



Job Description – Assistant Faculty Leader of Maths

Job Role:	Assistant Faculty Leader of Maths
Reporting to:	Faculty Leader of Maths
Responsible for:	KS3 Maths and all teachers of KS3 Maths
Hours of work:	Full time
Grade:	MPS/UPS + TLR 2b

1. Responsibility

Carrying out the professional duties set out in the Teachers' Pay and Conditions Document & National Standards (September 2012) as directed by the Principal within the context of the job description set out below in a satisfactory manner.

2. Duties

- To teach Maths and other subjects as appropriate throughout the College to students in KS3 and KS4.
- To have pastoral oversight of a specific tutor group.
- To assist the Faculty Leader as required and be responsible for the management of Key Stage teachers and resources.

Assistant Faculty Leader

The Assistant Faculty Leader must demonstrate the ability to lead, manage and organise the work of the Key Stage as follows:

3. Development Planning

- To contribute to the self-evaluation of the Faculty by completing the Key Stage self-evaluation.
- To contribute to the Faculty Development Plans taking into account the Whole College Improving Pupil Progress Plan, Faculty self-evaluation, national and local developments.
- To participate in implementing, monitoring and evaluating the Faculty Development Plans.
- To help prepare the Key Stage for Ofsted inspections and any other audits/inspections/reviews.

4. Curriculum

- To help to establish common standards of practice within the Key Stage and develop the effectiveness of teaching and learning.
- To ensure the construction of schemes of work for the Key Stage which satisfy statutory requirements and are compatible with the college's aims, policies and ethos.
- To monitor and evaluate the Key Stage schemes of work and modify them in the light of new attitudes and approaches, changed examination syllabi or altered college or national policies.
- In liaison with the SENDCo, if necessary, to ensure that schemes of work are differentiated to meet the needs of individual students.
- To ensure that Key Stage schemes of work show continuity and progression in:
 - curriculum objectives and content
 - the development of cross curricular skills
 - teaching and learning strategies
 - assessment of and for learning



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- To ensure the smooth transition between Key Stage 2 & 3 and 3 & 4 in order to build on skills, attitudes.
- Knowledge and concepts developed in the primary schools and progressively through the college.
- To assist in the development of Key Skills and cross-curricular themes in consultation with relevant staff.
- To promote teaching and learning strategies within the Key Stage which stimulate student interest and involvement in learning and which meet the needs of individual learners, drawing on/sharing good practice in other Faculties/Key Stages.
- To evaluate educational resources and acquire a range of those which:
 - motivate and interest pupils.
 - meet National Curriculum requirements.
 - support the college policy statement on equal opportunities.
 - are relevant to the needs of the students and society.
 - assist in the development of a range of Key Skills and cross-curricular themes.
- To maintain constant awareness of developments in the Key Stage and bring these to the attention of the Principal through the Faculty Leader.
- To provide progression information about the courses offered by the Key Stage at KS4.
- To ensure that ICT is integrated into the Key Stage schemes of work when appropriate, liaising with the ICT Network Manager over access to equipment.
- To ensure that the Faculty is represented at the Faculty Heads meetings and act as a representative of the Faculty if required.

5. Students

- To establish and maintain high levels of expectations in students.
- To ensure that the College guidelines on behaviour and completion of homework are implemented in the Key Stage including the consistent use of the Behaviour for Learning system by all staff.
- To ensure that students and their parents are provided with information and guidance about courses offered in the Key Stage.
- To ensure liaison with the Achievement Co-ordinators and pastoral support staff over individual student needs.

6. Leadership of the Key Stage

- To support the Faculty Leader and deputise for them when and where appropriate.
- To provide input to the Faculty Leader to identify strengths and areas for development of Key Stage staff and propose appropriate actions to the Faculty Leader.
- To undertake lesson observations and Performance Reviews setting appropriate objectives for staff as allocated by the Faculty Leader.
- To act as a model of good practice within the Faculty.
- To ensure the use and consistency of the Behaviour for Learning system by all staff.
- To support Key Stage staff through the provision of appropriate training as and when required.
- To ensure that all non-specialist staff (e.g. Cover Supervisor) working within the Key Stage receive guidance to carry out their teaching responsibilities adequately.
- To support the induction of new staff, NQTs and ITT students as required.

7. Resources and Accommodation

- To aid the Faculty Leader to ensure that the learning environment is enhanced and that:
 - classrooms are left tidy and clean.
 - furniture and fittings are kept in good condition.



- student work is regularly displayed within and outside the classroom.
- To organise the purchase of and maintain the allocated resources of the Key Stage.
- To maximise the use of ICT and resources available on the VLE appropriate to the Key Stage's needs.

8. Examinations

- To ensure that Key Stage students are entered for the correct external examinations.
- To ensure that all necessary controlled assessments are dealt with according to regulations and on time; that controlled assessments are standardised across the Key Stage.
- To organise teacher assessments of student work in KS3 or KS4.
- To analyse examination results and use these diagnostically to alter entries, plan interventions with students and highlight training needs within the Key Stage.
- To prepare internal examination question papers in consultation with other members of the Key Stage.
- To ensure arrangements for the visit of external moderators are in place.

9. Targeting Setting, Monitoring and Reporting

- To use NFER, 3/4 Levels of progress and other performance indicators to help staff to understand the way student targets are set.
- To ensure that staff monitor and report on student targets and progress in accordance with the College calendar.
- To collate exemplar materials from the Key Stage to produce a portfolio of assessment standards appropriate to National Curriculum and GCSE levels of attainment.
- To be informed of developments in assessment procedures as they relate to the Key Stage and update/train Key Stage staff as necessary.
- To ensure that medium term plans are completed by all Key Stage members each term, identifying plans for intervention for a targeted group of students who are underachieving.
- To provide forecast grades for students, as per assessment calendar, in order to track progress towards targets within the Key Stage and in the whole college.
- To identify the appropriate content of the Key Stage element of any Faculty database to enable effective target setting, monitoring and reporting to take place.
- To liaise with the Assistant Principal (Assessment and Tracking) to:
 - ensure that the Key Stage element of the Faculty database is compatible with the College's database.
 - ensure effective use is made of data entry.
- To ensure the collection of appropriate assessment and reporting information for entry.
- To enter data where appropriate into the database.

10. Quality Assurance

- To ensure that College quality assurance procedures are followed in line with the College calendar and the work of the Faculty is monitored closely e.g. scrutinise student work, celebratory postcards/letters.
- To analyse and report on test results, course work/controlled assessments/project marks and examination results as required by the Principal.
- To ensure that departmental quality assurance folders are kept up to date with evidence collated through the College quality assurance procedures.
- To seek opinions through student/parent surveys as required.
- To participate in "learning walks" as required.



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11. The Community

- To ensure effective dialogue with parents in accordance with College policies.
- To maintain a dialogue with the support services and advisory staff.
- To draw upon the resources of the community and area to implement the curriculum more effectively.
- To organise the Key Stage contribution to Open Evenings, Options Evening and other transition events/activities.

12. Extra-Curricular Activities

- To promote the provision of extra-curricular activities and events in the Key Stage.

13. Safeguarding

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school, always upholding the School's policies in respect of Safeguarding and Child Protection.

Notes:

- The post holder will support the distinctive Catholic mission and ethos of the College.
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment of Teachers and the National Standards (September 2019).
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is current at the date shown, but following consultation, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.
- The duties may be varied to meet the changing demands of the College at the reasonable discretion of the Principal.
- This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. This job description may be reviewed yearly. Nothing will be changed without consultation.