**JOB DESCRIPTION**

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| **Job Title:** | **Lead Mathematics Teacher** |
| **Reports to:** | **Deputy Headteacher** |
| **Responsible for:** | **All Mathematics department team** |
| **Grade:** | **L1 – L5 plus recruitment and retention allowance** |

**JOB PURPOSE:**

Working as part of the schools leadership team, to lead curriculum development and delivery for Mathematics within alternative provision.

To support the development of excellent teaching, learning and assessment in line with agreed standards

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

**Leadership**

* To ensure a range of appropriate interventions are in place to ensure students achieve challenging targets and reach their full potential.
* To assist in leading an identified learning team and drive improvements through implementation of the learning team development plan.
* To lead on specific aspects of curriculum development and teaching and learning practice for the curriculum area as agreed with the school.
* To act as an excellent role model for teaching and support staff within the curriculum area.
* To support the development of NQTs and colleagues undertaking initial teacher training programmes through coaching and mentoring.
* To contribute guidance on effective strategies for teaching the subject area
* To work with the curriculum leader to develop outstanding practice in teaching and learning for the curriculum area.
* To explore innovative curriculum delivery through a range of strategies and using resources creatively.
* To contribute to professional development of colleagues with the view to develop and share excellent practice in learning and teaching.

**Teaching, learning and assessment**

* To develop high quality schemes of learning and monitor their implementation.
* To assist in raising student achievement and attainment in the specified subject area across school as evidenced by external examinations and internal assessments.
* Teaching children and supporting transition back into mainstream provision
* To prepare and use performance data to set appropriate targets, track individual students and inform teaching and learning performance.

**Student progress and achievement**

* To assist in identification of students at risk of underachieving in the specified subject and work with the SLT, to advise and lead on appropriate intervention strategies in order to raise attainment.
* To assist in the development of strategies to reduce student disaffection and increase inclusion and positive behaviour for colleagues new to the profession and the school.
* To conduct work scrutiny.
* Contribution to school and Trust priorities and policies
* Engage with strategies promoting the school with the local community and schools.
* To contribute to the delivery of effective staff professional development.
* To contribute to the creation of a calm learning environment and positive climate for learning.

**General duties and responsibilities**

* To carry out other duties as may be reasonably requested.
* To safeguard the welfare of children.
* To keep the Curriculum Leader fully informed of all initiatives undertaken
* To cover for absent colleagues, as appropriately required.
* To participate and attend meetings and training as appropriate
* To take an active role in own professional development in line with performance management objectives.
* To ensure confidentiality is maintained at all times.
* To work in accordance with all Academy procedures and policies, to adhere to the schools and Trusts professional code of conduct for staff and quality standards for all staff

**Note**: This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management’s discretion in the future. As a general term of employment, the Trust may affect any necessary change in job content or may require the post holder to undertake other duties, at any location in the Trust’s service, provided that such changes are appropriate to the employee's remuneration and status. As a term of your contract of employment, the Trust reserves the right to vary your hours of work and require you to work outside the range of your “typical working arrangements” specified in your Statement of Particulars. The Trust reserves the right at its discretion to affect this condition of your employment. Should this be necessary you will be given reasonable notice of any proposed changes.

