



Academies Enterprise Trust

**Job Description**

<b>Job Title:</b>	<b>Maths - Second In Charge</b>
<b>Location:</b>	<b>Unity City Academy</b>
<b>Hours of work:</b>	<b>Full Time</b>
<b>Reports to:</b>	<b>Curriculum Leader - Maths</b>

**Purpose of the Role:**

General professional duties of all teachers are specified in the Teachers' Pay and Conditions.

**Responsibilities:**

As the second In charge of a department you are required to undertake the following responsibilities:

- Have high expectations and aspirations of students and staff.
- Have an up-to-date knowledge of subject, national developments, pedagogy, classroom management, and research and inspection findings.
- To meet statutory requirements and be committed to your own professional development.

**1. Support the Head of Maths:**

- To develop a shared understanding of pedagogy within the learning area and in partnership with other heads of department across the school.
- To form the strategic direction and development of the learning area, including any whole-academy dimension;
- To create and implement a strategic Development Plan in Maths.
- Complete subject information files and department policies and mapping of cross-curricular aspects and ensure these are available to all stakeholders.
- To have responsibility for the maximum utilisation of ICT resource to the benefit of all students within the learning area.
- To ensure high quality regular inset for all staff in the learning area.
- To support the development and understanding of Literacy
- To ensure all planning and marking is completed in your learning area.
- To provide clear leadership based on an awareness and understanding of current subject developments and the requirements of the National Curriculum.
- and in conjunction with your line manager.
- To ensure value for money and effective deployment of staffing and resources and in conjunction with your line manager.
- To keep records of professional development meetings and interviews with staff.
- To co-ordinate the regular reviewing and amendment to Schemes of Work, i.e. appropriate 'Teaching and Learning' strategies.
- To research and develop high quality 'Teaching and Learning' resources to support development and students learning.
- To provide educational enhancement as required, i.e. booster classes, trips.
- To promote high quality 'Teaching and Learning' by working alongside staff and coaching them to enable them to develop these professionally.
- To organise high quality in-service curriculum area training to meet individual needs and aspirations.
- To develop, monitor and review the effectiveness and quality of 'Teaching and Learning' within the curriculum area by:

- team teaching, paired lesson observation, research and experimentation.
  - excellent personal practice that other staff can observe.
  - the professional development of the team.
  - looking at staff planning and record books regularly.
  - analysing students' work on a regular basis.
  - developing the pedagogy and methodology by which the curriculum is delivered.
  - ensuring marking and homework setting is done to learning area policy and standards.
- To ensure that students and staff meet deadlines re coursework and grades for assessments.
  - Responsibility for the delivery of high quality preparation of examination materials for students.
  - To ensure that all staff and students are safe in your area.
  - To create an ambience conducive to learning.

## **2. Operational/Strategic Planning**

- To work with colleagues across the learning area to ensure that there is a consistency in the quality of teaching and learning.
- To organise preparation, assessments and planning time for all staff and keep clear records.
- To represent/promote the learning area at meetings/ parents' evenings/other events.
- To meet regularly with the Head of Department to review the effectiveness of the learning area.

## **3. Attainment and Progress**

- To oversee the production, review and development of curriculum area frameworks for learning which incorporate all the statutory requirements of the National Curriculum.
- To work with admin support to set students' targets and analyse test and examination statistics by sets and against external data and other schools' county and national statistics.
- To work with admin support to ensure the quality of data published to parents and high quality informative reports.

## **Their own Professional Development**

- keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with the Assistant Headteacher, Teaching, Learning and Assessment
- evaluating their own teaching critically and use this to improve their effectiveness
- building up a thorough understanding of their professional responsibilities in relation to school policies and practices
- setting a good example to the pupils they teach in their presentation and their personal conduct
- participating in Performance Management arrangements

## **Teaching and Managing Pupil Learning:**

- identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
- setting appropriate and demanding expectations for pupils' learning and motivation
- setting clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual
- using IEPs to identify pupils who have special educational needs
- ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time
- using teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships

