

Second in Mathematics Department

TPS plus TLR1A

PURPOSE OF POST

To support the Faculty Leader with leadership of the Mathematics Faculty in order to improve student outcomes across the academy. Specific areas of responsibility to be agreed with the Faculty Leader. To work within the context of the departmental assessment and monitoring policies, which are drawn up by the Faculty Leader in line with school policy to reflect both ongoing formative and the regular interim summative assessments expected.

- 1 To work with the Faculty Leader to identify underachieving students and groups of students and develop bespoke and strategic interventions for students and groups of students who are not making required progress. To identify gaps in the progress of key groups of students and make regular reports about progress to the Faculty Leader.
- 2 To facilitate, coordinate and monitor where intervention is required by individual staff members.
- 3 To work with the Faculty Leader to identify areas of strength/weakness within the curriculum for the Key Stage/Year Group which may be enhancing or hindering student progress and take appropriate action.
- 4 With the Faculty Leader, to monitor the quality of teaching and learning and work with individual teachers to develop strategies to improve student progress and achievement. To draw on strengths in pedagogy and teaching and learning to provide CPD for all staff within the department plus tailored support/mentoring/coaching for individuals.
- 5 To monitor the quality and marking of homework at KS3 and KS4 in line with school and departmental policy and intervene as necessary.
- 6 To monitor the quality of marking, assessment both formative and summative within the department at KS3 and KS4 and ensure that assessment grades provided accurately reflect the standard students are working at. To ensure that systems for assessment are robust, accurate and are applied consistently.
- 7 To ensure that at KS3 and KS4 all staff know exactly what data is to be provided for each assessment point and that the systems for data collection and grade creation are established within the department.
- 8 To work alongside the Faculty Leader to ensure that school policy on behaviour, rewards and sanctions is upheld within Mathematics so that effective learning can take place.
- 9 To be responsible for the line management and appraisal of designated staff within the Mathematics department. To act as a role model for teacher, setting the highest personal standards. To work alongside the Faculty Leader in monitoring and evaluating the quality of teaching and learning within Mathematics through learning walks, formal/informal lesson observations, giving feedback and providing support where needed. To offer 1:1 coaching and support to members of the department who need additional support.
- 10 To contribute to the marketing of the Mathematics department, including Open Evening.
- 11 To work with the Faculty Leader to ensure that health and safety policies and risk assessments are in line with national requirements, are regularly updated and to implement departmental policy to ensure these are followed.
- 12 To take responsibility for administrative/organisational tasks within Mathematics as agreed with the Faculty Leader to ensure the smooth running of the department and effective communication.

Reporting To

Faculty Leader

Teacher – Generic Job Description

PURPOSE OF POST

1. To plan and teach a broad, balanced, relevant and differentiated curriculum within a designated subject area(s) such that all students are included, challenged and supported, and so that all can progress and achieve.
2. To monitor, review and support the overall progress and development of students as a teacher and as a form tutor.
3. To seek to inspire in students, as teacher and tutor, a love of learning and to foster imagination, creativity, confidence, independence and respect for others.
4. To share and support the school's ethos of faith, vision and nurture and to commit to the highest standards of achievement and personal growth and development for students - mind, body and soul.

Reporting To

Faculty Leader

GENERIC RESPONSIBILITIES

Teaching and Learning

1. To maintain a thorough and up-to-date knowledge of the teaching of one's subject(s) and the wider curriculum developments which are relevant to the teacher's work.
2. To consistently and effectively plan lessons to meet students' individual learning needs, using a range of appropriate strategies for teaching and classroom management.
3. To consistently and effectively use information about the prior attainment of students to set well-grounded expectations for students and monitor progress to give clear and constructive feedback.
4. To ensure that the learning environment is organised, attractive and stimulating.
5. To maintain high standards of behaviour, attendance and punctuality, in accordance with school policy and procedures.
6. To prepare and update subject materials.
7. To set and mark homework according to school policy.
8. To comply with Health and Safety policy and undertake risk assessments as appropriate.

Marking, Assessment and Reporting

1. To make and assess students' progress according to whole-school policies and as requested by external examination bodies.
2. To maintain appropriate records and provide relevant accurate and up-to-date information to support the overall monitoring of students' progress according to school policy.
3. To complete reports on students' progress accurately for parents according to school policy and the school calendar. To communicate with parents of students about their progress as appropriate and according to school policy.
4. To take part in liaison activities including Parents' Evenings, Open days/evenings, review days.

Departmental

1. To assist in the development of curriculum, schemes of work, assessment policies and teaching and learning strategies in the department.
2. To support the department's effective organisation and management.
3. To contribute to the department's improvement planning.
4. To liaise professionally with other colleagues across the school, and external agencies as necessary.
5. To contribute to the department's enrichment of extra-curricular opportunities for students.

