

## Job Description

<b>Academy:</b>	Leeds East Academy
<b>Job Title:</b>	<b>Director of Maths</b>
<b>Grade:</b>	Leadership L9-13 £47,967 - £52,930 (plus Recruitment Allowance of £3,500 for suitable candidate and Loyalty Bonus of £3500 after 2 years)
<b>Accountable to:</b>	Principal

**Role:** The Director of Maths is a demanding yet highly rewarding role and exceptional and variegated skills in strategic planning, developmental direction and inspirational leadership are critical.

The successful candidate will receive a recruitment and retention allowance of £3,500 as well as a bonus loyalty payment of £3,500 after two years. The successful candidate will also gain a fully funded place with our sponsors, the Leeds City College Group to complete their Masters in Educational Leadership.

In addition to working for the Academy as part of the Senior Leadership Team and leading on Mathematics, the role of Director will be given an exceptional opportunity. Under the guidance of the Executive Principal, you will develop the teaching and performance of Mathematics across the Leeds City College Group resulting in the implementation of a highly effective strategy, which will positively impact thousands of young people across the city.

Please note that this job description should be read in conjunction with the National Core Standards for Teachers for main-scale post holders, and the post-threshold standards where applicable.

*NB: All post-holders at The White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the Academies. The five principles of the Children's Act: Every Child Matters guide the work of every adult working at or associated with Leeds East Academy.*

### Main Responsibilities of the role:

As part of the extended Senior Leadership team, the Director of Maths will:

- Be committed to supporting the achievement of all our young people through their learning from 11-16 and beyond.
- Have the chance to further progress their career through a fully funded opportunity to complete their Masters qualification.

- Lead on the strategic development of the Maths curriculum to secure excellent rates of progress for all learners.
- Raise standards of student attainment and achievement within the whole subject area.
- Be accountable for student progress, leadership, management and development of the subject area.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying Mathematics and numeracy, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Principal of the school.
- Work closely with the Executive Principal to develop the numeracy strategy across Leeds City College.
- Manage day to day requirements such as examination entry and team timetables, delegating as appropriate, to ensure the efficiency of the team.
- Empower members of the team to develop their leadership potential to ensure continuous improvement within the team.
- Chair department meetings to ensure that they are used effectively to review performance, progress, monitor actions, implement strategies and provide professional development opportunities.
- Develop, in all students and staff, versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Ensure that leaders and teachers within The White Rose Academies Trust team are provided with high quality training opportunities, which enable them to be highly effective practitioners.
- Develop positive external relationships at a local and strategic level, in partnership with The White Rose Academies Trust and others, to promote the continued development of the academy, as a central resource for the community.

#### **Developing professional and constructive relationships:**

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parent(s)<sup>1</sup>, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.

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<sup>1</sup> The term 'parent' includes any person or body with parental responsibility such as a foster carer, guardian or local authority.

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
  - Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
  - Establish and develop effective team working practices.
  - Develop rigorous procedures for monitoring the performance of all members of the Maths Department, including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
  - Ensure an aspirational and motivational culture is developed, sustained and celebrated.
  - Be able to prioritise, be efficient and meet deadlines.
  - Be an effective and clear line manager.
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### **Working within the law and frameworks**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
  - Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
  - Know how to identify potential child abuse and follow safeguarding procedures.
  - Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
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### **Developing practice**

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.
  - Work effectively with the Principal and Executive Principal, the Chair of the Local Governing Body and the Local Governing Body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money
  - Work closely with the Board of The White Rose Academies Trust, its other academies, strategic partners and stakeholders.
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### **Professional skills**

- Promote and model inspirational teaching and learning around Maths.
- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ID and thinking and learning skills appropriate within their phase and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach.
- Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
- Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
- Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
- Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy.
  - Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.
  - Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
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### **Strategic Direction and development:**

- Support the Principal in the communication of the vision for Maths, its effective management and operational efficiency to fulfil the ethos of the academy.
  - Lead on key specific areas of responsibility that ensure the realisation of an exceptional educational provision for all young people at the academy.
  - Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.
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### **Professional knowledge and understanding:**

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
  - Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
  - Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
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#### **Other duties**

- To carry out morning, break, lunch and after school duties as required by the leadership team.
  - Carry out any other duties as directed by the Principal.
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#### **Equal Opportunities:**

- To promote equal opportunities in Education in Order that all children and families will gain optimum benefit from the service provided.
  - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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#### **Generic Staff Requirements:**

- Uphold the professional standards expected of every member of Academy staff in all dealings with colleagues, students, parents / carers and the wider community.
- Adhere to the principles expressed in the aims of the Academy and its mission statement.
- Actively contribute to the continued development of the Academy by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply Academy policies in all aspects of the role.
- Keep up to date with all aspects of the Child Protection Policy as it applies to the post.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing Academy which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

All postholders are accountable through The White Rose Academies Trust Performance Management Policy. The Governors and Principals of The White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and a DBS check.

'We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.'

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the Academy.

<b>Signed</b>		<b>Dated</b>	
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