**JOB DESCRIPTION**

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| **JOB TITLE** | Teaching and Learning Responsibility (TLR2b) Teaching, Learning and Assessment: Second in charge of Mathematics. |
| **EMPLOYER** | South Shields School |
| **LOCATION** | Nevinson Avenue, Tyne and Wear, NE34 8BT |
| **RESPONSIBLE TO** | Headteacher |
| **MAIN PURPOSE OF THE JOB** | Take specific responsibility and accountability for the day to day management and organisation of KS3 mathematics.  Be an excellent classroom practitioner  Improve the quality of teaching and learning across the mathematics department.  Be responsible and accountable for the acceleration of pupils’ progress across a key stage.    Have an impact on educational progress beyond your  assigned pupils  Line manage and appraise identified staff  Assist in the smooth running of the school at all times |
| **Specific Responsibilities and Duties:**  In addition carrying out the duties of a class teacher as outlined in the current School Teachers’ Pay and Conditions Document, the post holder receives a TLR2 for being second in charge of Mathematics. Leadership and management  * Support and implement the vision and ethos of the school * Contribute to, implement and evaluate the success of School Development Plan relevant to your TLR area * Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management * Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments * Together with SLT, assist with the school self-evaluation process for Mathetatics, Quality Assurance and Teaching and Learning Systems and processes, monitoring of school standards and bringing about improvement * As appropriate contribute to the writing of self-evaluation and policy documents * Manage effectively the transition of pupils to and from your key stages and within it * Promote cross curricular approaches to teaching and learning * Be a proactive and effective member of the teaching and learning team * Be an effective role model in terms of teaching, behaviour and classroom management   **Teaching and learning responsibility**   * Lead the curriculum development and implementation of KS3 maths. * Have overall responsibility and accountability for KS3 maths ensuring curriculum continuity, consistency, and progression. * Lead regular meetings relevant to numeracy with appropriate colleagues. * Develop, demonstrate and/or promote teaching and learning across the school.   **Monitoring and assessment**   * Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across mathematics * Monitor standards including recorded work as relevant to your TLR across the school including reviewing long and medium term planning   **Manage resources**   * Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area. * Manage, monitor and accurately account for any budget for your area. * Evaluate, organise and monitor the use of resources   **Staff development**   * Act as a reviewer with the arrangements for the appraisal of all identified staff * Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach, developing and delivering CPD as part of Professional Development Plan * Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork * Ensure your keep up to date with current developments in mathematics curriculum, and carry out research and disseminate information as appropriate   **Other**   * Assist in the smooth running of the school at all times | |
| This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate. | |
| There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder. | |
| **Date:** | |
| **Additional Information** | |
| * This post is subject to an Enhanced Disclosure and Barring Check (DBS) | |
| * This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act. | |
| **South Tyneside Council is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.** | |

**Note**

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

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| **Signature of post holder** |  | **Date** | **/ /** |
| **Signature of headteacher** |  | **Date** | **/ /** |

**PERSON SPECIFICATION**

| **ESSENTIAL** | | | | **DESIRABLE** | | |
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|  | **Criteria No.** | **ATTRIBUTE** | **Stage Identified** | **Criteria**  **No.** | **ATTRIBUTE** | **Stage Identified** |
| **Application** | E1  E2 | Fully supported reference  Well-structured supporting letter indicating beliefs, understanding of important educational issues and teaching styles | AF/R  AF |  |  |  |
| **Qualifications**  **& Education** | E3  E4 | Qualified Teacher Status  Registration with the General Teaching Council | AF/C  AF/C | D1  D2 | Qualification in Maths education and leadership  Evidence of relevant in-service training | AF/C  AF/C/I |
| **Experience & Knowledge** | E5 | Minimum of 3 years experience | AF/I/R | D3 | Experience of leading numeracy | AF/I/R |
|  | E6 | A record of success in delivering Mathematics | AF/I/R | D4 | Involvement in curriculum review, management and development | AF/I/R |
|  | E7 | A sound knowledge base of numeracy development | AF/I/R | D5 | Experience of teaching across key stages 3 and 4 | AF/I/R |
|  | E8 | Understanding & knowledge of current education issues and areas within mathematics and numeracy | AF/I/R |  |  |  |
|  | E9 | A knowledge of the structure and content of the National Curriculum | AF/I/R |  |  |  |
|  | E10 | Experience of working successfully and cooperatively as a member of a team in a school | AF/I/R |  |  |  |
|  | E11 | Evidence of commitment to raising achievement | AF/I/R |  |  |  |
| **Leadership & Management** | E12 | Evidence of successful leadership or supporting leadership beyond the classroom e.g. a curriculum area(s) | AF/I/R |  |  |  |
|  | E13 | Ability to lead in promoting successful attitudes to learning | AF/I/R |  |  |  |
|  | E14 | Involvement in mathematics curriculum development | AF/I/R |  |  |  |
| **Professional Development** | E15 | Evidence of attendance at recent and relevant training within the last two years | AF/I |  |  |  |
| **Skills** | E16 | An ability to identify the professional development needs of teachers in relating to children’s learning and deliver training | AF/I/R | D6 | To have the potential to lead in the absence of more senior staff | AF/I/R |
|  | E17 | An excellent classroom practitioner and role model to colleagues demonstrating an understanding of the individual needs of children in all areas relating to mathematics provision | AF/I/R |  |  |  |
|  | E18 | Ability to motivate and inspire pupils, staff and parents and to contribute to the development of an effective team | AF/I/R |  |  |  |
|  | E19 | Be able to prioritise and manage own time effectively | AF/I/R |  |  |  |
| **Personal**  **Attributes** | E20 | Ability to demonstrate enthusiasm, sensitivity and a caring attitude whilst working with children | AF/I/R | D7 | Flexibility and adaptability in order to be able to work across age ranges and to mix and work with a wide range of people | AF/I/R |
|  | E21 | High degree of motivation for working with children to promote their development and educational needs | AF/I/R |  |  |  |
|  | E22 | Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community | AF/I/R |  |  |  |
| **Special Requirements** | E23 | Interest in working with children to promote their development and educational needs | AF/I/R/D |  |  |  |
|  | E24 | Ability to form and maintain appropriate relationships and personal boundaries with children | AF/I/R/D |  |  |  |
|  | E25 | Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline. | AF/I/R/D |  |  |  |
|  | E26 | Suitability to work with children | AF/I/R/D |  |  |  |

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| **Key – Stage identified** |  |
| AF | Application Form |
| C | Certificates |
| T | Tests |
| P | Presentation |
| I | Interview |
| R | References |
| D | Disclosure |

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references