**PERSON SPECIFICATION**

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|  | |  |  | **Assessed by:** | | |
| **No** | | **CATEGORIES** | **Essential/ Desirable** | **App**  **Form** | **Interview /Task** | |
| **QUALIFICATIONS** | | | | | | |
|  | | Qualified teacher status | **E** | **✓** |  | |
|  | | A degree in a subject related to the curriculum area. | **E** | **✓** |  | |
| **EXPERIENCE** | | | | | | |
|  | Successful experience and proven track record of student achievement | | **E** | **✓** | | **✓** |
|  | Experience of developing and leading a curriculum initiative or project which has had proven impact in terms of positive outcomes for students. | | **E** | **✓** | | **✓** |
|  | Ability to maintain good discipline and promote positive behaviours for learning | | **E** | **✓** | | **✓** |
|  | Evidence of the effective use of Assessment for Learning in engaging learners and promoting student achievement | | **E** | **✓** | | **✓** |
|  | Experience in the effective use of a wide range of teaching methodologies. | | **E** | **✓** | | **✓** |
|  | Evidence of the successful use of new technologies to improve learning. | | **E** | **✓** | | **✓** |
|  | Awareness of development in national policy for education | | **E** | **✓** | | **✓** |
|  | Demonstrate a clear understanding of safeguarding for pupils | | **E** | **✓** | | **✓** |
|  | Effectively analyse, prioritise and action plan | | **E** | **✓** | | **✓** |
|  | Evidence that you have made an impact on improving pupil outcomes | | **E** | **✓** | | **✓** |
|  | Able to set clear targets, track progress an adopt strategies to achieve them | | **E** | **✓** | | **✓** |
|  | Track record of a commitment to inclusion & overcoming barrier to learning & progress | | **E** | **✓** | | **✓** |
| **KNOWLEDGE, SKILLS AND ABILITIES** | | | | | | |
|  | Ability to meet the National Professional Standards for Teachers | | **E** | **✓** | | **✓** |
|  | Ability and commitment to ensure all students achieve their challenging targets | | **E** | **✓** | | **✓** |
|  | Knowledge and understanding of current and emerging curriculum and qualifications reform and innovation. | | **D** | **✓** | | **✓** |
|  | Ability to communicate effectively, verbally and in writing with all school stakeholders, including parents and carers | | **D** | **✓** | | **✓** |
|  | Ability to motivate and inspire students to learn. | | **E** | **✓** | | **✓** |
|  | Listen to, reflect and act on feedback | | **E** | **✓** | | **✓** |
|  | Ability to contribute to a collective vision and shared purpose. | | **E** | **✓** | | **✓** |
|  | Ability to safeguard the welfare of children. | | **E** | **✓** | | **✓** |
|  | Ability to communicate effectively with and develop positive relationships and personal boundaries with children, young people, parents and carers. | | **E** | **✓** | | **✓** |
|  | Ability to demonstrate emotional intelligence and resilience in working with challenging behaviours. | | **E** | **✓** | | **✓** |
| **LEADERSHIP SKILLS AND ABILITIES** | | | | | | |
|  | Ability to assist in leading and co-ordinating a team of people to achieve positive outcomes for students. | | **E** | **✓** | | **✓** |
|  | Ability to lead and manage the development of the subject in line with national reforms and policy | | **D** | **✓** | | **✓** |
|  | Ability to be self-directed, motivated and work as part of a committed team of colleagues | | **E** | **✓** | | **✓** |
|  | Ability to organise and manage workload and meet deadlines | | **E** | **✓** | | **✓** |
|  | Ability to drive forward standards and performance of the subject by assisting the curriculum leader | | **E** | **✓** | | **✓** |
|  | Ability to support the development of NQTs and Teacher trainees through coaching and mentoring | | **E** | **✓** | | **✓** |
|  | The ability to contribute to the delivery of professional development programmes | | **E** | **✓** | | **✓** |
|  | Ability to use data effectively to review performance, track achievement, plan interventions and ensure that every student achieves their best | | **E** | **✓** | | **✓** |
| **COMMITMENT** | | | | | | |
|  | Evidence of a commitment to own professional development as an aspiring leader | | **E** | **✓** | | **✓** |
|  | Commitment to collaborate with a range of partners and professionals, celebrate good practice and address poor practice. | | **E** | **✓** | | **✓** |
|  | A commitment to community cohesion and social inclusion. | | **E** | **✓** | | **✓** |
|  | Ability to work sensitively with a variety of people. | | **E** | **✓** | | **✓** |
|  | Ability to promote the positive image of the school. | | **E** | **✓** | |  |
|  | Be enthusiastic and have the motivation to work in Alternative Provision (AP) | | **E** | **✓** | | **✓** |
|  | Be committed to equal opportunities and safeguarding | | **E** | **✓** | |  |