

# Job Description



<b>POST:</b>	Trust Lead for Mathematics & Numeracy (Secondary)
<b>ACADEMY:</b>	National Education Team
<b>RESPONSIBLE TO:</b>	National Education Team Leadership
<b>SALARY:</b>	STPCD - Leadership Pay Scale points L19-L23
<b>LOCATION:</b>	National, with some travel expected across our regions.
<b>WORKING PATTERN:</b>	1 FTE (although there may be the opportunity for part-time working or combining the role with another)
<b>DISCLOSURE LEVEL:</b>	Enhanced

## **JOB PURPOSE:**

The Trust Lead for Secondary Mathematics and Numeracy will champion educational excellence, collaborating with our central education team, regional teams, and academy senior and subject leaders to improve outcomes in mathematics from Key Stage 3 to Key Stage 5. As Trust Lead for Secondary Mathematics and Numeracy, you will shape and implement the mathematics and whole-academy numeracy strategy across all of our secondary academies, ensuring a high-quality education that supports learners well. This role requires cross-regional collaboration within the trust, where you will advance curriculum development, implement effective assessment systems, and establish robust subject networks and communities for mathematics and for subject Leaders and teachers to drive learner success.

## **SPECIFIC RESPONSIBILITIES:**

### **A. Curriculum Leadership and Development:**

- Provide inspirational and effective strategic leadership for mathematics and whole-academy numeracy to fulfil the trust's educational vision, establishing the Oasis Standard for excellent mathematics education and numeracy.
- Contribute to our shared understanding of exceptional education by providing specialist expertise in mathematics, the teaching of mathematics, numeracy and the teaching approaches to improve numeracy.
- Structure and design the Oasis mathematics curriculum for our secondary academies, ensuring effective transition from key stage 2 to secondary education and ensuring learners develop a deep understanding of mathematics.
- Oversee the development and implementation of the mathematics and numeracy curriculum strategies across secondary academies, ensuring it aligns with organisational goals and educational standards.
- Where present, line manage staff in the national mathematics & Numeracy team.
- Liaise with the regional directors to ensure effective management and support for our mathematics and numeracy regional subject leads.
- Enhance the skills and knowledge of our mathematics and numeracy regional subject leads to support academies to develop exceptional education in mathematics and whole-academy numeracy.



- Lead the continual development of the Oasis secondary mathematics curriculum and resourcing, including sharing strong local practice, leading through others to strengthen resource creation and modelling best practise in content creation.
- Lead the development of the Oasis numeracy curriculum in the secondary phase.
- Drive improvements in the development and implementation of the mathematics and numeracy curriculum in response to feedback from academies, MET and through the Oasis Mathematics Network.
- Ensure that the latest research, subject working groups, and Oasis data are utilised to inform curriculum reviews and improvements as well as teaching guidance and resources.
- Design summative assessments to evaluate and monitor learners' progress in partnership with academy subject leads, ensuring their buy-in for trust-wide assessments.
- Analyse assessment data to identify patterns and trends, using this information to inform curriculum and resource revision as well as ongoing curriculum work with academies, senior leaders, and the central team.
- Lead the effective and consistent assessment administration in mathematics, including standardisation and moderation practices, ensuring that all curriculum leaders and their teams are highly skilled in the accurate assessment and moderation of learners' work.
- Provide additional capacity in the trust to drive up standards in all academies with a secondary phase, such as covering short-term absence of a regional subject lead or mentoring a new academy leader in mathematics or numeracy.
- Liaise with and be informed by the most up-to-date training and guidance from examination boards and marking to ensure that teaching staff prepare learners well for internal and public examinations.
- Ensure curriculum resources, materials, and training resources are ambitious, high-quality and support excellent teaching and learning.
- Lead the training of mathematics teaching staff and academy leaders to improve subject knowledge, subject-specific pedagogical knowledge, subject leadership and senior leadership oversight to improve the quality of mathematics teaching and learners' outcomes.
- To design and implement proactive and reactionary intervention programmes for learners who struggle so that they catch up quickly.
- Liaise with industry partners to ensure that high-quality careers information and exposure to the world of work is integrated into the curriculum.
- Work alongside other subject leads to ensure curriculums interleave, and support each other, establishing cross-phase and cross-subject links which strength schema within the curriculum design.
- Participate in (and sometimes lead) the development of Oasis education policies.
- To work with colleagues in Oasis Community Partnerships to develop and facilitate learning for adults.
- To advise and support the Oasis apprenticeship programmes.
- Improve outcomes across Oasis in mathematics in all year groups and improve learners' competency in numeracy.
- Work with colleagues from across Oasis to contribute expertise to specific projects where required.

#### **B. Academy Improvement:**

- Work alongside our regional directors to ensure that regional colleagues are best placed to support academies in the region.
- Identify, cultivate, and share best practices from departments and teachers across Oasis.
- Design, facilitate and deliver high-impact national and regional professional development programmes tailored to the needs of teachers and leaders



- Develop subject and senior leaders so that academy quality assurance procedures are robust and clearly benchmarked against the Oasis Standard.
- Work responsively with allocated regions and academies face-to-face and virtually to ensure best practice coaching and school improvement is modelled for regional teams.
- As required, work closely with regions and regional leads to support improved outcomes in mathematics and in learners' numeracy, providing intensive support and development for leaders and teaching staff.
- Work with the Monitoring and Evaluation Team to ensure that they are kept up to date with latest developments and have a sound understanding of the Oasis Standard for mathematics.

