reflective practitioner, using a variety of approaches to secure on-going professional development * Experience as an external marker * Experience of a leadership role | A,R |
| **Skills, Knowledge and Aptitudes** | * Excellent subject knowledge * Outstanding classroom practitioner and committed to outstanding teaching and learning * Forward thinker, visionary with a positive “can do” attitude and mindset * Expertise in raising standards of learning and teaching * Drive and enthusiasm * A record of very good examination results at KS3/4 * Ability to lead by enthusing, inspiring and motivating staff and learners * Flexible, positive approach to new courses, programmes and curricular * Excellent competence in the use of ICT and a clear interest in the development of technologies for teaching and learning enhancement * Committed to personalisation and differentiation * Commitment to inclusion coupled with high standards for all | * Experience of working with colleagues from different curriculum areas * Track record of raising achievement and progress especially key cohorts (Disadvantaged, HAP, boys, SEND) * Ability to use data to inform planning and monitor progress * Evidence of networking to improve standards and opportunities for all | A,R,T,I |
| **Personal Qualities** | * Committed to supporting the Catholic ethos of St John Fisher * Excellent interpersonal and communication skills * Excited by change and challenges * Relentless pursuit of excellence in everything addressed * A positive and aspirational role model for students and colleagues * Good sense of humour * Capacity for hard work and resilience * Ability to form and maintain appropriate relationships and personal boundaries with learners * Ambitious with aspirations for Subject/Senior Leadership * Committed to the development of extended school activities including academic study support |  | A, I,R,T |