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| **Post:** | **ASSISTANT HEADTEACHER**  **In Charge of Mathematics across the Curriculum** |
| **Responsible to:** | **Associate Headteacher** |
| **Responsible for:** | **Whole School Mathematics Curriculum** |

In addition to the responsibilities of class teacher, as set out by the class teacher job description and the school teachers’ pay and conditions document, the holder of this post is expected to carry out the professional duties of a member of SLT with the responsibilities as described below, as circumstances may require and in accordance with the school’s policies under the direction of the Associate and Executive Headteachers.

**Purpose**

* To work alongside the Executive and Associate Headteachers and other members of the senior leadership team to secure outstanding progress by all pupils in the School;
* To ensure high quality teaching and learning that empowers both staff and students to achieve their highest potential
* To take specific responsibility and accountability for the day to day management and organisation of Mathematics across the school.
* To lead on the vision for Mathematics Across the School

### Leadership and management

* Support and implement the vision and ethos of the school
* Contribute to, implement and evaluate the success of School Development Plan relevant to Mathematics
* Together with SLT, lead on the school self-evaluation process for Mathematics including lesson observations, monitoring of school standards and bringing about improvement
* Promote cross curricular approaches to teaching and learning
* Be a proactive and effective member of the senior leadership team
* Be an effective role model for all staff in terms of teaching, behaviour and classroom management
* Line manage and appraise identified staff

#### Teaching and learning responsibility

* Lead the core subject of Mathematics across the whole school
* Have a class teacher role (Key Stage dependent on experience)
* Have overall responsibility and accountability for Mathematics ensuring curriculum continuity, consistency, balance, match and progression
* Lead regular meetings relevant to Mathematics with appropriate colleagues
* Develop, demonstrate and/or promote teaching and learning activities appropriate to the

full age and ability range.

* To take account of national and local initiatives.

### Monitoring and assessment

* Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across Mathematics
* Monitor standards including recorded work as relevant to Mathematics across the school, also reviewing long and medium term planning

# Manage resources

* Be responsible for the organisation, planning and evaluation of the school programmes as relevant to Mathematics
* Manage, monitor and accurately account for any budget for your area.
* Evaluate, organise and monitor the use of resources

# Staff development

* Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
* Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
* Ensure your keep up to date with current developments in Mathematics and disseminate information as appropriate

**Other**

* Safeguard the health and safety of self and others in accordance with the school’s Health and Safety Policy
* To contribute to, and promote, the vision, culture and ethos of the school.
* Undertake decision making and policy development across the school
* Ensure effective communication with parents/carers, SLT, governors and the wider community
* Attend and contribute to wider SLT meetings and the wider work of the SLT
* Show a commitment to work outside directed time when required
* Contribute to the vision and activities of Fir Tree School and schools in the Newbury Academy Trust.
* Contribute to and provide evidence for the school Self-Evaluation Summary
* Contribute and lead on specific areas of the School Improvement Plan
* Share in the responsibility for outstanding Personal development, behaviour and welfare of pupils, including the pastoral care of pupils.
* Implement and develop key initiatives across the school as required
* Promoting the School in the community; playing a proactive role in the local educational community at consortium and local network level.
* For the right candidate there will be opportunities to work across all Newbury Academy Trust Schools to develop an exciting vision and cross phase, exemplary Mathematics Curriculum which is a model of best practice.

**Person Specification Form**

| **Category** | **Essential** | **Desirable** |
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| 1. **Qualifications/ Professional Development** | * + **Qualified teacher status** * **Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning** * **Ability to identify own learning needs and to support others in identifying their learning needs** | * **Postgraduate level qualification** * **Experience of working with other schools/organisations/agencies** * **MaST or other relevant Maths Teaching Qualification** |
| 1. **Experience** | * + **Successful experience of leading one or more subject areas**   + **Substantial, successful teaching experience at outstanding grade**   + **Successful experience in a leadership and management role** * **At least 5 years successful teaching experience in the primary age range.** | * **Teaching experience in at least 2 of the 3 key stages.** * **Curriculum leadership in one or more core subjects** |
| 1. **Strategic Leadership** | * **Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school** * **Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement** * **Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these** * **Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils** * **Understanding of and commitment to promoting and safeguarding the welfare of pupils** | * **Knowledge of the role of the governing body** |
| 1. **Teaching and Learning** | * **A secure understanding of the requirements of the National Curriculum and Early Years development** * **Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils** * **A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning** * **Experience of effective monitoring and evaluation of teaching and learning** * **Secure knowledge of statutory requirements relating to the curriculum and assessment** * **Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management** |  |
| 1. **Leading and Managing Staff** | * **Experience of working and leading staff teams** * **Ability to delegate work and support colleagues in undertaking responsibilities** * **Experience of performance management and supporting the professional development of colleagues** * **Understanding of effective budget planning and resource deployment** | * **Experience of working with governors to enable them to fulfil whole school responsibilities** |
| 1. **Accountability** | * **Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors,** * **Experience of effective whole school self-evaluation and improvement strategies** * **Ability to provide clear information and advice to staff and governors** * **Secure understanding of current practice in performance management, including capability** | * **Experience of presenting reports to governors** * **Leading sessions to inform parents** * **Experience of offering challenge and support to improve performance** |
| 1. **Skills, Qualities & Abilities** | * **High quality teaching skills** * **Strong commitment to the mission statement** * **High expectations of pupils’ learning and attainment** * **Strong commitment to school improvement and raising achievement for all** * **Ability to build and maintain good relationships** * **Ability to remain positive and enthusiastic when working under pressure** * **Ability to organise work, prioritise tasks, make decisions and manage time effectively** * **Empathy with children** * **Good communication skills** * **Good interpersonal skills** * **Stamina and resilience** * **Effective ICT skills** |  |
| 1. **References** | * **Positive recommendation in professional references** * **Satisfactory health and attendance record** | * **Professional reference without reservations.** * **Strong positive examples of leadership impact** |
| 1. **Safeguarding** | * **Newbury Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced CRB check is required for all successful applicants** |  |

**NOTE:**

* **The Recruitment Team are advised to focus on determining whether the candidates meet the requirements in relation to the broad categories, rather than in relation to the individual criteria that are used to illustrate them.**
* **The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.**
* **It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate’s application and observing all the various aspects of the interview process.**
* **The Recruitment Team may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.**