



Shaw  
Education  
Trust



# Careers

at Shaw Education Trust





<b>Job Title:</b>	<b>Second in Department (Mathematics)</b>
<b>Grade:</b>	<b>M1- UPS3 Plus TLR</b>
<b>Salary:</b>	<b>Qualified Teacher</b>
<b>Conditions of Service:</b>	<b>STPCD</b>
<b>Responsible to:</b>	<b>Headteacher</b>

## Job Purpose

To play a leading role, under the direction of the Head of Maths, in:

- Helping formulate the intent, aims and objectives of the department, within those of the whole school.
- Implementing the policies and processes through which they will be achieved.
- Managing staff and resources to achieve the department's aims and objectives.
- The monitoring and evaluation of progress towards their achievement.

## Key Responsibilities

### Key responsibilities:

In addition to the duties detailed in the latest edition of the School Teachers' Pay and Conditions document, the Second in Maths will:

- Work with the Head of Maths to implement the School's strategic vision.
- Support the Head of Maths in ensuring the effective and consistent implementation of school policies within the department.
- Take a leading role in producing and securing the objectives of the Department Improvement Plan and other required action plans.
- Demonstrate the vision and values of the school in everyday work and practice.
- Support the Head of Maths in leading, motivating and working with other members of the department to create a shared culture of high expectations, recognition of success and positive relationships.
- To ensure health and safety procedures and statutory regulations are adhered to by all Maths teachers.

### Specific responsibilities:

Support the Head of Maths within the department to ensure the effective and consistent monitoring, evaluation and development of:

- The quality of teaching and learning
- Pupils' progress and attainment
- Pupils' personal welfare behaviour and safety

### Quality of Education

Support the Head of Maths to:

- Ensure that the quality of teaching and learning is monitored and evaluated effectively across the department leading to the identification of areas of strength and weakness at individual teacher and subject/department level.
- Routinely monitor and report on the quality of teaching on a regular basis, ensuring that good practice is shared and appropriate staff CPD signposted.
- Ensure that procedures are in place to support continuing development in the quality of teaching across the department. Including, keeping abreast of local, regional and national initiatives and priorities.
- Ensure that the progress and attainment of pupils is monitored and evaluated effectively across the department leading to the identification of success and underperformance at

individual pupil, class and subject/department level.

- Report on pupils' attainment and progress on a regular basis and support the implementation of strategies to raise pupils' achievement in Maths.
- Develop and implement an effective programme of intervention for pupils who are underachieving within the department.
- Identify, implement and evaluate an effective provision for students educated offsite.

### **Behaviour and Attitudes (Safety)**

Support the Head of Maths to:

- Ensure that the standards of behaviour and attendance are monitored and evaluated effectively across the department leading to the identification of key priorities for improvement.
- Report on standards of behaviour and attendance on a regular basis.
- Ensure that procedures are in place to support continuing improvement in the standards of behaviour and attendance across the department.
- Ensure the school's Child Protection and safeguarding policies and procedures are consistently implemented across the department.

### **Leadership and Management**

- Contribute to the effective implementation of the school's Staff Appraisal/Performance Management procedures.
- Take responsibility for specific aspects of the work of the Department as identified by the Head of Department.
- To ensure the department is well represented at whole school events.
- Work with your team to ensure that professional standards are upheld and promoted.
- Celebrate and effectively share the work of the department with all stakeholders.

**Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

### **Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.

- Ensure all statutory requirements are adhered to, including prevention.

***This job description is not prescriptive, nor necessarily a comprehensive definition of the position.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## Qualifications and Experience

### Qualifications/Training

- PGCE (Secondary)
- Degree or equivalent in Mathematics
- Further Relevant Mathematics Qualification or equivalent
- Good A Level Result in Mathematics or related subject
- Additional qualifications in Mathematics

### Experience / Knowledge / Skills

- A proven track record of raising and maintaining high educational standards beyond your own classes
- Substantial successful experience of teaching students of all abilities in the secondary phase
- Successful experience of managing and monitoring the work other staff
- Successful experience of the management of change in the secondary setting
- Good knowledge of the national curriculum and relevant schemes of work
- Proven knowledge of AfL
- Proven management and leadership skills
- Good knowledge of the underlying principles of learning
- Good understanding of how to develop skills and attributes in students
- Excellent communication and interpersonal skills
- Good time management and the ability to multi-task
- Flexibility, commitment and reliability
- Understanding of and significant contribution to the whole school extra-curricular programme
- Good knowledge of how to use ICT to enhance learning

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
---	--	--

**Motivate and inspire**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>

**Reflection**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>

**Secure accountability by giving tools to succeed by...**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>

**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**HH 05.01.2022**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***