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| **Post:** | Deputy Curriculum Leader of Mathematics |
| **Grade** | Outer London Spine + TLR 2c (£6,515) |
| **Responsible to:** | Curriculum Leader of Mathematics |
| **Responsible for:** | Mathematics Curriculum Area |
| **Core Purpose:** | Develop all aspects of the Mathematics education provision within the school. To ensure high quality curriculum provision and effective teaching within the Mathematics Curriculum Area. |
| **Main Activities and Responsibilities** The post holder, in consultation with their line manager, will take responsibility for the duties outlined below. Other duties at an appropriate level and nature may also be required and will be negotiated in consultation with their line manager. | |
| 1. **STRATEGIC DIRECTION AND DEVELOPMENT OF MATHEMATICS** | |
| 1. Create an environment where students and staff develop and maintain positive attitudes towards teaching and learning. 2. Analyse data effectively in order to monitor and evaluate student progress; planning and implementing effective intervention to support all students. Use the data to inform the targeting of areas for both sharing good practice and seeking further improvement. 3. Use data, research and inspection findings to inform the subject Curriculum policies and practices, expectations and teaching methodologies. Report on this area to the Senior Leadership Team/Directors/Governors when necessary. | |
| **2. OVERALL MANAGEMENT OF THE MATHEMATICS CURRICULUM AREA** | |
| 1. Be responsible, alongside the Curriculum Leader and Senior Line manager for overseeing the effectiveness of Year 11 operational and day to day strategies to ensure year 11 outcomes meet the school’s targets and expectations. 2. Participate in the school's consultative procedures, ensuring an effective communication system between all stakeholders. 3. Actively pursue a stated policy of staff development within the subject Curriculum Area including the use of delegation. 4. Operate a consultative procedure within the subject Curriculum Area which allows all members of staff the opportunity of taking part in planning and evaluating. 5. Ensure appropriate assessment procedures are in place and records are kept and shared where relevant, including appropriate use of the moderation process. This also includes implementing all practices relating to vocational programmes to the exam board standards (e.g. NCFE and BTEC: Assessment plans; Assignment briefs; Internal Verification and liaison with External verifiers and other relevant bodies). 6. Ensure the accurate setting and marking of internal assessments/examinations across all year groups which properly inform both the school’s benchmarking and targeting systems and also the school’s overall progress and attainment trajectory. 7. Take responsibility for the data entered onto SIMS by the subject Curriculum Area staff as part of the Assessment Tracking Timetable, including the meeting of deadlines for data entry. 8. Evaluate the use of resources in order to increase efficiency and effectiveness in the subject Curriculum Area. 9. Take responsibility for the monitoring of behaviour management within the department and ensure all behaviour issues are promptly followed up to support effective teaching and learning. 10. Holding regular subject Curriculum Area meetings in the directed time. 11. Representing the subject Curriculum Area in all matters related within the school related to the curriculum within Middle Leadership meetings and full staff meetings. 12. Liaising with other Subject areas in the school. | |
| **3. TEACHING AND LEARNING IN MATHEMATICS CURRICULUM AREA** | |
| 1. Ensure appropriate, challenging and differentiated Programmes of Study and Schemes of Work are in place for all Mathematics teaching groups and related courses. 2. Secure and sustain effective teaching of the subject through structured monitoring and evaluation of all aspects of teaching and learning. 3. Take an active participation in the school’s Quality Assurance Monitoring Cycle through meetings, lesson observations and feedback, book looks, student interviews and written reports to members of the Senior Leadership Team/Directors/Governors as necessary. 4. Ensure teaching and learning objectives are clear to all members of the curriculum team. 5. Ensure effective development of students’ literacy and numeracy within the subject. 6. Develop the curriculum to meet the needs of all students; introducing, planning and implementing new courses of study to meet curriculum initiatives and developments across all year groups. This also includes liaison with line managers regarding all matters concerned with the timetable. 7. Map the progress of students regularly against prior attainment and identify students at risk of underachieving in Mathematics. 8. Organise, monitor and evaluate the support programmes for students identified as at risk of underachieving in Mathematics with adjustments made to improve students’ outcomes. | |
| **4. LEADING AND MANAGING MEMBERS OF THE MATHEMATICS CURRICULUM AREA** | |
| 1. Manage all members of the subject Curriculum Area and provide effective support, challenge, information and professional development for all staff within the subject Curriculum Area as necessary. Furthermore, supervising the work of support staff where appropriate. 2. Directly line manage and be responsible for the work of the subject Curriculum Area staff delegating duties as appropriate. 3. Establish clear expectations and high standards of professionalism and collaboration across the subject Curriculum Area. 4. Implementing whole school policies including ICT, Behaviour, Assessment, Homework, Marking and Feedback. 5. Take an active role within the school’s Performance Management process to develop the professional effectiveness of colleagues. 6. Provide structured support and assessment for new staff, PGCE, NQT, Teach First and other trainees to enable them to meet the relevant professional standards and have the maximum positive impact on teaching and learning at the School. 7. Work in collaboration with Pastoral Leaders, Inclusion and Wellbeing staff to ensure that the needs of SEND, vulnerable or otherwise identified students are being met. 8. Lead effective meetings where information is clearly shared and an open dialogue is fostered for the good of the subject Curriculum Area and teaching and learning. 9. Taking responsibility for the work of the subject Curriculum Area staff including the setting of cover work in relation to staff absence. | |
| **5. DEPLOYMENT OF STAFF AND RESOURCES** | |
| 1. To ensure, where appropriate, the effective deployment of classroom support including assuming responsibility for liaising with and organising the work of teaching assistants and other para-professionals linked to the faculty. 2. Create an effective and stimulating learning environment for teaching and learning. 3. Use appropriate resources, in consultation with the line manager, for effective, efficient and safe teaching and learning within the Subject Area. These resources include accommodation, staff, time, courses, development opportunities, ICT equipment. 4. Ensure a safe working and learning environment through the appropriate completion of risk assessments where required. | |
| **6. ORGANISATION** | |
| 1. Make available for publication (for parents, staff and Governors) documentation explaining the policy and modus operandi of the subject Curriculum Area. 2. Produce and keep updated a subject Curriculum Area Handbook. 3. Arrange representation of the subject Curriculum Area on various consultative and task groups. 4. Liaise with the Director over staff appointments and deployment, timetabling requirements and teaching effectiveness. 5. Be responsible for examination entries for all public examinations, as relevant. 6. Keep control over subject Curriculum Area resources including stock, estimates, expenditure. 7. Represent the subject Curriculum Area on various consultative and task groups. 8. Follow the Health and Safety requirements and initiatives as directed. 9. The school is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment. 10. Ensuring compliance with Data Protection legislation. 11. At all times operating within the school’s Equalities policies, demonstrating commitment and contribution to improving standards of attainment. 12. Promoting British Values and the school’s initiatives to develop and demonstrate the shared values of the school. 13. Contributing to the maintenance of a caring and stimulating environment for young people. | |
| **7. HEALTH AND SAFETY** | |
| 1. The post holder must take reasonable care of their own health and safety and that of any other person who may be affected by their acts or omissions. The post holder must also co-operate with the School on all matters concerning health and safety and not interfere with, or misuse, anything provided for the purpose of health, safety and welfare. 2. To be familiar with the school’s policies that refer specifically to health and safety regulations and implement it as applicable within the Curriculum Area. 3. Support the implementation of the health and safety policies and practices, including risk assessments, throughout the Curriculum Area with all members of the team. 4. Support the undertaking of an annual review of risk assessments across the Curriculum Area, with active participation from all members of the team. 5. To pro-actively lead, monitor and report any health and safety related issues across the Curriculum Area. | |
| **8. General Duties** | |
| 1. To carry out a share of supervisory duties in accordance with published schedules. 2. To participate in appropriate meetings with colleagues and parents relative to the above duties but not in excess of the "1265" hours time budget agreed and reviewed each year. 3. To carry out those general professional duties as listed in the DfE’s School Teachers' Pay and Conditions Document (STPCD). | |
| **9. Conditions of Service** | |
| The post holder will be expected to teach in line with the school’s generic teacher’s job specification. He/she is expected to plan, prepare and teach lessons to students according to their educational needs and, in doing so, provide leadership to teachers both within the Mathematics Curriculum Area and across the school.  Designated non-contact time for leadership and management responsibilities will be made available. The person undertaking this role is expected to work within the policies, ethos and aims of the School and to carry out such other duties as may reasonably be assigned by the Headteacher. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled.  The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time after consultation with the holder of the post. | |

