

**JOB DESCRIPTION: DIRECTOR OF MATHEMATICAL DEVELOPMENT**

***EDUCATION TO UNDERSTAND THE WORLD AND CHANGE IT FOR THE BETTER***

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| **Post** | Director of Mathematical Development (Extended Leadership Group) |
| **Grade** | L10-14 |
| **Responsible to** | Deputy Headteacher and Headteacher |
| **Responsible for** | The successful development of mathematics across the school, the Mathematics Department and raised outcomes for students |
| **Working hours** | As indicated by STPCD |

**Expectations**

Everyone at Thomas Tallis works to fulfil our **School Plan**. All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards.**

We expect teachers to

1. Make sure young people of all abilities, ages and backgrounds fulfil their potential.
2. Engage all young people in participation in interesting learning
3. Develop into exceptional teachers
4. Through teachers’ own scholarship stimulate a love of knowledge in our young people
5. Unlock and develop their creativity and independence
6. Demonstrate that learning continues well beyond lessons.
7. Develop the Thomas Tallis Habits of Mind in all teaching so that young people are inquisitive, collaborative, persistent, disciplined and imaginative.
8. Consistently to be a good or outstanding teacher.

Teachers with TLR posts at any level must demonstrate these **10 Qualities of Leadership,** based upon the principle that *we should trust in others and be trustworthy ourselves*.

We expect that members of our community who have leadership roles should

1. Show vision, innovation, conviction and authority and lead by example.
2. Build a team through a clever combination of dynamism, sensitivity, effective communication, managing, monitoring, evaluating and supporting staff.
3. Understand what needs to be done, do it right, and on time.
4. Be very, very organised.
5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan
6. Know your subject and keep up-to-date.
7. Lead learning by demonstrating high quality work with excellent outcomes.
8. Develop colleagues through encouragement, performance management and providing opportunities.
9. Support young people by maintaining good discipline and helping them meet high targets
10. Work with others by building good links with KS2, other schools, FE and HE.

**ROLE AND RESPONSIBILITIES**

**Ethos**

1. To work as part of the LG curriculum team to redevelop and oversee the further improvement of the mathematics department.
2. To lead the development of mathematical thinking and methods across the curriculum to improve students’ life-chances

**Line Management Responsibilities**

1. To engender enthusiasm for and confidence in mathematical learning in all students
2. To build up and maintain a coherent and united team of quality maths educators.
3. To lead the mathematics team so that quality of achievement, learning and teaching may increase.
4. To monitor, evaluate, improve and sustain the maths department.
5. To lead the development of best practice in maths education ensuring that the twin outcomes of a love of learning and success in examinations are achieved.
6. To oversee and coordinate the redevelopment of the maths curriculum in line with the powerful knowledge-threshold concepts and principles (mastery) started in 2015

**Achievement and Progress**

1. To lead the Maths team in their understanding, identification and tracking of student progress.
2. To evaluate and improve the impact of all mathematics teaching.
3. To work with the Maths team and Leadership Group to complete and publish the revision of the maths curriculum.
4. To focus in particular on overcoming barriers to mathematics success experienced by specific groups including disadvantaged students.
5. Thoroughly to review progress towards targets and measure the **impact** of activities undertaken.

**Behaviour**

1. To fulfil the demands, explicit and implicit, of the Thomas Tallis Behaviour Policy and through personal example to model, teach and promote the behavioural norms of a good society so that excellent behaviour is the norm in maths.
2. To lead the management of good behaviour in the maths department, inside and outside classrooms
3. To work with maths teachers to promote and develop good behaviour.

**Parents, carers and community**

1. To raise the profile of maths and engender enthusiasm for and confidence in mathematics in Tallis families
2. With the maths team to work with parents and carers to involve them in the support of their children’s education.
3. To develop and promote positive links with local and London-wide industry and Higher Education so that maths learning may have a real-world perspective for students.
4. To foster and develop links with KS2 and HE.
5. To evaluate the views of students, parents and stakeholders and act on recommendations where appropriate

**Leadership**

1. To work as part of the Extended Leadership Group (ELG), carrying out such duties as are part thereof, including a role in whole-school behaviour support and management.
2. As part of ELG constantly to review the quality of teaching and progress across the curriculum.
3. To continue to develop creativity in mathematical education across the curriculum, using computers and software where possible to help students understand mathematical ideas and create vivid examples of mathematics in practice.
4. To support the development of enrichment activities around mathematics
5. To lead maths self-evaluation and development planning
6. With AHT T&L to monitor, develop and sustain the quality of teaching
7. To report to governors when required.

**Other duties**

1. To lead and take part in Performance Management as required.
2. To carry out on-call, break and lunch duties and contribute to the daily management of the school
3. To complete any additional responsibilities commensurate with this job description, as required by the Headteacher.

*CR March 2018*