



FURNESS

ACADEMY

Job Description

Position Title:	Assistant Subject Leader - Maths		
Line Manager:	Subject Leader – Maths		
Indirect Reports:	Not applicable		
Department:	Maths	Job Code:	Full time, permanent
Location:	Furness Academy	Salary Grade:	M1 to UPS3 + TLR 2b

1. JOB PURPOSE

To assist the Subject Leader for Maths in ensuring that the teaching of Maths is of the highest possible standard and that students of all abilities and key stages maximise their attainment and progress.

The role will be responsible for:

- Raising levels of achievement for all students in the subject area.
- Securing high quality teaching and learning and leading by example in the classroom.
- Taking full accountability for all performance standards in the subject area.
- Making effective use of resources.
- Making a sustained and well-informed contribution to the Maths provision at the Academy as well as whole Academy improvement strategies.

2. ACCOUNTABILITIES

Key areas of accountability and responsibility include:

RAISING STANDARDS LEADER RESPONSIBILITIES

- Research new teaching strategies – model and share ideas at CPD sessions.
- Investigate resources from exam board, other schools and educational partners, embedding them into our own practice/ curriculum where they fit our needs.
- Be pro-active in designing or amending the curriculum.
- Support the development of KS3 assessment procedures.
- Support the development of homework strategies, which consolidate class-based learning.
- Develop strategic links with primary schools to support cohesion and seamless transition between Key Stage 2 and Key Stage 3.

ACHIEVEMENT & STANDARDS

- Work with the Subject Leader to ensure that assessment data is used effectively within the department to drive achievement beyond national expectations, writing reports and profiles as required.
- Arrange intervention to address underperformance and swiftly secure high levels of achievement and success beyond national expectations.
- Work with the Subject Leader to identify and eliminate barriers to learning across the faculty and ensure that currently low performing groups including disadvantaged students, those with SEND, high attainers, and

boys rapidly secure and sustain significantly high achievement compared to national figures.

- Support colleagues in the preparation of high quality lessons and schemes of work, facilitating the effective use of assessment for learning across the subject.
- Support initiatives, programmes and lessons which encourage students to have high aspirations.
- Contribute to examination arrangements.
- Assess and record student progress as required by subject and Furness Academy policies, including National Curriculum and other standardised tests, and baseline assessment where relevant.

PLANNING

- Plan teaching to achieve progression in students' learning through:
 - identifying clear teaching objectives and content, appropriate to the subject matter and the students being taught, specifying how these will be taught and assessed
 - setting tasks for the whole class, individuals and groups, which challenges and motivates, including homework
 - setting appropriate and demanding expectations for students' learning, motivation and presentation of work
 - setting clear targets for students' learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do
- Provide clear structures for lessons, and for sequences of lessons, which maintain pace and motivation and which challenge students.
- Make effective use of assessment information on students' attainment and progress in the teaching and planning of lessons and sequences of lessons, including SEND and EAL needs.
- Ensure coverage of the relevant examination syllabus and National Curriculum programmes of study.

TEACHING, LEARNING & CLASS MANAGEMENT

- Play an active part in shaping the direction of teaching and learning across the whole school by being part of Furness Academy; contributing ideas, sharing outstanding practice and being open to any avenue of change that drives standards and creates a 'buzz' around learning, progress and achievement.
- Ensure the effective teaching of classes and individuals, so that teaching objectives are met and best use is made of available teaching time.
- Use teaching methods which sustain the momentum of students' work and keep all students engaged through:
 - matching the approaches used to the subject matter and students
 - clear structures and presentation of content
 - effective use of resources and time
 - providing opportunities for students to consolidate their knowledge and skills, both in the classroom and in the setting of well-focused homework
- Establish and maintain a purposeful working atmosphere.
- Support the Subject Leader in the monitoring and evaluation of standards of teaching and learning within the faculty.
- Working alongside the Subject Leader, use the outcomes of learning walks, work scrutiny, plus student and teacher voice to plan and deliver high quality CPD to enhance the practice of colleagues within the faculty, leading to rapid and sustained progress for students.
- Create a climate within the faculty whereby effective, independent learners are supported through innovative and challenging lessons, designed to maximise their potential.
- Actively help the Subject Leader to plan and lead faculty INSET on teaching and learning issues, contributing to the dissemination of current developments and thinking in English.
- Work closely with the Subject Leader to ensure that the Maths curriculum and Schemes of Work are appropriate for and accessible to all students.
- Meet the requirements of the Code of Practice, implement and keep records on individual education plans (IEPs) and report progress and concerns as required.
- Deliver faculty CPD on practice that includes:
 - lesson planning which fully supports the whole school drive to improve the teaching of literacy and numeracy across the curriculum, working collaboratively with those who have a whole school lead on these strands

