



<b>POST:</b>	<b>Leader of Learning (Mathematics)</b>
<b>REPORTS TO:</b>	<b>Leader of Mathematics Assistant Headteacher (Learning and Teaching)</b>
<b>SCALE:</b>	<b>Leadership Spine: L1-L5</b>
<b>KEY PURPOSE</b>	<b>To ensure there is high quality learning and teaching in the Mathematics team and across the whole school to secure achievement and engagement of all students. To be part of the strategic learning and teaching team ensuring the achievement and engagement of all students across the school. To develop and deliver excellent curriculum, teaching and training resources for schools within the Trust and for our most able students.</b>

### **KEY RESPONSIBILITIES**

This description is in addition to the Teacher of Mathematics job description and should be read alongside the range of duties and expectations in line with the Teachers' Standards.

#### **Strategic**

- Support the middle and senior leaders in developing and implementing the school's vision for learning and teaching
- Contribute to self-evaluation processes and strategic planning
- Support leaders in setting targets for teaching and learning
- Coaching for outstanding teaching and learning
- Lead an aspect of learning and teaching
- To support Mathematics and learning and teaching development across the Trust

#### **Quality of Teaching**

- Model best practice as a teacher
- Promote a wide range of teaching styles and learning activities, well matched to students' learning needs
- Ensure all teachers have developed the skills necessary to manage learning and behaviour in the classroom
- Drive the effective use of ICT to support and enhance teaching and learning

#### **Curriculum Development**

- To support curriculum development within the whole faculty
- Ensure, through collaboration with other teachers, that lesson planning, schemes of work and associated resources support outstanding teaching
- Lead CPD activities and disseminate good practice based on educational research

#### **Assessment**

- Lead on the implementation of outstanding classroom practice, making effective use of formative assessment strategies so that all students know how well they are learning and what they need to do to improve
- Support teachers to enable them to provide accurate and timely assessment of students' progress which informs teachers' planning and further accelerates student progress
- Develop effective assessment resources across the subject which will provide accurate and reliable data about levels and grades for students
- Coordinate the analysis of assessment information to support action-planning
- Lead on the use of test and examination data in a key stage to identify targeted interventions for individuals and groups of students



### **Coaching and Training**

- Ensure that the quality assurance framework is implemented effectively in Mathematics.
- Help to coordinate and mentor the induction of teachers/trainees new to the profession.
- Design a structured coaching and mentoring programme to provide clear feedback, good support and sound advice to other teachers to improve their performance in order to ensure staff get the support they need to personalise their pathway and maximise the impact they have on students
- Strengthen the ability of teachers to evaluate the impact of their teaching and understand how improvements can be made to raise student achievement in the subject
- Build trusting relationships with a diverse group of individuals, manage a varied workload in a creative way and ensure the productive use of assigned meeting time to focus on learning, teaching, inclusion and student progress.

### **Equality of Opportunity**

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

### **Safeguarding**

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

### **General**

- Carry out any other reasonable tasks as directed by the Headteacher
- Playing a key role in the school's performance management/appraisal process of designated staff.
- Assist in identifying training needs and to promote the continuous professional development of faculty staff.
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### **Key Performance Indicators**

- Student attainment against agreed targets
- Student progress against agreed targets
- Percentage of lessons in curriculum area/school observed as good or better
- Quality of schemes of work and resources
- Quality of assessment tasks and strategies