

Reach South Academy Trust - Job Profile & Person Specification

Position	Head of Maths
Location	Millbay Academy Plymouth
Grade	MPS/UPS + Additional Responsibility Allowance TLR2C
Accountable to	Co-Headteacher
Reporting to	All Through Deputy Headteacher
Faculty Area	Maths

Job Purpose

- To lead the faculty and staff.
- To raise standards of attainment and achievement of learners.
- To negotiate and agree priorities for the year in line with the school improvement plan.
- To delegate aspects of faculty management and leadership to appropriate staff.
- To carry out attached roles and responsibilities and seek support where needed.
- To carry out the roles and responsibilities of a classroom teacher and seek support where needed.

Key Responsibilities

- To lead the faculty team in raising standards of attainment and achievement across the whole faculty area.
- To lead learning and teaching across the faculty ensuring high quality, consistency and best practice across all ability groups.
- To be accountable for student progress and challenge underachievement.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Faculty, in accordance with the aims of the school and the curricular policies determined by the Board of Governors and Co-Headteacher.
- To be accountable for leading, managing and developing specific relevant areas of responsibility.
- To effectively manage and deploy teaching/support staff, financial and physical resources within the faculty.
- To support whole school policies and national initiatives.
- Lead the faculty team and set the vision and ethos to raise academic standards
- Contribute to whole school developments and produce a Faculty Improvement Plan that reflects whole school priorities.
- Communicate the vision and ethos to the faculty team.
- Keep up to date with national developments and lead the faculty in preparing for Ofsted.
- Set faculty targets and produce an annual faculty self-evaluation.
- Control and oversee the operation of course provision.

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- Work with the Deputy Headteacher to ensure that staff development needs are identified and supported.
- Lead and partake on Performance Management within the faculty including lesson observations and learning walks.
- Ensure that suitable work is available in cases of 'cover' and longer term faculty staff absence.
- Support ITT as required.
- Report and work with Governors where required.
- Monitor learning behaviour across faculty and take appropriate action.
- Be the lead learner and developing the coaching of others.
- Monitor the quality of learning and teaching across all year groups.
- Ensure faculty team are planning challenging and differentiated lessons.
- Ensure faculty members give student feedback to students using effective AfL strategies.
- Meet the Professional Standards for Teachers outlined by the TDA and in the statement of Conditions of Employment and subsequent statement.
- Monitor progress across the year groups within the faculty in line with the school Quality Assurance policy at regular intervals.
- Ensure all students make progress within each lesson.
- Follow up any concerns with both challenge and support for teacher colleagues.
- Develop early intervention strategies for the learner and support the team in keeping parents informed of progress.
- Carry out in depth review of student progress and present to relevant body.
- Contribute to the school's curriculum policy to help raise standards.
- Develop and embed appropriate syllabuses and relevant schemes of work (to include ICT).
- Promote cross curricular themes (e.g. British Values, Careers and PSHE).
- Ensure appropriate accreditation with relevant Examination Boards.
- Monitor quality of homework and record keeping across faculty team.
- Work with the Deputy Headteacher on curriculum solutions.
- Organise and lead faculty in supporting whole school events (Parent meetings, Open events, publicity etc).
- Promote extracurricular provision to support and enhance student learning within the faculty.

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- Oversee and delegate where necessary individual subject provision.
- Oversee the quality of provision across all the humanity based subjects.
- Champion, develop, support and embed wellbeing and healthy schools across the curriculum.
- Ensure best value focussing on whole school priorities.
- Be responsible for health and safety/risk assessment concerns with in and across the faculty.
- Ensure equal opportunities, child protection and other school policies are implemented.
- Regularly review the faculty in line with national changes and school requirements.
- Keep up to date with subject specific developments.
- Chair faculty meetings.

Additional Duties

- Play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage and ensure staff and students follow this example.
- To promote and lead extra curricular activities in line with the traditions and expectations of the school within the context of a life work balance.
- To share in supervisory duties according to the school's published rotas.
- To keep up to date with school information e.g. the weekly bulletin, staff handbook and to respond to your emails each day in a timely manner.
- To participate in any arrangements within an agreed national framework for the appraisal of your performance and that of other teachers.
- To continue personal development as agreed.
- To engage actively in the performance review process.

Health & Safety Child Protection Legislation

For all staff - You have specific responsibilities under Health & Safety / Child Protection legislation to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Cooperate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as practicable
- Report any safeguarding children / child protection concerns to a senior member of staff

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Staff Development
To take part in the school's staff development programme by participating in arrangements for further training and professional development.
To continue personal development in the relevant areas including subject knowledge and teaching methods.
To engage actively in the Performance Management Review process.
To work as a member of a designated team and contribute positively to effective working relations within the school.
Communications
To communicate effectively with the parents of students as appropriate.
Where appropriate, to communicate and co-operate with persons or bodies outside the school.
To follow agreed policies for communications in the school.
Corporate Accountabilities
Sharing the school's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day-to-day work.
Performing your role, as part of a highly committed team and delivering your service in a way that helps the school achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
Contribute to the evaluation and development of services across the school as part of the school's ongoing self-assessment cycle.
Professional
Ensure the maintenance of standards of practice according to the employer and any regulating bodies, and keep up-to-date on new recommendations/guidelines set by the relevant departments.
Ensure that confidentiality is protected at all times.
Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
Participate in individual performance review and respond to agreed objectives.
Keep all records up to date in relation to Continuous Professional Development and ensure personal development plans maintain up-to-date specialist knowledge of latest theoretical and service delivery models/developments.
Attend relevant conferences/workshops in line with identified professional objectives.
Support and encourage harmonious internal and external working relationships.
Raise the profile of the Academy by making positive contributions.
General
Contribute to the development of best practice within the service.
Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice.
All employees have a responsibility and a legal obligation to ensure that information processed is kept accurate, confidential, secure and in line with the Data Protection Act (2018) and Security and Confidentiality Policies.
It is the responsibility of all staff that they do not abuse their official position for personal gain, to seek advantage of further private business or other interests in the course of their official duties.
This Job Profile does not provide an exhaustive list of duties and may be reviewed in conjunction with the post holder in light of service development.

