

Job Description

Job Title: SUBJECT LEADER MATHS

Location: KING EDWARD VI ACADEMY, SPILSBY, LINCS

Background: The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.

Reporting To: PRINCIPAL

Salary: TLR1a

Key Responsibilities

Key Duties and Responsibilities

MAIN AREAS OF RESPONSIBILITY AND ACCOUNTABILITY

To be responsible for leading the subject of Maths across all Key Stages.

The academy expects the following from you in your role as a Subject Leader:

High standards of teaching and learning

- To set the standards for the subject through your own pedagogy and methodology, with your own observed lessons reaching a “good” or better standard.
- To observe lessons in line with performance management regulations and academy guidance on lesson observations.
- To act on points identified from observations in your subject area, to monitor progress in these action points and to evidence improvement where necessary.

- To create a positive ethos and climate for learning in your subject area with high expectations for behaviour and work output alongside a fair and transparent system of praise and reward.
- To produce, monitor and evaluate a Subject Development Plan which is related to the AIP and fully costed in terms of staff and resources.
- To identify training needs within your subject area and construct training programmes to meet these needs which will be subject to continuous monitoring and evaluation.
- To ensure staff in your subject area use data to monitor the progress of students against targets, intervene accordingly and evidence this intervention.
- To use subject data to compare academy progress with national and local expectations and to monitor and evaluate progress from previous years.
- To ensure staff in your subject area apply the academy marking and assessment policy through regular work and homework sampling using appropriate pro formas. This must then be fed back to the subject area and action points followed through, monitored and evidenced to ensure impact from the sampling process.
- To ensure staff complete reports in line with academy policy and the academy calendar, that the standard of reporting from staff is high and reflects a good knowledge of student progress with clear and specific points for action.
- To complete curriculum plans in line with academy policy, which are up to date, linked to resources and comprehensive enough to allow a new teacher to follow successfully.
- To identify the appropriate needs of different teaching groups within the subject area and match teaching skills to these groups when curriculum planning.
- To contribute to the overall educational enhancement of student experience in the academy through trips, booster classes, clubs etc
- To contribute to development of and support of the academy ethos (e.g. the spiritual, moral, social and cultural development of students)
- To carry out GCSE analyses and effectively identify areas for improvement.

Up to date, comprehensive and relevant knowledge/skills/expertise

- To use comparative data such as Fischer Family Trust and Raise on line to inform target setting.
- To be aware of subject, national curriculum developments and changes.
- To be up to date with changing legislation and responsibilities in pedagogy and classroom management
- To be able to use inspection feedback to inform future planning i.e. where we are, where we need to be.
- To be able to identify and organise sharing of good practice within the subject.
- To have up-to-date knowledge and understanding of the different types of qualifications and their suitability for meeting learners' needs (SEN, G&T etc...)

- To know how to improve the effectiveness of assessment practice in the academy, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across their subject area and the academy.

Performance Management procedures that impact on the subject

- To line manage the staff in your subject area, to ensure all aspects of line management are monitored: attendance, performance and capability.
- To lead Performance Management reviews in October within which challenging but realistic objectives are set. Objectives should reflect the academy, subject area and individual needs and aspirations
- To monitor these objectives and complete a formal mid term review during the academic year

Personnel skills that encourage the development of the academy philosophy

- To be part of the selection panel having provided details of the subject and liaised with the Principal re job description and role of candidates
- To be able to delegate set tasks to other members of the subject area
- To be responsible for ensuring the smooth induction of any new members of staff and providing continuing support and motivation for all team members, including teaching assistants and technical staff who support the subject
- To ensure that all members of your subject, including teaching assistant support and technical staff, work as part of a team to provide a supportive and caring environment for staff and students
- To be expected to chair subject area meetings and report back on such meetings through the minutes to SLT.
- To be able to provide lesson plans and instructions to teaching assistants supporting the subject in order to provide adequate support for students with special needs and provide differentiated work as appropriate
- To be expected to ensure that members of the subject area receive any extra laptop/whiteboard training in order to use this facility to its best advantage for both the member of staff and lesson delivery

Effective resource management

- To ensure that accommodation and ambience within subject area conducive to learning and plan for improvements in accordance with AIP.
- To carry out risk assessments of subject area where appropriate, ensuring that action needed is forwarded to Personnel Support Manager.
- To ensure that all staff are familiar with and understand their role in their subject area in the Health and Safety policy, making sure that this is updated annually in September.
- To ensure that subject area inventory is kept accurately up-to-date at least on an annual basis
- To ensure that all resources are ordered appropriate to need and that the principles of best value are adhered to.

Person Specification

Qualifications and Professional Development

Essential

- Qualified Teacher Status, including NQT
- Evidence of recent professional development or in-service training
- Degree or equivalent professional qualification

Leadership and Management

Essential

- Experience of raising levels of achievement and attainment

Desirable

- Experience of academy department development planning and evaluation
- Effective team leadership, prioritising, planning, time management and delegation
- Effective use of data to inform planning
- Knowledge of strategic planning processes
- Knowledge of strategies for communication with and beyond the academy
- Working with partners and the local community
- Implementing a shared vision

Professional Knowledge and Understanding

Essential

- The implications of academy status
- Maintaining a high standard of teaching and learning
- The central role of ICT in teaching and learning
- Curriculum issues and development
- Improvement – raising achievement
- An understanding of Maths teaching

Knowledge, Skills and Competencies

Essential

- Enable students to achieve high expectations through good quality teaching and learning
- Inspire students to have high aspirations and achieve their full potential
- Build and maintain relationships with staff, governors, parents, students and the community
- Inspire, motivate, challenge and empower others
- Build and manage effective team(s)

- Demonstrate commitment, enthusiasm and motivation
- Foster an open, fair and courteous environment
- Demonstrate strong analytical skills to inform improvement
- Be innovative and able to manage change
- Communicate effectively with a range of audiences
- Have a genuine liking of young people
- Understand the responsibility for promoting and safeguarding the welfare of children and young persons s/he is in contact with.
- Show they have a sense of humour and perspective
- Adaptability, flexibility and determination
- Work independently and as part of a team
- Suitability to work with children
- Be in possession of an enhanced DBS clearance

Experience

Essential

- Experience of teaching in a secondary school/academy