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#### Job Specification: Subject Leader Mathematics

***Our Mission is to prepare all pupils through a relevant, challenging curriculum and well-resourced facilities to become lifelong learners contributing to a global community.***

It is the expectation of the Doha British School that the Subject Leader will demonstrate commitment to the strategic development of the school. The strategy for such development will be based on four key principles:

* establishing high expectations of team members and students and setting challenging targets for each of them to achieve;
* ensuring that systems and procedures are in place to enable the effective and consistent progression of all pupils within the cohort;
* promoting approaches to teaching and learning that engage and motivate pupils and demand their active participation, and
* strengthening teaching and learning through a programme of professional development and practical support.

A Subject Leader at DBS is expected to be energetic, enthusiastic, flexible and innovative in their approach to their work. He/she should be a forward-looking person committed to providing quality education and who should have the highest possible expectation of students. He/she must also be committed to the development of the school. He/she must also be committed to his/her own professional development.

In addition to the general and specific duties outlined in the job description for classroom teachers, the Subject Leader is responsible for:

**Leading and Managing Staff:**

* maintaining strong but consultative leadership;
* ensuring that there are regular and well-managed Subject Area meetings where all staff can contribute to planning and policy making;
* ensuring effective and equitable delegation of Subject Area responsibilities and that these are effectively monitored as per the Performance Management procedures;
* ensuring negotiation of additional responsibilities and that these are effectively monitored as per the Performance Management procedures, and
* ensuring that all staff are fully aware of the Performance Management system, that time frames are agreed and that all guidelines are followed, leading to the final summative document;

**Staff Development:**

* ensuring that there is appropriate support for inexperienced and non-specialist teachers and others with identified areas for improvement;
* overseeing the optimum development of staff by identifying INSET needs within the department and consulting with the senior manager responsible for staff development for the provision for them.

**Strategic Direction and the Development of the Subject Area:**

* ensuring the completion of Subject Area development plans in line with the school development plan and against agreed timeframes;
* ensuring that there is a comprehensive Subject Area handbook in line with school aims and policies, including suitable schemes of work for students of all ages and abilities, and
* ensuring there is effective communication within the Subject Area, with the Line Manager, and Key Stage Leaders.

**Teaching and Learning:**

* ensure that there is effective organisation of classes and classrooms and adjacent areas are both stimulating and well-maintained;
* ensuring that there are effective marking/assessment/grading policies in place within the Subject Area, in line with whole school policies, and that all staff are using them consistently;
* ensuring that all staff are planning, preparing and recording the work of students in the Teacher’s Record Folder;
* ensuring that staff fully understand and then make effective use of baseline data to facilitate quality ‘target setting’ to enable students to maximise potential and to assist the School in measuring value added;
* ensuring systematic monitoring of the quality of teaching e.g. by observation of lessons, as well as the fostering of debate about good practice, and
* Ensuring the systematic monitoring of the achievement and progress of individual students and classes linked to target setting and the evaluation of teaching.

**The Environment:**

* ensuring that rooms and corridors adjacent to them are well maintained and provide stimulating environments for students, and
* ensuring that the Subject Areas and adjacent areas are ‘healthy and safe’ areas for students, teachers and others.

**Communication:**

* ensuring that there is effective communication with the Line Manager, teachers, students, parents and the wider community;
* informing the Key Stage Leader and/or form tutor about any students achieving excellent results, making excellent progress/effort or encountering difficulties;
* ensuring that the Key Stage Leader and that Special Learning Services are aware both of students with learning difficulties and of those with exceptional ability, and
* ensure that the Business Manager is kept informed of health and safety, maintenance and other issues as deemed appropriate.

###### Responsibilities Specific to Subject Leader Numeracy and Mathematics

* ensuring that the teaching of Numeracy and Mathematics is excellent throughout the whole school via effective communication with all Key Stage and Subject Leaders;
* revising schemes of work in order to stay abreast of developments in the UK regarding NC and GCSE, IBD guidelines;
* organising an examination timetable to cater for the requirements of GCSE and IBD externally set papers;
* liaising with UK moderator and examination boards, as well as staff at Doha British School to organise moderation days and INSET sessions;
* production of an annual publication to promote the department and the school: liaison with printers regarding design, layout, proof reading, reproduction quality and publication deadlines (predominantly in out of school hours);
* providing photographs for school year book and photographing events at the request of Subject Leaders, Line Manager, Key Stage Leaders, and webmaster;
* requisition and monitoring of materials and equipment; maintenance and storage of resources, and
* promoting the department and enhancing the general school environment;

A Subject Leader can expect the full support of his/her line manager, and the Leadership Group generally, and is invited to take advantage of the ‘open door’ policy and other professional forums, to discuss any and all matters relating to the department and wider issues.