**Director of Maths**

**Job Description**



|  |  |
| --- | --- |
| **Post** | **Director of Maths** |
| **Grade** | Leadership Scale (L10-15) |
| **Responsible to** | Head Teacher/Deputy Head Teacher as appropriate |
| **Responsible for** | Leading excellence in curriculum provision and standards of achievement |
| **Working hours** | As indicated by STPCD |

Everyone at Plumstead Manor works to fulfil our **School Plan**. All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards.** All contracts are subject to the terms and conditions as set out in the latest **School Teachers’ Pay and Conditions Document.**

This is a leadership role operating at a senior level across the school and will form part of the Extended Leadership Group.The Governing Body expect that exceptional leaders will be flexible and multi-skilled. This role will take oversight of the curriculum and standards in Maths across the whole School.

**Purpose:**

1. Make a leading contribution to the development and provision of the highest quality of education at Plumstead Manor School.
2. Lead the Maths team with ambition and vision, securing the highest standards in maths education across Key Stages 3 to 5.
3. Play a leading role at a senior level in cultivating success and harmony, excellence and justice for all in a diverse community and taking on additional whole school responsibilities commensurate with such a role.
4. Make sure that young people of all abilities and backgrounds fulfil their potential.
5. Engage all young people in interesting and engaging learning.
6. Line lead staff through a combination of challenge, accountability and support.
7. Contribute to partnerships with outside organisations and agencies which positively influence the provision in the school and its reputation and ‘brand’ within the wider community.
8. Promote a positive ethos across the school based on the school vision and the motto ‘success and harmony’.

Teachers with TLR or Leadership posts at any level must demonstrate these **11 Qualities of Leadership.**

We expect that members of our community who have leadership roles should

1. Show vision, conviction and authority and lead by example.

2. Build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.

3. Understand what needs to be done, do it right, and on time.

4. Be very, very organised.

5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan

6. Know your subject and keep up-to-date.

7. Lead learning by demonstrating high quality work with excellent outcomes.

8. Develop colleagues through encouragement, performance management and providing opportunities.

9. Support young people by maintaining good discipline and helping them meet high targets.

10. Work with others by building good links with KS2, other schools, FE and HE.

11. Reflect critically and rigorously on their own work, and the work of others.

In the **Leadership Group** we should also abide by the *Principles of Public Life:*

* *Selflessness* – to act for the greater good, not for our own power, status or relationships
* *Honesty* – to reflect issues as they are and to be honest with each other
* *Openness* – to explain our actions and respond to criticism, not just to demand compliance
* *Integrity* – to do what is right, and what builds up a solid and reliable education system
* *Objectivity* – to make decisions on merit, not because they make life easier
* *Accountability* – to take responsibility for our actions,as public servants
* *Leadership* – to act according to these six principles and to enable others to do so too

In our school context, we add the following practical demands. We should be:

1. **Highly visible** so we lead and support our colleagues and reassure our young people. We need to be systematic about visibility and hold others to account.
2. **Collaborative** so that decisions are understood and gather general assent. We need to explain and explain again why an action or procedure is needed then ensure it happens.
3. Able to see a **broad picture** and link it to the school plan, resisting fashions and gimmicks.
4. **Resisting short cuts** or easy answers: ensuring colleagues do their jobs, not doing it for them.
5. Able to **investigate**, **research**, **analyse**, **plan**, **implement** and **evaluate**
6. Concerned for the **work-life balance** of our profession and the future of school leadership by making sustainable choices, not modelling, promoting or expecting a damaging long hours culture. Wherever possible, **reducing demands and encouraging professional freedom while monitoring success**.
7. **United**, so that all members of the team support one another but having difficult conversations when necessary.

The purpose of these qualities is to provide us with a common foundation on which our authority as leaders stems, but also to which we are accountable. Some of them are very hard and we will have to ensure we support and develop leaders at all levels of the school in meeting these expectations.

|  |
| --- |
| **Raising Aspirations, Securing Success** |

1. Promote a culture of high expectations, including the active participation of students in challenging learning.
2. Lead the development and delivery of a broad and balanced curriculum in maths from Year 7 to 13 that promotes the acquisition of powerful knowledge, and the development of deep understanding, complemented by a rich offer of wider learning opportunities.
3. Develop and maintain a maths curriculum that enables young people to master the knowledge, understanding and skills they need to succeed at each particular phase, and which allow them to transition on to the next phase of their education.
4. Maximise student progress and achievement in maths, and enable all students at Plumstead Manor School to progress successfully onto the next phase of their education, training and employment.
5. Ensure all staff in the maths team work towards challenging targets and set the highest expectations.
6. Lead and maintain good discipline and standards of behaviour in maths, arranging sanctions in line with the school behaviour policy and code.
7. Track, monitor and analyse assessment data and lead the Raising Attainment Process across all key stages in maths.
8. Ensure the accuracy and rigour of assessment in maths from Year 7 to Year 13.
9. Monitor the achievement of students in maths and oversee the implementation of interventions to boost and accelerate progress of individuals and groups of students.
10. Ensure that well planned schemes of work are in place with the accompany resources to meet the academic needs of all students.
11. Lead strategy and practice in promoting numeracy across the curriculum.