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Values, Behaviours, Curriculum Principles
<p>Performing your role in alignment with the Trust's values, behaviours and curriculum principles:</p> <p>Values</p> <ul style="list-style-type: none"> • Inclusivity • Promoting social mobility • Serving local communities • Believing in the potential of our young people • Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development <p>Behaviours</p> <ul style="list-style-type: none"> • Encouraging professional freedoms within consistent boundaries • Championing young people rather than institutions • Collaborating rather than competing where it delivers positive impacts on learning • Acting with the highest levels of integrity and engendering trust • Continually developing the skills and capacities of our people and our organisation <p>Curriculum Principles</p> <ul style="list-style-type: none"> • Delivering high standards of education for all pupils • Providing a broad, rich and experiential curriculum to develop rounded young people • Providing pathways that are relevant to the needs of our young people and the wider community • Basing our approach on verifiable research evidence where it exists • Teaching young people how to be effective learners
Impact
<p>Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations, or in the qualifications obtained.</p> <p>Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.</p>
Leadership and Management
<p>Lead a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.</p> <p>Focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.</p> <p>Aim to ensure that all learners complete their programmes of study. Provide the support for staff to make this possible and do not allow gaming or off-rolling</p> <p>Engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.</p> <p>Engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload.</p> <p>Protect their staff from bullying and harassment.</p> <p>Ensure a clear vision and strategy and that resources are managed well. Hold staff to account for the quality of education or training.</p>

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Ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners.
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Lead a culture of safeguarding that supports effective arrangements to:

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| <ul style="list-style-type: none">• Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation.• Help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help.• Manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults. |
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Person Specification

The person specification allows an understanding of who we are looking for within this role and the skills knowledge or experience that we would expect.

	Essential	Desirable
Qualifications & Training		
Qualified Teacher Status.	X	
Degree or equivalent qualification.	X	
Knowledge		
Thorough and up to date knowledge of teaching of the subject and of wider curriculum developments in other key stages and across the curriculum.	X	
Good understanding of effective ways of mentoring, coaching and supporting colleagues.	X	
Experience		
Highly successful experience as a teacher of their subject with lessons consistently rated as good or better.	X	
Effective experience of working effectively with teachers in other subject areas and/or key stages.	X	
Effective experience in mentoring, coaching and supporting colleagues.		X
Skills		
Ability to demonstrate, understand and apply the Trust's values, behaviours and curriculum principles.	X	
Proven leadership and management skills with a clear vision and strategy for providing high quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice, engaging effectively with others, whereby the practice and subject knowledge of staff grow and staff are supported to ensure that all learners complete their programmes of study.	X	
Proven skills and commitment to learners to develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations, or in the qualifications obtained.	X	
Proven skills and commitment to ensuring learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.	X	
Able to plan an effective curriculum to meet students' individual learning needs, including gifted and talented students and vulnerable students.	X	
Able to ensure that the students in her/his subject area make progress that is good or better, giving clear and constructive feedback to students and staff.	X	
Able consistently and effectively to support staff in using a range of appropriate strategies for teaching, classroom management and the development of student responsibility for their own learning and behaviour.	X	

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Able to inspire trust and confidence.	X	
Effective interpersonal skills.	X	
Proven behaviour management skills.	X	
Excellent organisation skills.	X	
Willingness to utilise the possibilities of ICT in the development of Teaching and Learning and management.	X	
Ability to promote the enjoyment and success of students in the faculty throughout the school.	X	
Ability to lead, manage and inspire a team.	X	
Ability to think, plan and implement strategically.	X	
Ability to face and overcome challenging situations.	X	
Ability to de-personalise challenging situations.	X	
Ability to set own priorities and work plans.	X	
Able to work hard under sustained pressure while remaining cheerful and resilient.	X	
Able to react appropriately to problems and unexpected situations, making rapid decisions and taking the initiative.	X	
Personal Qualities / Attributes		
Proactive, creative and flexible approach, able to work on own initiative and take responsibility for delegated areas of responsibility.	X	
Self-awareness and understanding of own strengths and limitations and impact of personal style and approach on others.	X	
Commitment to openness, honesty, inclusiveness and personal integrity in dealing with others.	X	
Works across boundaries, looks for collective success, listens, involves, respects and learns from the contribution of others.	X	
Uses evidence to make improvements, seeks out innovation.	X	
Actively develops themselves and others.	X	
Values diversity and difference, operates with integrity and openness.	X	
An enthusiasm for working with students and staff, and for engaging, motivating and inspiring them through highly effective leadership.	X	
Deeply reflective about own practice as a teacher and leader.	X	
A team player, effective at building team commitment within his/her own team and across the college as a whole Initiative, flexibility, and an innovative "can do" approach combined with analytical thinking.	X	
Empathy, patience and a good sense of humour. Integrity and tact, with ability to manage sensitive situations.	X	