

Job Description & Person Specification

Head of Mathematics Department

Job Purpose:-

- To develop and lead the Mathematics Department to ensure all teaching is good or better.
- To support teachers in raising achievement to ensure that all students achieve (at least) expected levels of progress.
- To support the leadership of the school.

Reporting to:-

Line Manager

ROLES AND RESPONSIBILITIES

Leading Learning and Teaching:-

- To lead on professional development within the Mathematics Department, ensuring that outstanding practice is shared with all staff.
- To ensure that best practice and next practice are the focal point of subject meetings, providing an opportunity for strategies to be discussed, evaluated and implemented.
- To quality assure the learning and teaching in Mathematics and implement strategies so that all teaching is always good or better.
- To use regular lesson observation and feedback to improve teaching and learning within the Mathematics Department.
- To lead on innovation in learning and teaching.
- To ensure that all students are provided with a learning experience that is matched to their needs.

Professional development and securing accountability:-

- To provide the vision and direction for the Mathematics Department.
- To be accountable for the performance of the Mathematics Department.
- To be responsible for co-ordinating appraisal and Performance Management of the Mathematics Department and ensuring it is a key driver for success.
- To ensure effective professional development through internal and external CPD, linked to Performance Management objectives.
- To ensure value for money in the use of resources across the Mathematics Department.

RAISING ACHIEVEMENT

Impact on the educational progress of students beyond assigned students:-

- To monitor and evaluate assessment data across the subject to identify trends in student performance and progress, and issues for development.
- To ensure rapid rates of progress for all students, including key groups.
- To promote high expectations of students, identify appropriate progress and attainment targets and ensure that they are met.
- To monitor student standards and achievement against annual targets with a focus on inclusion, particularly for vulnerable groups – EAL, FSM, G&T, SEN, LAC and gender differentiation.
- To monitor student progress by prior attainment.
- To use data to identify exceptional performance and underachievement.
- To identify groups requiring strategies for intervention.
- To monitor planning, curriculum coverage and learning outcomes.
- To provide curriculum vision and identify areas for curriculum development.
- To define and implement intervention strategies to address issues for development.
- To support staff in planning and implementing strategies to achieve student progress target levels and objectives.
- To review impact of strategies and prepare reports on the effectiveness of intervention strategies.

Creating a positive climate for learning:-

- To ensure equality and safeguarding are at the forefront of all learning procedures.
- To ensure positive relationships within the Mathematics Department and ensure that these positive relationships enhance and enrich the experience of students and staff.
- To liaise with tutors and other key leaders to promote positive behaviour through implementing the school's behaviour policy, including the consistent use of sanctions and rewards.
- To lead on inclusion within the Mathematics Department to ensure that all individuals and groups of students have a positive learning experience.
- To model and ensure emotionally intelligent leadership spreads throughout the Mathematics Department.

The following generic responsibilities are consistent for all Classroom Subject Teachers. The Teachers' Terms and Conditions of employment cover all posts. All teachers will be expected to meet the appropriate Teacher Standards / Post Threshold Standards as a minimum requirement (relevant to experience).

Purpose:-

1. To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all students make at least good progress.
2. Be accountable for the attainment and progress of all students who are taught by the post holder.
3. Supervise and guide the work of any support staff (including Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) who are assigned to work with post holder's classes/students.
4. To provide pastoral support and guidance for all students in the post holder's care, classes or tutor group.
5. To contribute to the overall development work of the teaching and learning area team.

Teaching:-

1. To promote the teaching of Maths through excellent subject knowledge and enthusiasm for the subject and teaching interesting, challenging and engaging lessons.
2. To set clear learning objectives and plan for and teach across the whole age and ability range for an appropriate proportion of the week.
3. Use data to plan lessons and learning materials to motivate and support all students to make at least good progress.
4. To have high aspirations and set challenging targets for all students.
5. To set high expectations for students behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences.
6. To work in collaboration with Teaching Assistants assigned to any teaching group/student within the group.
7. Take account of students' prior attainment, learning styles and needs and use them to set appropriately challenging targets and learning activities.
8. To promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning.
9. To provide intervention activities for those students who need support to boost attainment/progress or who require additional challenge.
10. Set work for students absent from school for health or disciplinary reasons.
11. To manage the behaviour and discipline of students within the classroom in line with the school's Behaviour for Learning Policy
12. To ensure that teaching room, resources and equipment are maintained in good order, with particular regard to Health & Safety and security of property.
13. To use ICT and other technologies and learning resources as learning tools to inspire and motivate learners.
14. To ensure that a stimulating learning environment is maintained in the classroom, including provision of a high quality of display.

