

**THE FOREST SCHOOL ACADEMY TRUST**  
**SECOND IN MATHS**

<b>Role</b>	Second in Maths	<b>Reports to</b>	Head of Maths
<b>Purpose</b>	To support, hold accountable, develop and lead a team of teachers focusing on a discrete curricular area to ensure high standards of teaching and a broad educational provision which meets the needs of all students.		
<b>Dimensions</b>	<b>Students:</b> Variable	<b>Staff:</b> Variable	<b>Financial:</b> Subject Budget
<b>Accountabilities</b>	<ol style="list-style-type: none"> <li>1. To lead and oversee the department operations including staff, students, volunteers and partners to ensure that there is a clear focus on student engagement and progress and to ensure that every student is offered the opportunity to participate and succeed in all aspects of the subject.</li> <li>2. To identify and develop appropriate courses of study and examinations that are aligned to the school vision and ensure the Schemes of Work, course plans and assessment plans are kept up to date to ensure rapid progress for students and attainment that realises student potential.</li> <li>3. To agree, monitor and evaluate the subject student progress and targets to ensure all students make rapid progress and measurable contribution to whole school targets.</li> <li>4. To provide leadership and direction to a subject development plan which contributes positively to the achievement of the school improvement plan and which actively involves all subject teachers in its design and execution.</li> <li>5. To provide regular feedback for subject colleagues in a way which recognises good practice and supports and challenges their progress against performance management objectives resulting in a tangible impact on student learning.</li> <li>6. To assist the designated team leader/SLT manager in the review of the standards of leadership, teaching and learning in the subject area, consistent with the procedures in the school self-evaluation policy.</li> <li>7. To ensure all subject staff understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies.</li> <li>8. To oversee and evaluate the subject spending allocation to ensure funds are spent in line with subject learning priorities and best value principles.</li> <li>9. To engage all subject staff in the creation, consistent implementation and improvement of schemes of work which encapsulate key school learning strategies.</li> <li>10. To lead professional development of subject colleagues through example and support utilising school-based and external sources of expertise.</li> <li>11. To lead a team of teachers through the school's performance management process.</li> <li>12. To lead Health &amp; Safety within the area ensuring students and staff are safe at all times and that the necessary Health &amp; Safety risk assessments are undertaken and reviewed to comply with school insurance requirements</li> <li>13. To actively promote and support the school in its marketing through the use of social media</li> <li>14. To promote the department and the school at whole-school events and at external events, leading high standards of conduct of staff and students e.g. Presentation Evening etc.</li> </ol>		

<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>● <i>Analytical Thinking</i> – The ability to think logically, break things down and recognise cause and effect</li> <li>● <i>Developing Potential</i> – Works to develop the long-term capabilities and potential of others</li> <li>● <i>Enduring Resilience</i> – Able to sustain energy, optimism and motivation in the face of pressure and setbacks</li> <li>● <i>Enterprise</i> – Able to cope with conditions of uncertainty and change, exercise initiative, innovate and adapt to challenging circumstances</li> <li>● <i>Holding People Accountable</i> – The drive and ability to set clear expectations and parameters to hold others accountable for performance</li> <li>● <i>Team Working</i> – The ability to work with others to achieve shared goals</li> </ul>
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<b>PERSON SPECIFICATION</b>
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	Essential	Desirable
<b>Qualifications</b>		
Educated to degree level or equivalent	✓	
Qualified teacher status	✓	
<b>Experience</b>		
Minimum of two years' leadership experience		✓
Demonstrable experience of improving student outcomes	✓	
High quality teaching and learning ability	✓	
Successful management of a team of people		✓
A record of continuous professional and career development		✓
Developing and leading curriculum initiatives using the latest technologies to support learning		✓
<b>Professional Knowledge and Understanding</b>		
Understanding of the skills and attributes required for effective leadership	✓	
Good knowledge of the National Curriculum	✓	
Thorough understanding of the intervention packages available to support accelerated learning		✓
Good understanding of what constitutes effective assessment target-setting and intervention strategies	✓	
Good understanding of the needs of students who have recently arrived to the country and/or students who are vulnerable to high levels of mobility, and be able to use this knowledge to inform policy and practice	✓	
Knowledge of effective strategies to meet the needs of all students	✓	
Understanding of the principles of Racial Equality and Equality of Opportunity and how these may inform whole school policy	✓	
Good working knowledge and understanding of schools' statutory responsibilities regarding the needs and care of students with Special Educational Needs and those with an Educational Healthcare Plan (EHP) and of SEND strategies		✓
Understanding of what is involved in the role of Child Protection Officer, including having a good understanding of up-to-date policies and practice	✓	
<b>Professional Skills and Abilities</b>		
An excellent classroom practitioner	✓	

Understanding of statutory assessment processes	✓	
Ability to analyse data effectively to assess performance	✓	
Ability to present data to support school and student progress	✓	
Ability to use technology to raise attainment	✓	
<b>Personal Qualities</b>		
Tenacity to see things through	✓	
Willingness to engage careers to encourage close involvement in their child's education	✓	
Flexibility in approach	✓	
Enjoyment in overcoming challenges	✓	
Good communication skills	✓	
Ability to manage workload effectively seeing projects through	✓	
Ability to enthuse and motivate others, developing strong partnerships	✓	
Willingness to share expertise and knowledge with others	✓	
Willingness and ability to run school training sessions	✓	
Good health and an appreciation of work-life balance	✓	
A passion to deliver equal opportunities in all aspects of the role	✓	

**All aspects of this job profile will be supported through continued professional development.**