- creating an outstanding climate for learning
 - planning for differentiation/inclusion
 - developing questioning techniques
 - engaging boys
 - fostering student leadership in the classroom and independent learning
 - business & enterprise opportunities
- Consistently model the teaching of good or better lessons that motivate, inspire and improve student attainment and embed an Open Door ethos.
 - Mark and monitor students class work and homework as required by subject and school policies.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- Actively coach and mentor colleagues to drive standards of teaching and learning, particularly the innovative use of modern technologies to enhance learning and progress.
- Lead colleagues in the department to create weekly extra-curricular opportunities for students to increase enjoyment and engagement in Maths.
- Support colleagues in developing their skill set to provide succession planning within the faculty.
- Support the delivery of programmes to improve the quality of teaching.
- Contribute effectively where necessary to the induction programme for new teachers and those who are new to the school.
- Organise competitive and collaborative competitions, with staff and students e.g. debating sessions and spelling competitions.
- Evaluate own teaching critically, including taking responsibility for professional improvement targets and monitoring progress.

BEHAVIOUR & SAFETY

- Embed the Furness Academy Vision and Values into the life and work of the students in the faculty to support the raising of expectation and aspiration.
- Establish a safe environment, which supports learning and in which students feel secure and confident.
- Through rigorous monitoring and support, work with the Subject Leader to ensure that colleagues within the faculty set high expectations of students' behaviour through well-focused teaching and consistent application of the Behaviour Policy and other school systems.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences to ensure equal opportunities for all.
- Appreciate and support the role of others within the faculty providing feedback to support progress and challenging underperformance.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Participate in appropriate meetings with colleagues and parents/guardians, communicating with parents in a professional manner at all times, promptly responding to parental enquiries by telephone, letter or email as appropriate.
- Implement Furness Academy policies consistently and follow procedures outlined in the staff handbook.

WHOLE SCHOOL RESPONSIBILITIES

- Support the Subject Leader in securing the commitment of colleagues, including any non-teaching staff designated to the faculty, to the vision, ethos and policies of the school and to promote the highest levels of outstanding achievement.
- Embed ambition and drive rapid and sustained improvement across the faculty to swiftly secure high levels of achievement and student success beyond national expectations.
- Play an active part in driving whole school improvement through the development of outstanding Teaching and Learning.
- Across the faculty, support and challenge colleagues to achieve the school's strategic priorities.
- Contribute to the implementation of appropriate aspects of the school improvement plan at faculty level; routinely quality assuring, monitoring and evaluating the success of strategies.
- Work to remove all barriers to learning and progress for every single child – *no child left behind*.
- Be an outstanding role model for both staff and students by promoting positive relationships.

- Cover for absent colleagues in accordance with Furness Academy policy

GENERAL

- Take on specific leadership and management tasks related to the day-to-day running of the faculty.
- Act as form tutor or co-tutor as required.
- Undertake administration and organisation of the faculty as requested by the Headteacher.
- Contribute to the work of curriculum and pastoral teams, including participating in pastoral, administration and organisational meetings, undertaking academic and pastoral tutoring as required.
- Create and maintain positive and supportive relationships with parents, governors and the wider community.
- Take responsibility for your own professional development by engaging with appropriate training opportunities to promote professional effectiveness in your role and to support the work of the faculty.
- Any additional tasks by agreement with the line manager and Headteacher which are commensurate with the responsibilities and remuneration for this post.

SAFEGUARDING

Furness Academy is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks

Note:

This job description may be periodically reviewed after consultation with the post holder.

Post-threshold teachers will, additionally, be expected to meet national standards for those on the Upper Pay Scale