

**POST:** Teacher of Maths with responsibility for Transition

**REPORTS TO:** Maths Faculty Leader

**SCALE:** TMS/UPS plus TLR2 range

**KEY PURPOSE** To ensure the continued delivery of high quality learning and teaching of maths and to therefore raise attainment in maths in all relevant year groups. To lead strategies to enhance curriculum and pedagogical progression from key stage 2 to key stage 3  
To ensure the level of challenge and curriculum content is fluid between key stages for all abilities whereby it also inspires students to appreciate the subject.  
To contribute to creativity and learning beyond the classroom.

## **RESPONSIBILITIES**

This should be read alongside the range of duties and expectations in line with the Teachers' Standards.

**As well as an identified area of responsibility, the teacher with responsibility for Transition will take an agreed lead in:**

1. Setting high expectations and contributing to the leadership and management of an effective team.
2. Strategic development for transition in maths
3. Curriculum development.
4. Quality of learning and teaching and raising standards in the faculty.
5. Assessment, recording, reporting and monitoring of student progress.
6. Professional development of an assigned number of staff
7. Quality of agreed resources for learning, their efficient and effective deployment and the quality of the learning environment in the faculty.
8. Learning beyond the classroom; recognising the needs of all students and the importance of enhancing the learning environment and experience.
9. Equality of opportunity.
10. Be responsible for promoting and safeguarding the welfare of children and young people.

## **DUTIES**

### **1. Ethos/Vision**

- Contribute to curriculum vision, and enhance support for teachers in their delivery of maths
- Set high expectations of staff and students.
- Promote a positive climate for learning and maintain effective arrangements for managing student behaviour for success.
- Lead by example to help motivate and inspire staff and students.

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Headteacher  
**Mrs M Marr**



## **2. Planning**

- Lead in prioritising, planning and organising the development of maths through objective/target setting.
- Ensure the productive use of assigned meeting time to focus on learning, teaching, inclusion and student progress.
- Maintain up to date policies on learning and teaching, to complement school and faculty policies.
- Take a lead in maintaining a consistent approach to lesson planning for maths across the school in line with school learning and teaching policy.

## **3. Curriculum**

### **To take an agreed lead in:**

- Ensuring staff are kept up-to-date with appropriate faculty, curriculum and examination development information and implement school policies.
- Monitoring arrangements for grouping of students for maths, and to ensure that grouping criteria help to raise attainment.
- Ensuring that teaching, management, and organisation within maths promotes equality of opportunity.
- Deploying teaching and support staff effectively.

## **4. Learning and Teaching**

### **To take an agreed lead in:**

- Maintaining a framework for the monitoring and evaluation of teaching and learning, to include work scrutiny, classroom observation, discussion with students and staff, and analysis of results.
- Disassembling good learning and teaching priorities within the faculty team.
- Ensuring that students' special educational needs are recognised and met.
- Promoting and developing different learning styles for students.
- Ensuring effective deployment of Teaching Assistants/support staff/technicians to support the development of maths
- Co-ordinating the development and review of schemes for learning.
- Maintaining an environment which promotes high quality learning.
- Promoting consistent improvement in examination results by using data to monitor and track student progress, including effective intervention strategies.
- Ensuring good record keeping with respect to teaching and learning.

## **5. Assessment/Recording and Reporting**

### **To lead on agreed aspects of:**

- Using comparative data, together with prior attainment, to establish benchmarks and set targets for students and the development of maths.
- Ensuring the effective assessment of students' performance.
- Ensuring consistency in the formative use of assessment.
- Ensuring the effective use of performance data to promote achievement.
- Ensuring the school's assessment policy is adhered to.
- Ensuring that the School's Recording and Reporting procedures are implemented effectively.

## **6. Staff Development**

### **To take an agreed lead in:**

- Playing a key role in the school's performance management/appraisal process.
- Identifying training needs and to promote the continuous professional development of faculty staff.
- Monitoring health and safety matters within the faculty and ensure staff are aware of relevant Health & Safety policies.
- Leading by example.

## **7. Management of Resources**

### **To take an agreed lead in:**

- Deploying all resources effectively inclusive of per capita.
- Managing staff to effect change and to maximise potential.
- Helping organise the workload of support staff allocated to support maths.
- Building an effective team.

## **8. Equality of Opportunity**

- To ensure, along with key leaders, that everyone within the learning environment is valued as an individual.

## **9. Safeguarding**

- To be accountable for promoting and safeguarding the welfare of students responsible for, and in contact with.