

Job Description

Job Title:	Trust Wide Subject Lead in Mathematics – Secondary
Salary & Benefits:	L17- L21 depending on experience. Excellent contributory pension scheme and benefits
DRET purpose:	Giving our young people access to a world-class education and enrichment experiences is what drives us. Our students benefit from a wealth of opportunities to develop, learn and lead. From the classroom, to cultural visits, sports, music and arts and engaging with our local communities, the rich and varied experiences we create help fuel ambition and unlock potential. The education and experiences equips our young people with the leadership skills, team spirit, resilience and confidence to become outstanding citizens.
Job Purpose:	To be responsible for leading Mathematics across secondary academies within the Trust.
Background:	<p>We are located in Northamptonshire, Lincolnshire, Leicestershire, London and the Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies.</p> <p>There will be significant travel to our Secondary Academies across the Trust.</p>
Key Relationships:	
Internal:	Trust Executive Team, Curriculum Director, Academy Head Teachers, Leaders, Staff and Pupils, other Trust Wide Subject Leads
External:	Other Multi Academy Trusts and Mathematics practitioners, Mathematics and Mathematics education associations and learned societies, universities and other bodies.

Our mission is to broaden the horizons of young people through a world-class education, equipping our students with the skills and experiences to become their confident, academic best, no matter what. Our strategic priorities have an unbreakable link to improving education outcomes for our students.

Our aim is to deliver a stimulating and challenging curriculum; driven by continual improvements in the quality of teaching, learning and assessment by delivering a knowledge-based curriculum in every school and improving the quality and consistency of teaching in every classroom.

By investing in the development of teaching and supporting teachers, we are committed to improving the quality of each child's educational experience. We want students to be inspired by outstanding teaching and a stimulating and challenging curriculum. At the end of their education with us, our goal is for every student to be highly literate scientifically, mathematically, technologically and culturally.

Across David Ross Education Trust, we ensure that all teachers are able to draw on the sources of scholarly authority and reservoir of thought and practice that have been developed within their specialist subject communities through our Trust-wide subject communities. This involves engagement for teachers with their wider subject education community through subject associations, subject education journals, subject-specific CPD on curriculum development and teaching. It also involves refreshing and constant renewal of subject knowledge, through reading and discussing scholarship, engaging in contemporary debates, and developing our own practice as teachers. Subject communities are central to our Trust's vision for curriculum and teacher development, whereby each subject community is made up of subject specialist teachers deeply engaged with curricular questions, renewing and holding ownership of the Trust-wide curriculum and sustaining their own subject expertise. Through Trust-wide subject community meetings and in-school department meetings, all subject teachers have responsibility and involvement with the Trust-wide curriculum development. We work collaboratively in our curriculum decision-making, so as to draw upon collective expertise and minimise unnecessary workload.

The Trust Mathematics Lead will support and lead secondary Mathematics teachers to create and deliver pioneering curriculum programmes. This will inspire and motivate students to discover their talents and passion for Mathematics, ensuring the experience is broad and enriched to build discipline and resilience for students starting their GCSEs. The Trust Mathematics Lead will support and inspire Mathematics leaders to embrace and fulfil these goals within our secondary academies.

KEY RESPONSIBILITIES

KEY DUTIES AND RESPONSIBILITIES

The main purpose of the role will be to drive the strategic development of Mathematics teaching and attainment and improvement in Mathematics curricula by working with the academies and partner schools. The Trust Mathematics Lead will achieve this by building a strong committed Mathematics community in Mathematics specialists across the trust, who are passionate, enthusiastic about curriculum development and want to develop excellence in Mathematics education. The Trust Mathematics Lead will assist Mathematics curriculum leaders in finding intellectual coherence across Mathematics curricula, teaching and assessment, ensuring that sound curricular theorising drives review and improvement.

The Trust Mathematics Lead will display academic leadership in driving definitional and practical work on the nature of a knowledge-based curriculum in Mathematics. The Trust Mathematics Lead will have opportunity for continuing to teach some Mathematics lessons so as to use their teaching strategically in the interests of improving standards in curriculum, resourcing, teaching and subject leadership across the Trust.

The Trust Mathematics Lead will lead Mathematics within academies and will work with the Trust's Mathematics teachers to capture professional knowledge, identify best practice both internally and externally and ensure this is shared and embedded across the Trust. The Trust Mathematics Lead will develop and lead the Trust's approach on professional training for teachers ensuring that mentoring is available to drive exceptional standards in Mathematics.

