

Job Description

POST:	KS3 Coordinator of Mathematics
RESPONSIBLE TO:	Designated Leader within Mathematics
RESPONSIBLE FOR:	Quality of Learning within Mathematics at KS3
SALARY:	TLR 2 (£2721)

PURPOSE:

To inspire imaginative and effective approaches to learning and teaching in KS3 Mathematics and make a major contribution to improving student attainment by raising the quality of teaching in Mathematics and across the Academy.

To ensure smooth transition between KS2 and KS3 and to ensure maximum progress of students.

To support other teachers to improve their effectiveness, modelling excellent practice and providing professional mentoring and to consistently teach high quality lessons which bring about excellent outcomes for students.

The post holder is expected to carry out the professional duties of a coordinator in accordance with Part 11 of the current DCFS Teachers' Pay and Conditions document and those described in the Outcomes. The post holder is expected to meet all the Core and Post Threshold, Excellent and Advanced Skills Professional Standards for Teachers.

PRINCIPAL ACCOUNTABILITIES

- Contribute to and model policies and practices which promote high achievement through effective teaching and learning
- Ensure there is an effective scheme of learning in place which is monitored, evaluated and reviewed regularly at KS3
- Ensure that the monitoring evaluation review practices and procedures are followed at KS3 within Mathematics
- Analysing national, local and Academy data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Head of School/Executive Principal on progress and plans

Learning & Teaching

- To work as a coordinator in KS3 Mathematics to develop teaching and learning strategies that are effective and enable students to achieve challenging targets
- To work with the leaders of Mathematics to identify students at risk of underachieving in KS3 Mathematics and advise and lead on appropriate intervention strategies to raise attainment
- To raise student achievement and attainment in KS3 Mathematics across the Academy as evidenced by external examinations and internal assessments
- To develop staff expertise in all areas of KS3 Mathematics
- Keep up to date with current educational research and disseminate relevant information to colleagues
- To prepare and use performance and contextual data to track individual students and inform performance
- Be committed to the use of new technologies to improve teaching and learning
- Perform role of form tutor

Leading and Supporting Staff

- To support other teachers to develop their expertise in planning preparation and assessment
- Contribute to Mathematics and whole Academy curriculum policy by advising the Academy Leadership Team, through the line management structure on the most appropriate routes of accreditation in Mathematics
- To work with the leaders of Mathematics to develop appropriate curriculum content for each level of learning which is challenging, engaging and differentiated to meet the needs of all students
- To create SOW and share resources that support the development of assessment for learning strategies in KS3 Mathematics
- To contribute to the quality assurance of Mathematics teaching by working with the leaders of Mathematics to ensure rigorous monitoring and evaluation of progress towards Team and Academy Development Plans
- Participate in the recruitment and induction of new staff
- To actively support the vision, ethos and policies of the Academy

PERSON SPECIFICATION

KNOWLEDGE/EXPERIENCE/SKILLS/QUALIFICATIONS/MENTAL SKILLS:

1. Qualifications – Essential:

- Qualified Teacher Status
- Degree or equivalent

Qualifications – Desirable:

- Additional qualification or expertise to contribute to Academy enrichment
- Ability to contribute to other subject delivery
- Commitment to further professional training

2. Knowledge – Essential:

- An awareness of the Maths National Curriculum

3. Experience – Essential:

- Ability to work under pressure, achieve quality work and meet competing deadlines
- Ability to raise standards in the Academy
- Successful KS3 and KS4 teaching experience in Maths
- Successful relationships with learners
- Experience of monitoring academic performance
- Experience of KS3 SOW planning and implantation

4. Skills – Essential:

- Excellent teacher performance in the classroom
- A developed educational philosophy to include equal opportunities
- Ability to teach full range of students at KS3 & 4
- Understanding and commitment to the application of new technology as a tool for learning
- Ability to communicate effectively and appropriately in a variety of situations
- Good organisational, inter-personal and consultancy skills

INTERPERSONAL/COMMUNICATION SKILLS:

- Actively supports the Academy's aims
- Active participation in Academy developments such as extra-curricular activities/ educational visits / out-of-hours learning
- Passion for teaching
- Energy, enthusiasm and flexibility
- Good health and attendance record
- Sense of humour and a positive outlook on life
- Ability to work under pressure and determination to succeed
- Commitment to safeguarding and promoting the welfare of children and young people
- Willingness to undergo appropriate checks, including enhanced CRB checks
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline

Work Environment

a, Work Demands

High quality curriculum provision and effective teaching and learning within the curriculum area of English. This may involve evening work (parents evenings, meetings etc).

b, Physical Demands

Endurance within a classroom setting, teaching students while standing, sitting, or walking throughout the classroom, use of educational aids (electronic whiteboards etc), and retrieval and use of materials.

c, Working Conditions

Working in a classroom educational setting.

d, Emotional Demands

The post holder will be at some risk working in an educational environment above. May be at risk of abuse and aggression from students, parents and carers.

Creativity and Innovation

The post holder will be required to re-schedule work where/when necessary in order to fit in with the working day of the Academy and ensure that all tasks are completed.

Contacts and Relationships

Principal
Staff
Directors
Community
Parents
LEA, Managers on all levels and locations
Trade unions
Other government departments

This Job Description conveys a full and accurate description of the job:

Signature**Designation****Date**

1. CONFIRMED BY:

(LINE MANAGER)

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2. CONFIRMED BY:

**(SERVICE HEAD)
(OR DELEGATE)**

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3. RECEIVED & AGREED BY:

(POST HOLDER)

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**The employee must countersign the Job Description to show that he/she has received it, although they may not agree with its content. They may delete "& AGREED" if this is the case.*

Grade established/Approved

DATE OF PANEL:

DATE: