

Job description: Network Lead for Secondary Maths

Reports to: Director of Curriculum and Assessment

Location: West London – currently operating an agile working policy with two core days (Mon and Weds) in the office and with travel to other sites as needed

Contract: Permanent

Pattern: Full time (standard hours 9am – 5.30pm), part-time could be considered

Full time salary: £60,000 to £70,000 (depending on experience)

About the role:

The Network Lead for Secondary Maths works with a range of groups to drive improved maths outcomes in schools, from KS3-5. The key levels for delivery are:

1. Curriculum delivery and implementation
2. Direct school improvement
3. Building capacity through the network
4. Network assessment design, analysis and action planning
5. Cohort-level subject training
6. Maintaining awareness of school-level and subject-level developments more broadly

Key responsibilities

Curriculum Delivery and implementation

- Working with maths departments, senior leaders, and Maths Mastery (Ark Curriculum Plus) to ensure that schools' curriculum and resourcing needs are met, and that delivery of the curriculum is ambitious and tailored to the needs of the department and its intake
- Working with teachers and Maths Mastery to ensure the pilot KS4 curriculum is implemented successfully in schools and to maintain a robust feedback loop as the curriculum is developed
- Working with the KS5 Network Lead to support alignment of curriculum and assessment at KS5, particularly for A-level maths
- Developing networks in growing elements of the curriculum, particularly Core Maths, GCSE resit, and nurture groups in KS4
- Where necessary, working with Maths Mastery to support with design of prototype materials
- Working with the Network Digital Lead to support and promote effective use of digital learning tools, particularly for home learning

Direct School Improvement

- Work intensely with a small number of focus schools to support outcomes in maths, as directed by senior leaders in the Central team. This is typically in the form of Intensive Programmes (10-week support, combining weekly support via Teams with fortnightly visits). The nature of visits and support might include training, observations, feedback, coaching and work with senior leaders
- Support HODs 1-to-1 and in smaller groups to develop and act on plans to improve outcomes in all key stages

Building Capacity through the Network

- Developing and sustaining collegiality, and supporting maths teams to learn from each other, through network meetings (once per half term) and Network Days (3 per year)
- Developing smaller networks of teachers focused on key priorities, such as delivering a new course or addressing a common challenge

Assessment Design, Analysis and Action Planning

- Designing and/or selecting network-wide assessments (baselines, termly diagnostic assessments and mocks), in conjunction with maths leaders to ensure there is buy-in for common assessments and that they meet departments' needs
- Working with the Assessment Lead to ensure that summative assessments are appropriate to schools' needs (e.g. tailoring or adapting mocks and end-of-year assessments) and that robust age-related grade boundaries are created. Leading training to support schools with marking and recording of data
- Analysis of data after termly assessments (Y7-10, Y12) and mocks, identifying patterns and gaps and using these to inform training, work with schools, and senior leaders in schools and in the central team
- Supporting maths leaders to use network-level data to identify topics to be reviewed in their department's curriculum or training

Cohort level subject training

- Leading Network Days, three times per year, working with schools and external groups to offer a strong range of training and workshops, responsive to schools' needs and patterns identified in assessments
- Leading network meetings and training for specific groups, such as HODs, KS5 leads, or other groups with a specific focus (e.g. GTAs, homework leads)
- Leading Subject Studies for the trainees in Ark and partner schools, in conjunction with the ATT team

Person Specification: Network Lead for Secondary Maths

Qualification Criteria

- Qualified to degree level and above
- Qualified to teach and work in the UK

Knowledge and Experience:

- Experience leading (Head of Department) and teaching Maths within more than one school or across a range of schools to raise outcomes for disadvantaged pupils
- Substantial knowledge of the Maths curriculum and related pedagogy
- Substantial knowledge of national policy, legislation, statutory obligations, and current national and international thinking in secondary education
- Experience of raising attainment of all pupils in a challenging classroom environment
- Evidence of raising attainment through data analysis and assessment
- Experience of delivering consistently outstanding lessons
- Experience of delivering CPD to teachers
- Deep commitment to Ark's mission of providing an excellent education to every pupil, regardless of background
- Excellent interpersonal, planning, and organisational skills

Personal Qualities

- A strategic thinker, with the ability to consider both the detail and the bigger picture
- An effective coach and developer of others
- Resilient, motivated and committed to achieving excellence
- Reflective and proactive in seeking feedback to constantly improve practice
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice
- Commitment to and understanding of professionalism in line with the National Teaching Standards
- A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and you understand how and when to take appropriate action
- Willingness to travel across the network to visit schools in different regions using public transport whenever practicable, and when necessary, work outside normal working day to achieve deadlines

Other

- Right to work in the UK
- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to undertake training
- This post is subject to an enhanced DBS check

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark's safer recruitment process, please click this [link](#).

We aim to build a diverse and inclusive organisation where everyone – staff and students – can do their best work and achieve their full potential. We want to reflect and represent diverse perspectives across our organisation because we know that doing so will make us stronger and more effective. To know more about Ark's diversity and inclusion commitments, please click on this [link](#).