

SUBJECT LEADER OF MATHEMATICS - Full Time**JOB DESCRIPTION**

All staff are required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

This post is subject to a Catholic Education Service form of contract.

We are seeking to appoint a Subject Leader of Mathematics who will work collaboratively with the assistant subject leader and maths team to maintain the excellent standards of teaching in the department.

Reports to: Senior Leadership Team

Principal Duties and Responsibilities:

- to actively promote the Catholic Mission of the school
- to ensure the maintenance and delivery of the school ethos through the departmental team
- to plan and deliver high quality teaching with clear objectives which encourages pupils to participate to their optimum level
- to carry out the tasks of a form tutor
- to promote good relationships with parents
- to promote and maintain high standards of pupil behaviour within the department
- to ensure implementation of the school's Health and Safety policy
- to give active support to the school's extra-curricular programme
- to manage high standards of display and care of furniture and fittings in the learning environment of the Maths department and your teaching rooms.
- to carry out such other tasks as the Headteacher may reasonably require

Key knowledge & understanding

- The School Mission Statement
- All teaching staff must understand and uphold the professional code of the General Teaching Council for England by demonstration of all the professional standards for QTS.
- A secure knowledge and understanding of specialist subject(s) to degree level, sufficient to cope securely with subject-related questions which students raise and to know about students' common misconceptions and mistakes.
- A detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements and the demands expected of students in relation to KS4 and a knowledge of relevant post-16 courses.
- An understanding of subject progression KS2 to KS5.

Key functions

1. Planning

- Set high expectations and targets for teaching, learning, achievement and behaviour. Develop and implement policies and practices for the subject(s) that support these expectations.
- Establish and implement department improvement plans which focus development, contribute to whole-school aims and identify realistic and challenging targets, actions, timescales and criteria for success.
- Ensure that the Senior Leadership Team (and governors as required) are well informed about subject policies, plans and priorities, subject related professional development plans and the department's success in meeting objectives and targets.
- Ensure the development of shared schemes of work and teaching resources.
- Establish staff and resource needs and advise senior managers as required. Manage the department's budget, deploying staff and resources effectively within the department.
- Ensure that department accommodation is used to create an effective and stimulating environment for the teaching and learning of the department's subjects.
- Working with the school's Health and Safety Committee, ensure that there is a safe and healthy working and learning environment in which risks are properly assessed.
- Work with the SEN department to ensure that individual education plans are used to set subject specific targets where appropriate and match work to students' needs.

2. Teaching & managing student learning

Evaluating and evidencing the teaching and learning within the department.

- Take responsibility for the self evaluation of the curriculum area in line with school self-evaluation procedures.
- Plan and implement a departmental policy which outlines clearly how the quality of teaching and learning will be evaluated and evidenced.
- Identify and disseminate effective practice and highlight and address areas for improvement.

In particular ensuring the following:

- curriculum coverage, continuity and progression for all students;
- constructive working relationships between staff and students;
- that lessons are based on learning objectives that are clearly communicated to students;
- that teachers are able to select from a range of appropriate teaching and learning methods to meet the needs of the subject and of different students;
- the effective and efficient management and organisation of learning resources;
- the effective development of students' skills and understanding in literacy, numeracy, ICT, study skills and Citizenship.

3. Assessment & reporting

- Analyse and use relevant national, local and school data, research and inspection evidence to inform policy and practice, expectations, targets and teaching methods.
- Following school guidelines, establish systems for assessing, recording and reporting achievement, and using the information to recognise and raise achievement further.
- Establish clear targets for student achievement. Use these targets to evaluate progress by all students, including those with special educational needs.
- Monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support these students.

4. Guidance & welfare

- Take a lead on the management of student behaviour in the department and in the department's teaching areas.

5. Wider professional effectiveness

Department ethos

- Create a positive climate in the department. Establish constructive working relationships among staff, through team working, mutual support, devolving responsibilities, delegating tasks as appropriate and developing an acceptance of evaluation and accountability.
- Ensure a clear, shared understanding of the importance and role of the subject(s) in contributing to students' spiritual, moral, cultural, social and physical development, and preparing students for the opportunities, responsibilities and experiences of adult life.
- To ensure that the Catholic Ethos is integral to the management and decision making within the department.

Professional development

- Appraise staff as required by the school Performance Management policy.
- Lead professional development in the department through example and support and coordinate the provision of high quality professional development, including methods such as coaching and drawing on other sources of expertise.
- Work with the Staff Development, ITT and NQT Coordinators to ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of QTS, the Career Entry Profile and standards for induction. Ensure that other new staff are suitably inducted and supported.

APPLICATION

To apply, please contact Catherine Rowlands, Headteacher's Assistant on (01524) 66689 email for an application form, **c.rowlands@olcc.lancs.sch.uk** or click on 'quick apply' on the school or TES website. Applications should be returned to the school with a covering letter setting out your suitability for the role.

- Start date is January 2020
- Closing date for applications is **noon on Monday 23rd September 2019**
- Interviews are provisionally scheduled for **Wednesday 2nd October 2019**

If you have any further queries with regard to this role, please do not hesitate to contact Des Coyle **d.coyle@olcc.lancs.sch.uk**

This school is committed to safeguarding the welfare of children and young people and expects all staff and volunteers to share this commitment.