MAIN DUTIES

The main responsibilities of the Trust Wide Subject Lead in Mathematics are to:

- lead the development, implementation and evaluation of secondary Mathematics curriculum and teacher development strategy for the Trust.
- lead and develop a community of Mathematics specialists, who will embrace and achieve Mathematics excellence, and can take collective responsibility for refining, sustaining and renewing Mathematics curriculum.
- identify, nurture and reviewing Mathematics education expertise across the Trust.
- develop principles, models and exemplars for engaging and rigorous Mathematics curriculum and teacher development across the Trust.
- build and lead a Trust-wide team of secondary Mathematics curriculum leaders ensuring their effectiveness in:
 - developing and renewing curriculum and assessment principles for rigorous progression in secondary Mathematics;
 - writing and/or sourcing, evaluating and sharing resources for teaching secondary Mathematics;
 - developing Mathematics Initial Teacher Education (ITE) and Early Career mentoring practices, including codifying Mathematics and Mathematics education knowledge that Mathematics student teachers and Early Career Teachers need;
 - defining outstanding teaching, learning and use of assessment in secondary Mathematics.
- lead Mathematics curriculum leaders in finding intellectual coherence across Mathematics curricula, teaching and assessment, ensuring that thorough evaluation and sound curricular theorising drives regular curriculum review and improvement.
- lead the design, implementation and evaluation of Trust-wide Mathematics teacher development, including establishing pathways and support for the continued professional development for all Mathematics subject leaders and teachers.
- lead Mathematics subject leaders and teachers in ways that supports their engagement with the wider Mathematics education community through access to and cultivating opportunities with subject associations, subject education journals and for subject-specific CPD on curriculum development and teaching.
- provide Mathematics specialist input for whole school curriculum/CPD and department meetings/CPD.
- develop, launch, drive and evaluate new initiatives and innovative practice in Mathematics.

- establish a bank of high-quality materials, including teaching materials and schemes of work to support Mathematics teachers across the Trust.
- support Mathematics teachers with planning and self-evaluation ensuring high quality teaching material, sharply focused schemes and assessment, and comprehensive self-review, which leads to continuous improvement.
- coordinate primary-secondary liaison, continuity and progression in Mathematics curricula.
- work with other Trust Wide Subject Leads to ensure coherence and appropriate links across subjects.
- work with the ITE leads and school SLTs to develop, deliver, monitor and evaluate initial and in-service training components so as to ensure that developments in Mathematics curricula are properly understood, further developed, enthusiastically embraced and efficiently taught by teachers of Mathematics at all levels of development.
- maintain outstanding Mathematics teaching practice and model outstanding Mathematics teaching in their own classroom and use their own practice, strategically to develop professional knowledge of Mathematics education in middle leaders and senior leaders.
- display academic leadership in driving definitional and practical work on the nature of a knowledge-based curriculum in Mathematics.
- devise and support small-scale teacher/classroom research in Mathematics education and Trust-wide, searching analyses of the quality and impact of Mathematics teaching so as to augment existing evaluation routines with rigorous testing of Mathematics curriculum/teaching effectiveness.
- support heads of Mathematics and senior leaders in securing rapid improvement in Mathematics performance in Years 10 to 13, so as to secure best possible outcomes for those students who have not benefitted from longer-term, substantially improved foundations in Mathematics education.
- provide targeted professional development and interventions with students and Mathematics departments.
- advise and support Principals, Senior Leaders and Academy Leaders in recruitment and development of Mathematics subject leaders and teachers.
- foster models of Mathematics leadership for secondary schools and through these directly support the Trust's work in defining and developing models of middle (subject) leadership and senior (whole curriculum) leadership.
- communicate Mathematics' distinctive features effectively to non-specialists, so as to support Principals, SLTs and Trust leaders in shaping their curricular, teaching and assessment policies in subject-sensitive ways.
- maintain effective communication with line managers of Mathematics and Principals to ensure that they are fully abreast of all areas of Mathematics curriculum and teacher development, national developments in Mathematics, and implications for schools and teacher development.
- enhance the Trust's reputation for Mathematics education and cultivate strong influencing relationships with relevant Mathematics/ Mathematics education associations and learned societies, Mathematics teachers, educators, public and private sector partners in Mathematics education projects, Mathematics officers in testing and examination consortia and national policy makers in Mathematics education.
- maintain an up-to-date understanding of best practice, debates and research on curriculum design, curriculum leadership, teaching, learning and teacher development in Mathematics education.