- ensuring that pupils are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
- liaising effectively with support staff working within the learning area
- providing extra-curricular activities to extend and challenge pupils for at least two after school sessions per week each of forty-five minutes

#### **Monitoring and Assessing Pupil Progress:**

- marking and monitoring pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress
- assessing how well learning objectives have been achieved and use this assessment for future teaching
- maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for pupils taught, including members of the tutor group
- producing and analysing teaching group examination predictions and results as requested by the Head of Department and the Assistant Headteacher, Outcomes.
- participating in departmental discussions of pupil targets and progress and of the development of strategies to meet departmental targets
- overseeing the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
- contribute to the preparation of Action Plans and progress files and other reports
- mentoring and negotiating individual targets for tutees

#### **Resources within the Department:**

- selecting and making good use of learning resources to enable teaching objectives to be met
- ensuring that stock and equipment is well cared for and economically used
- ensuring that departmental rooms present a stimulating and tidy environment
- implementing the Academy Health and Safety Policy

#### **Communication with Parents**

- attending any appropriate meetings with parents
- providing informative reports to parents
- raising, in consultation with the Head of House, particular concerns regarding tutees with parents

#### **Internal Communication**

- representing the views and interests of the learning area to the Head of Department
- providing information required by Heads of Department, Heads of House, SENDCo
- actively participating in Department Meetings

#### **Staff Absence**

- ensuring that appropriate work has been set and that the resources required are available
- supporting supply staff who are working within the learning area

#### **Specific Task & Responsibilities**

- undertake the duties of a tutor or coach as determined by the Headteacher.

#### **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Pay and Conditions.

2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Headteacher.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

### **Our values:**

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

### **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.



**Person Specification**

**Job Title: Maths - Second In Charge**

<b>General heading</b>	<b>Detail</b>	<b>Essential requirements:</b>	<b>Desirable requirements:</b>
<b>Qualifications</b>	Qualifications required for the role	<ul style="list-style-type: none"> <li>• A relevant honours degree or equivalent and QTS</li> </ul>	<ul style="list-style-type: none"> <li>• A good honours degree or equivalent and PGCE.</li> <li>• Evidence of further subject-based professional development.</li> </ul>
<b>Knowledge/Experience</b>	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> <li>• Evidence of good classroom practice.</li> <li>• Good understanding of effective and engaging teaching methods.</li> <li>• The ability to engage, enthuse and motivate students.</li> <li>• Willingness to teach another subject.</li> <li>• Experience of teaching up to KS3 and KS4.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of the use of ICT to enhance the teaching and learning process.</li> </ul>
<b>Skills</b>	Line management responsibilities (No.)	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>
	Forward and strategic planning	<ul style="list-style-type: none"> <li>• An understanding of the use of assessment to inform planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of improved student outcomes.</li> <li>• The ability to monitor student progress through the use of ICT.</li> </ul>
	Budget (size and responsibilities )	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>
	Abilities	<ul style="list-style-type: none"> <li>• The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students.</li> <li>• The ability to set consistently high expectations for all students through class work and homework.</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to be involved in extended curriculum opportunities in the subject area.</li> <li>• The ability to manage time effectively and prioritise work.</li> </ul>



<p><b>Personal Characteristics</b></p>	<p>Behaviours</p>	<ul style="list-style-type: none"> <li>• Energy,enthusiasm, determination and an insistence on high standards</li> <li>• Ability to relate to students, parents and carers, colleagues and other partners</li> <li>• Be able to work under pressure, prioritise and manage time effectively</li> </ul>	<ul style="list-style-type: none"> <li>• A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the Academy</li> <li>• Reflective and clear-headed thinker who makes considered judgements</li> <li>• Resilience</li> <li>• Reflective practitioner</li> <li>• A willingness to learn new skills and approaches and to share the experience with others</li> </ul>
<p><b>Special Requirements</b></p>		<ul style="list-style-type: none"> <li>• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check</li> <li>• Right to work in the UK</li> <li>• Evidence of a commitment to promoting the welfare and safeguarding of children and young people</li> </ul>	