

Role Description

Trust Maths Lead Teacher

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| Pay Range | Leadership Spine – Negotiable up to L10 |
| Responsible For: | Designated Teachers (where applicable) |
| Responsible To: | Director of Education |

Main Purpose of the Post

The Trust Maths Lead Teacher is a subject specialist working under the direction of the central team and alongside other leaders and teachers in Maths across the Trust. The post holder will:

- Have responsibility for the supporting the development of a high quality of Maths provision enabling positive student outcomes.
- Model high quality teaching; deliver intervention programmes and support subject teams to deliver outstanding outcomes for young people.
- Analyse performance data to ensure that students are appropriately targeted for support, and work across the Trust to ensure consistency of subject delivery throughout the network of Academies.

Leadership

- To support the central team in improving the performance of Maths across the Trust.
- To support and challenge the learning and teaching of Maths across the Trust, including the development of leaders of Maths.
- To demonstrate the vision and values of the Maltby Learning Trust in everyday work and practice.
- To provide enthusiastic and inspirational leadership to colleagues and students alike.

Teaching and Learning

- To demonstrate and model high quality, focused teaching which leads to improved outcomes for students.
- To support the Trust's vision that teaching across the Trust is at least 'good' to enable students to experience high quality provision across Maths, supported by a planned programme of professional development.
- To ensure consistent messages for all students of Maths, which prioritise key curriculum areas with absolute clarity.
- To assist with curriculum plans which embed exam board requirements.
- To support in the development of highly effective and well-resourced schemes of work with regular assessments.
- To plan and deliver impactful intervention.
- To develop high quality resources for revision, intervention or enrichment sessions.
- To support the introduction of new technologies, such as video conferencing, white board technology, the internet and any academy learning platforms.
- To raise students' and colleagues' expectations through their own exacting standards.

Assessment, Tracking and Intervention

- To assist with monitoring the implementation of regular, timed assessments which measure student progress on the components of Maths GCSE specifications.
- To support in the assessment and standardisation of students' work to improve the quality of data on student performance.
- To help monitor and fine-tune the assessment judgements of departmental colleagues.
- To provide support with the quality assurance process for end of year predictions.
- To analyse student performance data and conduct question level analysis to ensure that students are appropriately targeted for support.
- Where possible, to attend and quality assure student achievement meetings.

- Assist with workshops for students on key borderline grades.
- Assist with the provision of targeted support for different groups of students, such as more able students or underachieving boys.
- To help monitor the impact of interventions, and recycle that support.
- Support the central team with reviews of departmental teams (as may be required).

Developing Self and Working with Others

- To strike up positive, constructive working relationships with colleagues and students quickly.
- To inspire confidence when working with students, parents/carers, teachers and Senior Leaders.
- Support continuing professional development activities within departments, and support and/or lead Trustwide training sessions for Maths.
- To coach colleagues through demonstration lessons, modelling approaches and team teaching.
- To help teachers experiencing difficulty by observing their teaching, providing a structured programme of advice and support, and giving constructive criticism.
- To participate in working groups and projects, and other professional development activities.
- To develop and maintain a culture of high expectations for self and others.
- To keep up to date with educational development, strategy and thinking.
- To actively pursue your own professional development as a Senior Leader.
- To contribute to the training and development of student teachers and newly qualified teachers.

Developing Self and Working with Others

- To undertake any other duty as specified by the School Teachers' Pay and Conditions Document not mentioned in the above.
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description.
- Maintain high professional standards.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality, reporting all concerns to an appropriate person.

All senior leaders will be required to work across schools within the Trust and fulfil a system leadership role in supporting other schools by agreement with the Director of Education/Principal.

This Role Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and pursuit of the 'National Standards of Excellence for Headteachers' (2015) underpins this role.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.

Maltby Learning Trust is committed to safeguarding the welfare of children and expect all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff.