

HEAD OF MATHS DEPARTMENT JOB DESCRIPTION

LOCATION	British College of Brazil
JOB PURPOSE	To promote the core values of the British College of Brazil. To assist in managing and leading the school through the successful leadership of their curriculum area and the development of all members of the department. Ensure that teaching and learning meets the expectations of the school. Demonstrate thorough curriculum knowledge and a proactive approach towards professional development. To actively contribute to wider school development and growth.
REPORTING TO	Head of Secondary
DIRECT REPORTS	Maths teaching team
OTHER KEY RELATIONSHIP	Pupils, parents, Deputy Head of Primary, Curriculum Co-Ordinators, Teaching Assistants, Administrative Staff

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Engagement and Interaction	
<ul style="list-style-type: none"> ▪ Effectively liaise with all stakeholders. ▪ Lead the department effectively for the benefit of its pupils. ▪ Lead a clear vision for the department and create strategic action plans that work towards it. ▪ Facilitate parental engagement by ensuring pupils' current learning and next steps are shared coherently with parents. ▪ To support the life of the school beyond the classroom including after school activities, school trips, events and to contribute to whole school learning initiatives during term time. ▪ Prepare and present informative reports to parents in a professional manner. ▪ Prepare and/or organise presentations for parental groups as required by the Head of Secondary or Principal. ▪ To act as a role model with regards to personal appearance and conduct. 	<ul style="list-style-type: none"> ▪ Relationship with parents. ▪ Contribution to the wider community. ▪ Professional standards. ▪ Quality of reports. ▪ Morale of Maths Department
Leading in Learning and Teaching	
<ul style="list-style-type: none"> ▪ Be accountable for pupil outcomes ▪ Ensure teaching throughout the department at every level is as effective as possible. 	<ul style="list-style-type: none"> ▪ Improved student performance ▪ Performance appraisal ▪ Well managed classroom environments

<ul style="list-style-type: none"> ▪ Ensure learning throughout the department at every level is as effective as possible. ▪ Ensure effective teaching and management of classes, groups and individuals so that progress and challenge are maintained, and the best use is made of teaching time. ▪ Use teaching methods that will engage and stimulate pupils' intellectual curiosity. ▪ Set high expectations for pupils' behaviour in accordance with the rules and behaviour policy of the school. ▪ Identify clear objectives appropriate to the educational needs of the pupils. ▪ Set appropriate, yet challenging expectations for pupils' learning, building on prior attainment. ▪ Identify pupils' who may require additional support in order to give positive and targeted support. ▪ To assess pupils' achievements and progress in accordance with agreed policies and procedures. ▪ Implement formative assessment to adapt future teaching and learning accordingly. ▪ Mark and monitor 	<ul style="list-style-type: none"> ▪ Corridor wall displays ▪ Effective use of Drama assessment methods and tracking ▪ Engaged, stimulated and challenged pupils ▪ Incorporating effective and appropriate EAL strategies in teaching ▪ Learning walks. ▪ Lesson observation.
Operational Expertise & Resource Management	
<ul style="list-style-type: none"> ▪ Manage the department budget effectively and efficiently. ▪ Ensure the department has the necessary resources for the successful delivery on the programmes BCB offers. ▪ Ensure Health and Safety within the department is in accordance with BCB expectations. 	<ul style="list-style-type: none"> ▪ Budget accountability ▪ Departmental resources ▪ Health and Safety standards met within the department
Professional and Personal Development – Contribution beyond the Classroom and on-going Professional Development	
<ul style="list-style-type: none"> ▪ Make professional development for self and department an ongoing focus. ▪ Continual development through the identification and implementation of your own Personal Development Plan ▪ Regular engagement with Nord Anglia University and its courses. ▪ Engagement with other NAE teachers through NAE's Global Campus. ▪ Undertake IB and CIE training as relevant 	<ul style="list-style-type: none"> ▪ Improved performance. ▪ Performance appraisal. ▪ Personal Development Plan ▪ Engagement with Nord Anglia Education University ▪ Engagement with Global Campus as appropriate ▪ IB and CIE training completed ▪ Identified CPD needs of department ▪ Planning of satisfying CPD needs of the department
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> ▪ Initial degree in a related subject ▪ QTS status 	Essential

<ul style="list-style-type: none"> ▪ Detailed Knowledge of the Key Stage 3 curriculum, IGCSE Curriculum and IBD curriculums ▪ Good communication skills ▪ Excellent organisational and time-management skills. ▪ Ability to work under pressure in a very changeable environment and remain calm. 	
<ul style="list-style-type: none"> ▪ Overseas experience ▪ Head of Department experience ▪ A track record of raising teaching and learning standards 	Desirable
Personal Attributes	
<ul style="list-style-type: none"> ▪ High levels of personal integrity ▪ Conscientious and able to focus on completing work to a consistently high standard ▪ Flexible and positive approach to work ▪ Excellent organisational and time-management skills; high attention to detail ▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved ▪ Adaptable to working in a fast paced ever changing environment ▪ Ability to work under pressure and remain calm ▪ Proactive and willingness to take on multiple tasks ▪ Self-motivated and enthusiastic ▪ Ability to work independently ▪ Must be a team player, willing to help and be flexible ▪ Continually strive for improvement 	
Other	
<ul style="list-style-type: none"> ▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK. ▪ Compliance with visa requirements for working in [Location]. ▪ A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required 	

PHILOSOPHY AND VALUES

We are ambitious for our students, our people and our family of schools. We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

Promote and embodies *The CORE 7 Leadership Capabilities:*

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students' learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.