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| **Post:** | Curriculum Leader of Mathematics |
| **Responsible to:** | SLT Line Manager |
| **Responsible for:** | |  | | --- | | Implementing and leading strategic developments within the Mathematics  Department. | |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |