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| **Post Title:** |  | Excellent Practitioner in Mathematics |
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| **Post Holder:** |  | TBA |
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| **Purpose:** | Factorsc)b) a)d) | * To promote, develop and share excellent teaching and learning strategies throughout the Department and school.
* To liaise with the Leader of Learning in Mathematics and to deputise for him/her as appropriate.
* To develop and enhance the teaching practice of other designated members of the team.
* To monitor and support the overall progress and development of students within the curriculum area.
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| **Reporting to:** |  | Leader of Learning in Mathematics and AHT Teaching and Learning |
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| **Responsible for:** |  | Support for designated colleagues so that students make effective progress in Mathematics and across school. |
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| **Liaising with:** |  | Leader of Learning in Mathematics, Assistant Headteacher for Teaching and Learning, teachers of Mathematics, support staff, LA representatives, parents/carers. |
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| **Working Time:** |  | 195 days per year. Full time |
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| **Salary/Grade:** |  | TLR 2a |
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| **Disclosure level** |  | Enhanced |

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| **MAIN (CORE) DUTIES** |
| **In addition to the standard contract and terms and conditions for teachers you will be expected to:** | c)a)d)a)c) | * To work with curriculum leaders on the development of Teaching and Learning within your team.
* Coach and guide teachers to improve standards of teaching and learning.
* To assist staff in the identification of, and planning for dealing with a wide variety of student needs and levels of ability.
* Provide feedback to staff and identify training needs of staff and to participate in INSET designed to meet those needs.
* To contribute to staff development, induction, NQT and ITT programmes ensure staff are aware of the marking and feedback processes deployed within the school.
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| **Operational/ Strategic Planning within the Mathematics area.** | d) a)c) | * To assist in monitoring and following up student progress and associated work related to Intervention Planning.
* To work with colleagues to ensure teaching and learning provision has coherence and relevance to the needs of students and to the aims and objectives of the school.
* To carry out a coaching role across other curriculum areas as part of our expectations of all TLR holders.
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| **Curriculum Provision:** | c)  | * To liaise with colleagues within the Mathematics Department to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school’s strategic objectives.
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| **Curriculum Development:** | c)c)c)c) | * To support curriculum development within Mathematics.
* To keep up-to-date with national developments in teaching and learning and in Mathematics.
* To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
* To liaise with the Exams Officer to maintain accreditation with the relevant examination and validating bodies.
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| **Staffing****Staff Development:****Recruitment/ Deployment of Staff** | c)b) b) b) | * To work with the appropriate colleague in Admin Support to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
* To contribute to Performance Management Review and to act as reviewer for an identified number of staff within the curriculum area.
* To promote teamwork and to motivate staff to ensure effective working relations.
* To ensure the effective efficient deployment of classroom support.
* To participate in the school’s ITT programme, mentoring and coaching programme for NQTs, and induction programme for staff new to the school.
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| **Quality Assurance:** | c)a)a) b)b) c)b) c)a) b) c)a) b) c) | * To ensure the effective operation of quality control systems and the school’s agreed processes for Proving Progress Reviews.
* To assist in the process of target setting in Mathematics and to assist colleagues who are accountable for their achievement.
* To help to establish common standards of best practice within the Mathematics Department and to develop the effectiveness of teaching and learning styles within Mathematics.
* To actively monitor the quality of students’ experience of teaching and learning within Mathematics and to act on insights gained.
* To implement school quality procedures and to ensure adherence to those within the Mathematics Department.
* To participate in the monitoring and evaluation of the work of the department in line with agreed school procedures including evaluation against quality standards and performance criteria.
* To seek/implement modification and improvement where required within the Mathematics Department.
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| **Management Information:** |  a)a)b) c)c)c)c) | * To ensure the maintenance of accurate and up-to-date information concerning students in Mathematics on the Management Information System.
* To assist in the analysis and evaluation of performance data to inform judgements about the effectiveness of teaching and learning.
* To help to produce reports within the quality assurance cycle.
* To assist in the production of reports on examination performance, including the use of value-added data.
* To assist in the identification of appropriate exam entries within Mathematics.
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| **Communications:** | b)c)c) | * To help to ensure that colleagues and students who work in Mathematics are familiar with its aims, objectives and ways of working.
* To ensure effective communication, as appropriate, with the parents/carers of students.
* To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
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| **Liaison:** | c)c)c) | * To contribute to school liaison and promotional activities, e.g. the collection of material for press releases.
* To contribute to the development of effective Mathematics, pastoral and/or teaching and learning links with partner schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of Mathematics or areas of activity at Open Days/Evenings and other events in partner schools and the wider community.
* To actively promote the development of effective links with external agencies.
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| **Management of Resources:** | c) a)c) | * To assist colleagues to identify resource needs and to contribute to the efficient /effective use of physical resources
* To encourage an efficient sharing and effective usage of resources to the benefit of the school and the students.
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| **Pastoral System:** | a) c)a) c)c)a) c)a) c) | * Within a specified Community, to help to monitor student attendance together with students’ progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
* To act as an Academic Mentor (Form Tutor) and carry out the duties associated with the role as outlined in the generic job description.
* To contribute to PSE, citizenship and enterprise according to the school policy.
* To assist in the implementation of the school’s agreed Behaviour Management system, as outlined in the Staff Handbook.
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| **Teaching:** |  | * To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
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| **Additional Duties:** | a) c) | * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
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| **Cross-reference** |  |  In having a clear grasp of the expectations of this role, the postholder should make close reference to the ***Teaching Standards (DfE 2012)*** |
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| **Other Specific Duties:** |
| * To encourage students to take a full part in the schools’ extra-curricular programme.
* To promote actively the school’s corporate policies.
* To continue personal development as agreed.
* To actively engage in Proving Progress Reviews and the implementation of action points arising from the process.
* To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified. |

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| Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.Colleagues are expected to promote and act in line with the principles of the “Dignity at Work” Policy.The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. |
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| This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. |

Date Sept 2016

Signed: