



TITLE OF POST: Teacher of Mathematics with responsibility for Numeracy

RESPONSIBLE TO:

- i) Headteacher
- ii) Deputy Headteacher
- iii) Line Manager
- iv) Subject Leader

This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams.

The Numeracy Coordinator provides professional leadership and management to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

All sections of this Job Description that follow are role subject specific.

Have knowledge and understanding of:

- The school's aims, priorities, targets and action plans;
- The relationship of mathematics and numeracy to the curriculum as a whole;
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress;
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils within mathematics;
- The importance of Numeracy in delivering an outstanding curriculum across the College
- The implications of the code of practice for special educational needs

Planning and setting expectations:

- Set expectations and targets for staff and pupils, as appropriate, within numeracy in relation to standards of pupil achievement and the quality of teaching.
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to pupils' needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of numeracy which:
 - contribute to whole-school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including the attainment of pupils;
 - identify realistic and challenging targets for improvement;
 - are understood by all those involved in putting the plans into practice;



- are clear about action to be taken, timescales and criteria for success.

Teaching and managing pupil learning in mathematics

Ensure:

- Curriculum coverage, continuity and progression in mathematics for all pupils, including those of high ability and those with special educational or linguistic needs.
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils.
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
- Effective development of pupils' literacy, numeracy and information technology skills through the subject.
- Teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Teachers of the subject know how to recognise and deal with racial stereotyping.
- Effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school.

Assessment and evaluation within mathematics and whole school numeracy:

- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.

Pupil Achievement within mathematics:

- Establish clear targets for pupils' achievement, and evaluate progress and achievement by all pupils, including those with special educational linguistic needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Relations with parents and wider community:

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.



- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the pupils' wider understanding.
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry.

Managing own performance and development:

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for own professional developments.

Managing and developing staff and other adults:

- Help staff to achieve constructive working relationships with pupils.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolve responsibilities and delegate tasks, evaluate practice, and develop an acceptance of accountability.
- Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, eg: higher education, LEAs and subject associations.

Managing resource (numeracy):

- Establish staff and resource needs and advise the Subject Leader and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
- Advise the Subject Leader on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.

Strategic leadership:

- Develop and implement policies and practices to ensure governors are well informed about numeracy priorities, plans and policies, the success in meeting objectives and targets, and subject-related professional development plans.
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.