|  |
| --- |
| **Challenge and Creativity** |

1. To consistently be a good or outstanding teacher.
2. Cultivate accountability across all teams which is open, transparent, supportive but at the same time uncompromising.
3. Performance manage colleagues with a blend of rigour, challenge and support; this incudes formal appraisal.
4. Know best practice in teaching maths, and disseminate that to colleagues.
5. Lead the provision of support, advice and professional development to secure best pedagogical practice in maths.
6. Keep the staff fully informed about curriculum changes, syllabus requirements and other exam board requirements.
7. Monitor the quality of teaching and learning in all aspects of the school and curriculum area’s work.
8. Develop and embed the qualities that are central to cultivating success and high achievement at Plumstead Manor: collaboration, resilience, discipline, imagination and curiosity.
9. Develop the capacity of staff to make creative use of a range of new technologies to support and develop the quality of learning.

|  |
| --- |
| **Cultivating Harmony and Respect** |

1. Play a leading role in the implementation and realisation of the School Plan setting the highest possible expectations in all aspects of school life.
2. Ensure the development of a school culture built on success and harmony, which provides all students an entitlement to learn and flourish in a safe, friendly and disciplined environment.
3. Work with middle leaders to promote and develop high standards in behaviour for learning across the school, which ensure all our young people are respected, nurtured, and included.
4. Lead self-evaluation, including monitoring of standards and implementation of consistent policy and practice.
5. Evaluate the views of students, parents and stakeholders and act on recommendations where appropriate.
6. Lead curriculum team meetings, and energetically implement agreed decisions and developments.
7. Ensure that school policies and practices are implemented consistently and maximise expectations and aspirations for all.
8. Develop departmental and whole school policy and procedure which foster high standards and consistency.
9. Line lead the work of other staff, including a team of Deputy Curriculum Leaders.
10. Apply the school’s procedures for appraisal and performance management effectively and equitably, and support the ongoing development of staff.
11. Play an active role in the recruitment and retention of high calibre staff.
12. Oversee the induction of new staff.
13. Manage school finances and resources properly, including deploying staff and leading timetabling in the area.
14. Ensure the guidance of Children Act are fulfilled including any supplementary Safeguarding and Child Protection guidance in line with school policies and procedures, including the PREVENT duty.
15. Carry out on-call and break duties and contribute to the daily management of the school.
16. Complete any additional responsibilities commensurate with the level of this job description, as required by the Head Teacher.

DG 0121



**Director of Maths**

**Job Description**

|  |  |
| --- | --- |
|  | |
| **Post** | **Director of Maths** | |
| **Grade** | Leadership Scale (L10-15) | |
| **Responsible to** | Head Teacher/Deputy Head Teacher as appropriate | |
| **Responsible for** | Leading excellence in curriculum provision and standards of achievement | |
| **Working hours** | As indicated by STPCD | |

All teachers at Plumstead Manor are bound by the School Vision and Plan, and the shared expectations in the job description. This person specification shows what we require in order to be shortlisted for a post here. It shows the qualifications, experience, knowledge, understanding, qualities and attributes needed in order to carry out the duties in the job description. Candidates must provide evidence in the application form and supporting statement and at interview that they meet these requirements.

**Selection Criteria**

|  |  |
| --- | --- |
| **Training Qualifications and Experience** | Candidates must demonstrate that they have:   * a good degree in a maths or associated mathematical discipline. * QTS * evidence of sustained professional development is essential; * evidence of further study is desirable; * experience in a middle leadership role in a secondary school. * Ability and experience in teaching across all key stages, including at least one of the Maths disciplines at Key Stage 5. |
| **Leadership Standards and Qualities** | Candidates must demonstrate that they are able to:   * show vision, conviction and authority and lead by example. * build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff. * understand what needs to be done, do it right, and on time. * be very, very organised. * fulfil a role in whole school leadership by positively upholding our procedures and Plan * know your subject and keep up-to-date. * lead learning by demonstrating high quality work with excellent outcomes. * develop colleagues through encouragement, performance management and providing opportunities. * support young people by maintaining good discipline and helping them meet high targets. * work with others by building good links with KS2, other schools, FE and HE. * Reflect critically and rigorously on their own work, and the work of others. |
| **Further Management and Leadership Skills** | Candidates should also have   * an informed understanding of strategies to improve student progress and performance, including high standards in behaviour for learning. * an understanding of the requirements of the current Ofsted framework. * experience of leading curriculum development with clear evidence of positive impact on raising standards and realising high expectations. * a high level of data management, analysis and target setting skills. * adept skills in information management. * excellent communication skills. * ability to use evidence-based information for improving outcomes for students. |
| **Personal, Professional Qualities and Attributes** | Candidates should demonstrate that they   * can support the Head Teacher in fulfilling the School Vision and Plan. * have the ability to work in partnership with other members of a team. * through personal commitment, contribute to maintaining and developing our ethos based around excellence, justice, success and harmony. * can communicate clearly and precisely. * have the critical intelligence to assess and judge the value of educational fashion. * inspire, motivate and empower staff and students. * can work collaboratively with others, delegating appropriately; * seek and act on feedback from others. * communicate effectively with, and command the confidence and respect of students, parents, colleagues and governors; * have a track record of excellence as a teacher. * have resilience and tenacity, combined with a high level of integrity. * aspire to senior leadership |
| **Professional Knowledge and Understanding** | Candidates should demonstrate that they know   * current educational issues, including national policies, priorities and legislation; * effective strategies for maintaining and developing high standards of attainment, behaviour and attendance; * best pedagogical practice in subjects in the curriculum area. * current trends in curriculum change and development in subjects in the curriculum area. * principles and practice of educational inclusion, diversity and access. |

DG

0121