Pastoral

1. To be a form tutor to an assigned group of students.
2. To uphold the Christian ethos the school and ensure that all students experience a meaningful daily act of worship. Tutors should attend year, school and chaplaincy assemblies and sit with students as a community worshipping together. To contribute to Year assemblies. On the days when students are not involved in a school, Year or chaplaincy assembly, tutors should ensure that time is set aside with the tutor group for reflection and quiet prayer, following school worship policy.
3. To conduct a termly / annual review with each individual student according to school policy.
4. To monitor the progress against targets of students in the tutor groups.
5. To monitor homework by checking and signing homework diaries.
6. To monitor school databases to maintain a profile of form members, and plan interventions as necessary if a student appears to be underachieving, referring any concerns to the Faculty Leader.
7. To help collate and act on any information passed on which concerns students within the tutor group.
8. To contribute to induction days as required.
9. To help prepare students for transition as required.
10. To oversee the welfare and discipline of every form member and report any concerns which might need parental / external agency involvement to the Faculty Leader. Any issues of Child Protection must be reported immediately to the Safeguarding and Welfare Officer and / or Deputy Headteacher responsible for student welfare [Designated Safeguarding Lead]. Tutors should never promise absolute confidentiality.
11. To register students accurately using the school systems, follow up punctuality and chase up absence notes in the first instance.
12. To uphold the school's rules on uniform, checking students' appearance daily and issuing sanctions if students are in default, according to school policy.
13. To develop a sense of community and active citizenship within the form group and year and taking active responsibility with the students for the appearance of the form room.
14. To organise the election of form captains.
15. To ensure that time is created for students to discuss social, moral and environmental issues, that students are encouraged to support and take part in activities which involve them working with the wider community and with charitable activities, and that such activities are understood by the students to be active citizenship.
16. To ensure that home-school communications are efficient, and encourage good and positive relationships with parents, guardians and carers.
17. To attend Year meetings and contribute positively to the team.
18. To fulfil supervision duties in school in line with published duty rotas.
19. To contribute to the pastoral team's enrichment programme for students.

Personal and Professional

1. To participate professionally in the school's performance management systems.
2. To take responsibility for personal professional development.
3. To take part in professional development activities and inset organised by the school.
4. To make an active contribution to the policies and aspirations of the school.
5. To mentor ITT candidates/NQTs as part of whole-school policy.
6. To contribute to whole-school activities and enrichment for students.
7. To undertake any other duty as specified by STPCB not mentioned.
8. To actively promote and comply with safeguarding and child protection legislation in all areas of responsibility and in line with school protocols.
9. To support the school's Health, Safety and Welfare policy and be aware of the responsibility for personal Health, Safety and Welfare and that of others reporting any hazards.

Specific Responsibilities

1. Your timetable and details of students are to be found via the school's MIS.
2. Your form register and student details are to be found via the school's MIS.
3. Duty and assembly rotas are published by the pastoral line-manager.
4. Departmental priorities for this year to which you will be asked to contribute.
5. Pastoral priorities for this year to which you will be asked to contribute.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

In your application, please demonstrate how you meet these criteria. Do not include a curriculum vitae.

Second in Mathematics Department	Essential / Desirable	How identified (A/I/LO/R)
Education Qualifications		
Good honours degree (or equiv.) in Mathematics, or a related subject	E	A
PGCE or equivalent and Qualified Teacher Status	E	A
Relevant and successful teaching experience	E	A
Higher degree or further professional qualification	D	A
Excellent track record of recent relevant professional development	D	A
Relevant experience in team-leadership / management – e.g. 2 i/c, team leader, leadership of the development of curriculum / T & L / assessment strategies, etc, which has had an impact on both pupils and teachers	D	A
Teaching and Learning		
Aware and knowledgeable about best practice in Mathematics curriculum and pedagogy, and about developing staff.	E	A /LO / R/I
Excellent classroom practitioner	E	A / LO / R
Experience in supporting/mentoring/coaching staff	D	A/R/I
A broad awareness and understanding of educational research on 'what works' in improving curriculum, pedagogy and teaching and learning.	E	A/R/I
Track record of success which has improved provision, progress and outcomes	E	A/R/I
Data-smart – able to use data analysis and ask the right questions to promote thinking and improvement.	E	A/R/I
Track record of effective and successful project input, and contributions to change.	E	A/R/I
Personal and professional qualities		
Strategic, future-orientated, able to balance long and short-term horizons	D	A/R/I

Intellectually and organisationally agile and well-organised: open to new directions, continuously pro-active and thinking ahead, whilst planning and structuring what needs to be done to translate aspiration into reality.	E	A/R/I
Outstanding communicator – persuasive and inspiring at a group level, with high emotional intelligence and influencing skills 1:1 and with smaller groups.	E	I / R
A good networker – flexible, receptive, persuasive	D	A/R/I
Resourceful and creative	E	A/R/I
Excellent time manager	E	A/R/I
Resilient	E	A/R/I
Intuitive	E	I / R
Has Good Negotiation Skills	D	I / R
Tactful	E	I / R
Support the Christian ethos of the Academy	E	A
The ability and willingness to lead Christian worship with integrity. All staff are fully supported in leading worship by the school's Chaplain.	E	A
A = Application I= Interview LO = Lesson Observation R = Reference		

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview