

Details about the post:	
Grade:	TLR2B- £4,529
Type of post:	Key Stage 5 Mathematics Co-ordinator
Start date:	September 2019
Reason for vacancy:	
This post has arisen due to the resignation of the current KS5 coordinator.	
Terms and conditions:	
This post is offered subject to the terms and conditions laid down in the School Teachers' Pay and Conditions Document.	
Equal opportunities:	
The school operates an equal opportunities policy. We believe in the right of all individuals, regardless of ethnicity, attainment, age, disability, gender or background to be treated with respect and fairness.	
Information about the recruitment and selection process:	
Closing date for applications:	26 April 2019
Interview date:	TBC
Interview panel:	Sarah Creasey – Headteacher Deborah O'Connor – Deputy Headteacher Carly Sugarman – Team Leader for mathematics
Safeguarding pupils:	
This school is committed to safeguarding children and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.	
Employment checks required:	
<ul style="list-style-type: none"> • Expression of interest • Rehabilitation of Offenders Act declaration • Right to work in the UK • Enhanced DBS • Employment history including explanation of any gaps • Proof of academic and professional qualifications • Qualified Teacher Status • Statutory Induction Standards (if appropriate) • Occupational Health check 	

Key Stage 5 Maths Co-ordinator

Purpose

In collaboration with the Team Leader for mathematics, to support, develop and provide leadership in the mathematics department to ensure consistent high standards of teaching, learning, assessment and attainment in Key Stage 5.

Job Details

To lead and manage the mathematics curriculum for teaching, learning and assessment in Key Stage 5.

Accountabilities

1. With the Team Leader, to regularly monitor, track and review pupil progress against KS5 maths targets to make a measurable contribution to whole school targets and plan, implement and monitor interventions to promote rapid progress.
2. With the Team Leader, to write a KS5 maths development plan which contributes to the maths development plan and which impacts positively to the achievement of the school improvement plan and which actively involves all Key Stage 5 maths teachers in its design and execution.
3. With the Team Leader, monitor the quality of teaching and learning and assessment of KS5 classes, including regular learning walks, work sampling and student focus groups, providing feedback to teachers in a way which recognises good practice and supports their progress against appraisal objectives, resulting in a tangible impact on pupil learning.
4. To keep up to date with the latest developments in mathematics pedagogy and lead the department on KS5 pedagogy.
5. To assist the Team Leader in the on-going review of the standards of leadership, teaching and learning in maths at Key Stage 5, consistent with the procedures in the school self-evaluation policy.
6. With the Team Leader, to ensure all Key Stage 5 maths teachers understand, and are actively implementing, the key aspects of the school's aims and all aspects of the school agreed policies including the school's assessment, behaviour and inclusion policies in Key Stage 5.
7. To engage all Key Stage 5 maths teachers in the creation, consistent implementation and improvement of schemes of learning, in line with specification changes, which encapsulate key school learning strategies.
8. With the Team Leader to ensure that exams and assessment are delivered in line with the department and school policies, regularly analysing results and using the data to identify students requiring intervention, implementing strategies when students are not making required progress.
9. To work with KS4 teachers in order to accurately prepare students for KS5 mathematics, to engage, challenge and support pupils from the outset.
10. To develop and implement an improved enrichment programme.
11. To attend LA SWAP team leader meetings.
12. Work with the Director of Sixth Form to ensure the rapid progress of all KS5 students.

Specific Roles and Responsibilities

PARLIAMENT HILL SCHOOL - JOB DESCRIPTION

Post Title:	Key Stage 5 Maths Co-ordinator
Purpose of the role:	To develop an exciting and challenging mathematics curriculum which meets the needs of all students in Key Stage 5, building on skills previously learnt, to accelerate progress and enhance the enjoyment of mathematics.
Grade:	TLR2B
Responsible to:	Team Leader for Maths
Conditions of Service:	Reference should be made to the School Teachers' Pay and Conditions Document, including the specific provisions referred to in this job description and the Teachers' Standards 2016. This generic job description is not intended to be comprehensive. It will be reviewed annually but may need to be modified in the interim following negotiation.

Responsibilities and Accountabilities

- To meet the core professional teacher standards.
- To teach at least two Key Stages (including Key Stage 5) across the mathematics curriculum.
- To lead the curriculum for learning, teaching and assessment in Key Stage 5.
- To do regular break duty as per the rota.

Outcomes

Attainment

- To know and be well informed of assessment requirements and arrangements for mathematics including those relating to public examinations and qualifications.
- To know how to use local and national statistical information to evaluate the effectiveness of teaching and learning, with a focus on Key Stage 5.
- To know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, with a focus on Key Stage 5.

Quality of pupils learning and progress

- To ensure that the quality of pupils' learning and progress is good or better as demonstrated through learning walks, lesson observations, work sampling, student focus groups, with a focus on Key Stage 5.
- To demonstrate that pupils acquire knowledge, develop understanding, learn and practise skills very well and therefore they seek to produce their best work and show an interest and enthusiasm for the learning of the subject, with a focus on Key Stage 5.
- To know how to use and adapt a range of teaching, learning and behaviour learning strategies, in order to personalise learning to meet their needs and provide opportunities for all learners to achieve their potential.
- Have teaching skills which lead to learners achieving above national expectations.