Assessment Recording and Reporting:-

1. To maintain notes and plans of lessons undertaken and records of students' work, their attendance and attainment.
2. To mark, assess and return students' work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement.
3. To keep high quality records to promote tracking and monitoring of student progress using data and teacher assessment records.
4. Use data and teacher records to set aspirational targets and plan challenging activities.
5. To report and record student attainment, progress and results of assessments within the school's recording and reporting structure.
6. To set and mark examinations assessments and coursework as assigned by the Subject Leader or member of SLT.
7. Attend the appropriate Parent/Teacher Evenings and individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets.
8. Be familiar with school records and information relating to students who have additional needs (including those who are gifted and talented) and use this information to ensure all students can access the curriculum and are supported to attain well and make at least good progress.

Pastoral Responsibilities:-

1. To take responsibility for promoting and safeguarding the welfare of children and young persons.
2. To participate in the pastoral organisation of the school as a form tutor, if required.
3. To be the first point of contact for parents/carers in the assigned tutor group.
4. To monitor and set targets for the social and academic progress of individuals in the tutor group.
5. To undertake responsibility for the delivery of tutorial programmes to the tutor group as required.
6. To promote good attendance and punctuality and monitor in accordance with the school's Attendance Policy providing support/intervention for those who find it hard to maintain high standards.

General Professional Responsibilities:-

1. To attend meetings as part of the agreed meeting cycle.
2. To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, T&L Area and whole school improvement work.
3. To support and implement all relevant teaching and learning area policies.
4. To act as a role model to students in respect of dress, attendance and punctuality and general conduct.
5. To ensure that all deadlines are met as published in advance.
6. To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g. duties, emergency cover).
7. To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.

Person Specification

Job Title: Head of Mathematics Department		
	Essential	Desirable
Qualifications		
Honours degree or equivalent	✓	
Qualified teacher status	✓	
Evidence of commitment to continuing professional development	✓	
Evidence of relevant post-graduate training		✓
Professional and Experience		
Strong track record of achieving outstanding student progress	✓	
Be an excellent practitioner	✓	
Ability to articulate and communicate a shared vision	✓	
Ability to form and maintain appropriate relationships and personal boundaries with staff and students	✓	
Excellent classroom management skills	✓	
Evidence of active involvement in school-wide provision or initiatives		✓
Evidence of raising student achievement	✓	
Evidence of strategic thinking	✓	
Evidence of successful involvement in behaviour improvement initiatives	✓	
Experience of involvement in developing and supporting colleagues through coaching, mentoring etc.		✓
Have overall understanding of National Curriculum and developments affecting secondary education	✓	
Skills		
Ability to use target setting	✓	
Ability to hold staff to account	✓	
Active involvement in curriculum development initiatives		✓
Ability to drive for improvements and challenging underperformance		✓
Ability to develop and sustain successful relationships with staff and students	✓	
Ability to analyse data to effectively track student progress and specifically all sub groups	✓	
Experience of managing a budget		✓
Ability to communicate effectively with parents	✓	
Ability to recognise individual learning needs and ensure adequate curriculum provision	✓	
Commitment to raising the achievement of all students of all abilities	✓	
Evidence of effectively using assessment data to inform learning and teaching	✓	
Evidence of consistent and constructive marking procedures	✓	
Willingness to offer after-school club/activity		✓
Evidence of involvement in pastoral care		✓
Personal Attributes		
Ability to develop and sustain successful relationships with colleagues at all levels	✓	
Ability to work effectively as part of a team	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Ability to plan, monitor, evaluate and review	✓	
Enthusiasm, energy, resourcefulness, creativity	✓	

Communicate clearly and concisely both verbally and in writing, with all customers (pupils, parents, colleagues, external contacts, etc.)	✓	
Ability to write clear and informed reports	✓	
Ability to create innovative solutions to solve problems		✓
Display integrity-be trusted and trust others ensuring commitments are kept.	✓	
Be able to show commitment-take ownership and follow things through to completion	✓	
Energy-take the initiative and invest in relationships and responsibilities with enthusiasm.	✓	
Honesty-respect facts and evidence and show openness, be inclusive of others and seek support, where necessary.	✓	
Ambition-set personal challenging goals and targets.	✓	
Display optimism and ambition for all learners and a commitment to their development.	✓	
Be able to manage time effectively	✓	
Be very generous and flexible with your own time	✓	

GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.