- maintain productive participation in communities of Mathematics educators; for example, through Mathematics working groups; through conference presentations to Mathematics educators; through academic publications or dissemination of innovations in Mathematics education.
- maintain appropriate records of work undertaken and report orally and in writing in a manner which ensures high levels of accountability to the Curriculum Director, Director of Secondary Education, CEO and Principals.
- builds and holds robust professional relationships with leaders in schools that are built with trust, professionalism and courtesy at the heart.
- promote and safeguard the welfare of the children and young people that they are responsible for or come into contact with.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from those in a position of responsibility to undertake work of a similar level that is not specified in this job description.

DIMENSIONS OF THE JOB

Must comply with all policies and procedures, specifically those relating to safeguarding, child protection, health, safety and security, equal opportunities, confidentiality and data protection.

Works within broad practice and managerial direction making decisions that positively impact upon raising student attainment in Mathematics in Secondary Academies across the Trust.

PERSON SPECIFICATION

Education & Qualifications

Essential

- Degree in Mathematics
- Qualified Teacher Status
- Higher degree and/or professional qualification
- Reformed NPQSL/H qualification or willingness to undertake the qualification
- Evidence of commitment to further professional development

Specialist Knowledge & Skills

Essential

- Knowledge of Mathematics education research and key debates within the Mathematics subject community
- Regular and enthusiastic reading and knowledge of Mathematics scholarship and other Mathematics-related literature
- Knowledge of the national curriculum programme of study for Mathematics and of current subject developments
- Knowledge of current educational research, developments and issues
- Capacity to articulate a vision for the future of the subject which enthuses and motivates
- Capacity to develop, deliver, monitor and evaluate initial and in-service training of Mathematics teachers so as to ensure that developments in Mathematics curricula are understood, further developed, enthusiastically embraced and efficiently taught by teachers of Mathematics at all levels of development
- Ability to work as a team to influence, inspire and collaborate, both among personnel

responsible for Mathematics and with senior leaders with wider school or curricular responsibilities

- A robust understanding of the challenges and strategies required to develop, adapt and apply Trust approaches to a diverse range of school and departmental environments

Relevant Experience

Essential

- Excellent subject knowledge and expertise demonstrated through secondary Mathematics teaching and leadership experience
- Experience of successful leadership and curriculum development in Mathematics education
- Experience in developing or contributing to teacher research in Mathematics education
- Experience of supporting the professional development of Mathematics teachers through coaching and mentoring
- Experience of initial teacher education in Mathematics, whether as Mathematics mentor and/or Mathematics coordinator /course leader, including demonstrable evidence of having shaped or influenced Mathematics components of initial teacher education and/or its mentoring practices
- Productive participation in communities of Mathematics educators; for example, through Mathematics working groups; through conference presentations to Mathematics educators; or through publication or dissemination of innovations in Mathematics education
- Knowledge and expertise to examine, theorise and lead debate on the relationship between improved Mathematics knowledge and other aspects of the curriculum.
- Demonstrable track record of securing strong academic performance and raising standards of achievement through student outcomes in Mathematics
- Experience of setting specific targets and managing improvement across a Key Stage or more widely
- Experience of working with or in primary schools, for example, collaborative projects or theoretical, research or policy work on progression in Mathematics education 5 - 18
- A clear commitment to professional development, both for self and others

Desirable

- Excellent subject knowledge and expertise demonstrated through A-level Mathematics teaching and leadership experience
- Experience of senior curriculum leadership

Interpersonal & Communication Skills

Essential

- Flexibility and efficiency in setting up and sustaining teams, projects and working practices
- Ability to build robust relationships with leaders in schools with trust, professionalism and courtesy at the heart.
- Ability to communicate effectively both orally and in writing and be approachable to a variety of audiences
- Ability to collaborate with a wide range of stakeholders, including Trustees, Trust senior staff and governors
- Confidence in dealing with a rigorous accountability and scrutiny
- Passion for joining a successful trust community, and a thirst to further deepen and embed the David Ross Education Trust's commitment to the highest standards of academic knowledge and its teaching

Additional Requirements

Essential

- Current driving licence
- Ability to work flexibly, including some weekends, evenings as and when required.

Equal Opportunities

- A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.

Health and Safety

- Aware of Health & Safety and Safeguarding as appropriate to role

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

This post requires an Enhanced DBS Clearance check.