#### **C. Building Capacity:**

- Establish and lead a subject network to foster collaboration and the sharing of best practices among academy subject leaders and teaching staff across Oasis.
- To induct, train and support national lead practitioners and regional subject leads within mathematics and numeracy.
- Coordinate a cycle of standardisation and moderation with aligned planning and assessment practices to enhance curriculum coherence and impact.
- Collaborating with Learning and Development, induct, train and support mathematics leaders and numeracy leads to ensure effective subject leadership in all our academies.
- Forge strong relationships with DFE mathematics hubs, the National Centre for Excellence in the teaching of mathematics, the Association of mathematics Educators, higher education providers and others to enhance the Oasis mathematics provision.

#### **D. Partnership and Wider Engagement:**

- Contribute to trust reviews, departmental reviews, and improvement plans, influencing strategic direction and educational outcomes.
- Represent the Trust in external engagements and educational forums, staying updated with advancements and discussions in the subject community.
- Support the subject-specific training for our teacher development programmes in partnership with the Learning and Development, The National Institute of Teaching and other external partners.
- Share curriculum expertise and facilitate specialist and leadership NPQs, as well as some ECT and ITT local seminars, masterclasses, and practice clinics in partnership with the National Institute of Teaching.
- Engage with research and identify innovative practices in education, keeping up to date with advancements, discussion and practice in your subject community.

#### **E. Working as Part of the Central Team:**

- Work productively with the trust's wider central services, including regional directors, the National Education Team, and the Monitoring and Evaluation Team.

#### **F. Teaching Responsibilities:**

- Demonstrate exemplary curriculum delivery and teaching practices as and when needed.
- Training of teaching staff, including trainee teachers, apprentices and leaders, in mathematics and numeracy.
- Providing subject leadership, if and when necessary.
- The Trust Subject Lead will have opportunity for continuing to teach some lessons so as to use their teaching strategically in the interests of improving standards in curriculum, resourcing, teaching and subject leadership across the Trust.

## G. Safeguarding children and young people

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.



### OTHER:

This role may be combined with Regional Subject Lead or other teaching posts within Oasis.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

### Signed:

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	

# Trust Lead for Mathematics & Numeracy (Secondary)

## Person Specification



### Our Purpose

The vision of Oasis Community Learning (OCL) is to create 'Exceptional education at the heart of the community.'

All our academies are committed to achieving this vision through developing character, competence and sense of community with every child, providing a rich educational experience and securing best outcomes that is underpinned by our philosophy of education, inspirational leadership, deep learning and healthy communities.

### Oasis Ethos

Our ethos is rooted in what we believe and who we are. It is an expression of our character. Rooted in Oasis's story and beliefs, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- A passion to include.
- A desire to treat people equally respecting differences.
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed.
- A sense of perseverance to keep going for the long haul.

It is these ethos values that we want to be known for and live by. They are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and Academy community.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree in mathematics or closely related subject</li> <li>• Qualified Teacher Status</li> <li>• Substantive teaching experience using instructional coaching</li> <li>• Evidence of ongoing professional development</li> <li>• Experience as a senior leader in an academy or group of schools.</li> </ul>	<ul style="list-style-type: none"> <li>• National Professional Qualification in Leading Teacher Development and/or Senior Leadership</li> <li>• Masters level qualification</li> <li>• Experience in teaching or leading across phases.</li> <li>• Experience in leading across several academies.</li> <li>• Experience of leading whole-academy numeracy.</li> </ul>
<b>Experience, Skills</b>	<ul style="list-style-type: none"> <li>○ Sustained and successful subject leadership experience in more than</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to quality-assure the consistent</li> </ul>

<b>&amp; Knowledge</b>	<p>one school especially in challenging contexts.</p> <ul style="list-style-type: none"> <li>○ Excellent track record of improving learner outcomes in more than one context with learners who have low prior attainment</li> <li>○ Substantial knowledge of the mathematics curriculum and related pedagogy</li> <li>○ Experience leading curriculum design and development</li> <li>○ Experience of setting strategic targets and managing improvement utilising data and assessment.</li> <li>○ Strong knowledge of national policy, legislation, statutory obligations and current national and international thinking in secondary education</li> <li>○ Committed to promoting excellent progress and outcomes for learners in mathematics</li> <li>○ Experience of leading mathematics professional development</li> <li>○ Understanding of design and implementation of whole-academy numeracy strategies.</li> <li>○ Exceptional interpersonal and written communication skills.</li> <li>○ Excellent organisational skills and attention to detail.</li> </ul>	<p>application of evidence standards across a range of products and publications.</p> <ul style="list-style-type: none"> <li>• The ability to manage and motivate a high-performing team.</li> <li>• Experience of an Ofsted inspection under the 2019 framework.</li> <li>• Research-informed knowledge of how learners, teachers, and academy leaders can best learn, and a broad professional knowledge of how to apply this knowledge in practice.</li> <li>• Experience of delivering CPD to teachers and leaders.</li> <li>• Published research on mathematics/mathematics education.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>○ Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos and 9 Habits.</li> <li>○ Commitment to safeguarding and promoting the welfare of children and young people</li> <li>○ Willingness to undergo appropriate checks, including enhanced DBS checks</li> <li>○ Emotional resilience in working with challenging behaviours and attitudes to use of authority and</li> </ul>	

	<p>maintaining discipline.</p> <ul style="list-style-type: none"> <li>○ A commitment to collaboration and partnership within and across academies.</li> <li>○ A strong work ethic and drive to make a difference.</li> <li>○ Open to feedback and learning and can demonstrate continual improvement.</li> <li>○ Use initiative to bring new ideas and a fresh perspective.</li> <li>○ Well-organised and can prioritise work that will have the greatest impact.</li> <li>○ Ability to travel between trust academies</li> <li>○ Willingness to work in Oasis academies, according to need</li> </ul>	
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