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| **Post:** | Curriculum Leader of Mathematics |
| **Responsible to:** | SLT Line Manager  |
| **Responsible for:** |

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| Implementing and leading strategic developments within the MathematicsDepartment. |

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| **Job Purpose:** | * To provide strong leadership that results in a Mathematics Department which provides first class teaching and learning opportunities for both students and staff.
* To instigate and develop innovative approaches to Mathematics that will stimulate all students to achieve their full potential.
* To ensure the delivery of high quality provision in all curricular and extra-curricular activities.
* To develop and maintain effective links with partner primary teachers to ensure a rapid progression of students learning throughout the transition process from Year 6 to Year 7.
* To work collaboratively and effectively with other departments and the leadership team.
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| **Key Responsibilities:** | * To facilitate the delivery of Mathematics across key strategic areas and to liaise on timetable, planning and other curriculum issues.
* To participate in curriculum development and relevant areas of academy policy making.
* To undertake regular audits and quality assurance monitoring across the department to ensure the highest standards.
* To develop appropriate and differentiated schemes of work at all key stages in conjunction with the department.
* To keep up-to-date about subject development and to take part in relevant CPD for this purpose, disseminating to other staff where appropriate.
* To take a lead role in the department’s monitoring and self-evaluation processes.
* To ensure the effective implementation of academy policies.
* To prepare individual and group reports; analysing and evaluating on summative data.
* To promote and lead the delivery of all extra-curricular Mathematics activities across the Academy.
* To demonstrate and encourage high standards of professionalism from all staff associated with the department.
* To demonstrate and inspire an enthusiastic and committed approach to teaching and learning within the department.
* To co-ordinate the resources required for key strategic areas, giving support and guidance to relevant staff.
* To effectively line manage the staff within the department. This may take the form of appraisal, quality assurance and day-to-day management.
* To demonstrate high levels of professionalism in the accurate completion of the administrative needs of the department, meeting all deadlines.
* To ensure that appropriate arrangements are made for examination entries and statutory requirements.
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| **Curriculum Management to include:** | * Support in the designing a broad and balanced curriculum in Mathematics that reflects the ethos of the Academy and meets the needs of all students.
* Making sure that innovative and appropriate approaches to learning are made available to students with specific learning needs, for example: those with a low skill base, hearing or visual impairment and the very able.
* Ensuring that the statutory requirements of the National Curriculum are met.
* Support in the evaluation of the design and delivery of the curriculum, continuously striving to improve all aspects.
* Monitoring and evaluating progress towards meeting student achievement targets.
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| **Financial Management:** | * Setting long term and short term budgets for resourcing the department appropriately and effectively.
* Monitoring actual spend against forecast.
* Evaluating use of financial resources to ensure that desired outcomes are met.
* Advising the Finance Officer of potential additional funding for Mathematics and assisting with the bidding process.
* Exploring business opportunities to improve the resources of the Mathematics Department.
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| **People Management:** | * Adopting a strong, caring and flexible leadership style so as to influence and motivate staff and students to achieve their objectives and those of the Academy.
* Ensuring that the policies and processes in-place for assessing students and for setting, monitoring and evaluating attainment goals for students are implemented by all departmental staff and are accurate.
* To support and develop any non-specialist teachers delivering Mathematics.
* Creating an environment where there is visible acknowledgement that everyone’s contribution is valued.
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| **Developing and maintaining strong community links:** | * Developing initiatives to outreach to the community.
* Assisting the leadership team to create and implement ways of actively involving parents and carers in the learning process.
* Working in conjunction with our partner schools to share best practice and develop a cohesive approach to Mathematics.
* Networking with secondary schools in Leeds to share best practice.
* Facilitating a broad range of activities in conjunction with staff, students and the wider community to deepen and broaden learners’ experience in Mathematics.
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| **Resources / Safer Working Practice includes:** | * Ensuring that physical resources to deliver the curriculum are acquired and are maintained effectively.
* Making sure that the accommodation is used in the most effective way to meet the needs of all students and of the curriculum.
* Ensuring that the interior and exterior of the building are maintained to a high standard that reflects the ethos of the Academy.
* Managing the security and health and safety aspects, including legal obligations.
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| **General Administration:** | * Providing appropriate, accurate and timely management information to enable continuous evaluation of performance.
* Checking that information required by various external bodies is produced within the given time scale and is of excellent quality.
* Designing and implementing, in conjunction with the Assistant Principal, departmental procedures that complement academy procedures and ensure all stakeholders (students, parents, community members, all staff, and visitors) are valued.
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| **Accountability****Key Performance Indicators:** | * Percentage of students in Mathematics achieving at grade 4 and 5, well above national average.
* Percentage of students in Mathematics achieving top grades, is well above national average (7-9).
* All lessons formally observed to be good / outstanding
* To create an environment that inspires and motivates students.
* Actual budget spend against forecast.
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