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| **Curriculum Leader of Mathematics Person Specification** | **Essential** | **Desirable** |
| **Qualifications** | | |
| Educated to a Good honours degree level or equivalent | ✓ |  |
| Educated to a higher degree level or evidence of further study |  | ✓ |
| Qualified teacher status | ✓ |  |
| A Level/s or equivalent in relevant subject | ✓ |  |
| **Professional Development** | | |
| Evidence of continuing professional development | ✓ |  |
| Experience of delivering continuous professional development | ✓ |  |
| **Experience** | | |
| Ability to use ICT effectively | ✓ |  |
| Ability to use ICT to raise achievement and as a management tool | ✓ |  |
| Provide high-quality teaching to students of all abilities | ✓ |  |
| Leadership experience, including managing staff and students | ✓ |  |
| Ability to use collaborative teaching methods and work with colleagues in the preparation, assessment and monitoring of work | ✓ |  |
| Demonstrable experience of improving student outcomes | ✓ |  |
| Ability to provide high-quality outcomes | ✓ |  |
| A record of continuous professional and career development | ✓ |  |
| **Knowledge and Skills** | | |
| Developments in the National Curriculum | ✓ |  |
| School’s strategic plan and the role to be played by the Curriculum Leader and the Curriculum Area |  | ✓ |
| Developing differentiated schemes of work | ✓ |  |
| Effective strategies for supporting staff to improve teaching and learning | ✓ |  |
| **Attributes** | | |
| Well organised | ✓ |  |
| Well presented | ✓ |  |
| Excellent communication skills and organisational skills | ✓ |  |
| Ability to work hard under pressure while maintaining a positive, professional attitude | ✓ |  |
| Ability to organise and prioritise workload and work on own initiative | ✓ |  |
| Good interpersonal skills and the ability to work collaboratively, leading to professional development of staff, achievement of department aims, and to the efficient running of the faculty | ✓ |  |
| Excellent creative teaching ability | ✓ |  |
| Commitment to personal career development | ✓ |  |
| Ability to organise whole school/year based activities | ✓ |  |
| Ability to think and plan strategically and manage change | ✓ |  |
| **Other Requirements** | | |
| An understanding of, and commitment to, Safeguard and Equal Opportunities, and the ability to apply this to strategic work and day to day situations. | ✓ |  |

**Assessed and seen through:** Verification ofTeacher Ref.No. and certificates; Application form/letter; Interview;

Tests; and References.