Pupil Behaviour

- Have high expectations of pupils including a commitment to ensuring that they can achieve their full potential.
- To establish a fair, respectful, trusting, supportive and constructive relationship with pupils.
- To demonstrate that pupil behaviour makes a strong contribution to excellent learning in lessons by pupils showing that they respond to school and teacher expectations, and they behave in a considerate way towards one and other.
- To commit to safeguarding and the promotion of welfare and equal opportunities amongst all pupils and colleagues.
- Where necessary to resolve conflict between pupils and staff and empower pupils to use appropriate strategies to settle differences.

Provision

Quality of Teaching and Assessment

- To ensure that teaching promotes excellent learning, progress and enjoyment for all pupils by:
 - Having high expectations of all pupils and ensuring that effective support is given to accelerate the progress of any pupil who is falling behind their peers.
 - By demonstrating a range of teaching styles and activities which sustain pupils' concentration, motivation and application

- Using time, resources, technology and other adults to contribute to the quality of learning.
- Having an excellent subject knowledge which is used to inspire pupils and build their understanding.
- Planning lessons which are linked to current assessment of pupils' prior learning, and are differentiated in order to consolidate, build upon and extend learning for all pupils.
- Using effective questioning techniques which gauge pupils' understanding and reshape explanations and tasks where this is needed
- By assessing pupils' progress accurately, both orally and through marking and to allow pupils to make excellent progress.
- Set, monitor and assess homework regularly, in line with the school policy.

Curriculum - Meeting the needs of pupils

- Have a developed knowledge and understanding of mathematics across all key stages, including how learning progresses within it.
- To ensure that the maths curriculum in Key Stage 5 is well organised, imaginative and builds in opportunities for learning and a broad range of experiences which contribute well to pupils' development and well-being.
- To adjust the Key Stage 5 mathematics curriculum to effectively meet the needs of all pupils.
- To support with cross-curricular provision including literacy, numeracy and ICT.
- To contribute to curriculum enrichment opportunities.
- Up to date knowledge of maths pedagogy.

Leadership and Management

- Maintain an up to date knowledge and understanding of the professional duties of teachers and the statutory framework in which they work.
- Promote healthy working relationships within the school community for example by attending Parents' Evenings.
- Communicate effectively with the Senior Leadership Team by providing regular feedback on the successes, areas for development or concerns.

- Have a commitment to collaboration and cooperative working.
- Demonstrate a commitment to Parliament Hill's strategic intentions of striving to be an outstanding school.
- Contribute to the production, implementation, monitoring and evaluation of the subject area self-evaluation form and subject development plan in line with the school priorities, incorporates the principles of best value and involves all team members in its design and execution.
- Provide regular feedback to line management in a way which allows for effective communication and dissemination, promotes excellent practice and, if necessary, addresses under performance.
- Take responsibility for writing appraisal objectives and ensuring agreed evidence is available for review against agreed criteria
- Participate in and lead on professional development opportunities.
- Support quality assurance processes such as collaborative planning, work sampling, learning walks, pupil voice activities and lesson observations which will allow greater consistency in teaching and learning.

Key Skills

- Demonstrate ambition and drive for improvement.
- Act as a role model for pastoral care, classroom practice and behaviour management.
- Time management, flexibility and adaptability.

Person Specification for Teacher of Maths

The successful candidate will possess some, or all, of the following:

Qualifications	<ul style="list-style-type: none"> • Good honours degree or equivalent • Teaching qualification • Qualified Teacher Status
Experience	<ul style="list-style-type: none"> • Experience of successfully teaching maths over at least two Key Stages including Key Stage 5 • Experience of working successfully as part of a team • Experience of assessment practices which maximise pupil progress and fulfil examination requirements where applicable • Experience of successfully managing classroom behaviour
Knowledge and Understanding	<ul style="list-style-type: none"> • Demonstrate an excellent knowledge and understanding of current educational issues relating to the specialist subject area • Excellent knowledge and understanding of how to promote equalities and ensure inclusive teaching and learning • Excellent knowledge and understanding of effective practices to safeguard children and young people
Personal and Professional qualities and attributes	<ul style="list-style-type: none"> • Excellent skills as a classroom practitioner and commitment to on-going development of personal classroom practice • Enthusiasm and energy for teaching in diverse and complex classroom setting • ICT skills and ability to use new technologies effectively to enhance pupils' learning • Ability to make pupils' learning relevant and exciting • Good communication skills – in writing and verbally • High level of commitment to maximising achievement of all pupils • Ability to prioritise, plan time and organise themselves effectively • Eagerness to collaborate and network with others within and beyond the school • Willingness to listen to and reflect on feedback from others – colleagues, pupils, governors • Ability to build and maintain effective relationships with staff, pupils and parents

The duties on this list may vary from time to time as required by the Headteacher, without changing their general character or level of responsibility.