**Job Description**

**Job Title**: Curriculum Area Leader Mathematics

**Responsible To**: Designated member of the Leadership Team

**Hours:** Full Time

**TLR Level:** TLR 1d

**Date Produced**: December 2018

This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying each out.

This post is part of the School’s leadership. The post holder has a teaching and learning responsibility in the Curriculum Area Mathematics .

Within that Curriculum Area the teacher will:

* Impact on educational progress beyond their assigned students.
* Lead, develop and enhance the teaching practice of others.
* Be accountable for leading, managing and developing whole School policy and practice in the identified Curriculum Area of Mathematics.
* Have line management responsibility for a significant number of people.

The post holder will actively support the School’s ‘Raising Achievement for All’ culture and participate in whole School self-evaluation and development.

The broad purpose of this post will include:

* Raising standards of student achievement within the School.
* Undertaking the professional duties of a teacher of Mathematics.
* Undertaking duties/roles and responsibilities assigned to him/her by the Headteacher.

**Generic responsibilities:**

* Contribute to the teaching of Mathematics and in other areas as agreed.
* Safeguard and promote the welfare of students.
* Contribute to the maintenance of good behaviour in the School, including membership of a duty team.
* Contribute to the development of School policy, including the Curriculum Area Improvement Plan.
* Implement School policies and procedures.
* Ensure the learning experience of students is an enjoyable one.
* Ensure effective learning and teaching to maximise opportunities.
* Ensure effective resource preparation, marking, assessment and record keeping.
* Provide reports to Parents and Carers as required.
* Act as a positive, professional role model.
* Participate in appropriate meetings.
* Make a positive contribution to the School’s pastoral system as a tutor or in other relevant roles.
* Ensure students have the opportunity to contribute to the self-evaluation process.
* Carry out other relevant and appropriate tasks as directed by the Headteacher.
* Lead and drive the effective use of ICT and digital technologies for improving learning and for management purposes.
* Play a part in the School’s health and safety procedures.

**Specific responsibilities:**

* Lead development on issues resulting from the identification of trends in student performance from the monitoring and evaluating of assessment data.
* Define, evaluate and report on intervention strategies to address issues for development that have been identified.
* Identify quantifiable and challenging student progress objectives with teachers within their Appraisal objectives.
* Support teachers in planning appropriate strategies to achieve student progress target levels and objectives.
* Be accountable for meeting student progress target levels within the Curriculum Area.
* Lead the Curriculum Area in encouraging students’ motivation and enthusiasm in the subject.
* Develop positive responses to challenge and high expectations.
* Monitor the objectives and targets for all students.
* Lead on the promotion of the importance of raising student achievement.
* Monitor and evaluate the planning of other teachers in the Curriculum Area, providing constructive and developmental feedback on a regular basis.
* Lead on the dissemination of examples of effective planning practice within the Curriculum Area.
* Ensure that teachers are aware of the needs of inclusion of all students and groups and make provision for this in their planning.
* Ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers’ planning.
* Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of learning and teaching in the Curriculum Area, and communicate this to students.
* Observe colleagues teaching (through Appraisal arrangements and/or Curriculum Area monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement.
* Line manage both Teachers and Support staff within the Curriculum Area.
* Provide input to the school’s appraisal and performance related pay process.
* Co-ordinate/monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to students’ learning.
* Lead and co-ordinate strategies to achieve relevant School improvement priorities that have been identified at Curriculum Area or whole School level.
* Evaluate and report on the effectiveness of practice in the Curriculum Area annually to a range of audiences, suggesting areas and issues for further improvement.
* Lead professional development in the Curriculum Area through example and support and co-ordinate the provision of high quality professional development for staff.
* Use financial and resource management innovatively and effectively.
* Support Curriculum Area staff in behaviour management and assist them in the planning of effective behaviour management strategies
* Represent the Curriculum Area at meetings and chair meetings as appropriate.
* Ensure schemes of work are in place and updated in response to student needs.
* Ensure that reporting systems are of high quality within the Curriculum Area.
* Lead the Curriculum Area Improvement Plan and involve all staff in its formulation.
* Play an active role in the appointment of staff to the Curriculum Area.
* Liaise with other staff eg Pastoral Leaders as necessary.
* Promote team work and the sharing of good practice.
* Ensure the provision of cover work for absent colleagues.
* Ensure the Curriculum Area environment is conducive to learning.
* Produce a Curriculum Area handbook and ensure that it is updated annually.

**General Duties**

With due regard to the above, to carry out such other appropriate duties as may be required. To play a part in the Health and Safety procedures of the school, including reporting concerns to the Deputy Headteacher/Curriculum Area Leader. See the School’s Health and Safety Policy.

**Notes**

The Post holder must be prepared to carry out additional duties, which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the changing needs of the School as directed by the Headteacher, without changing their general character or level of responsibility.

This job description is subject to review and amendment from time to time in line with changing School requirements. It is hoped that all Staff will play a full and active part in the general life and activity of the School

**Person Specification for the role of Curriculum Leader –Mathematics**

Please note that the information below, along with the relevant Job Description, acts as the selection criteria and should be used as guidance when completing your application for the post.

**Key:**

Essential - without evidence of which the candidate would be declined

Desirable - useful for the role but not essential, may be used when making decision between two otherwise equally appointable candidates.

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| --- | --- | --- | --- |
|   **Qualifications** | **Essential** | **Desirable** |  |
| * Qualified Teacher Status
 |  |  | ApplicationReferenceInterview |
| * Degree Level Qualification
 |  |  | ApplicationReferenceInterview |
|  **Experience** |  |  |  |
| * Teaching of the National Curriculum for Mathematics at the relevant level.
 |  |  | ApplicationReferenceInterview |
| * Using data to inform target setting and planning.
 |  |  | ApplicationReferenceInterview |
| * Working with children with English as an Additional Language.
 |  |  | ApplicationReferenceInterview |
| * Ability to lead on the development of outstanding schemes of learning
 |  |  | ApplicationReferenceInterview |
| * Able to use a variety of teaching and learning techniques to raise standards
 |  |  | ApplicationReferenceInterview |
| * Ability to manage a team of Teachers and Support staff.
 |  |  | ApplicationReferenceInterview |
|  **Personal Qualities/Skills and Characteristics** |  |  |  |
| * Capability to challenge, influence and motivate students to achieve high standards
 |  |  | ApplicationReferenceInterview |
| * Ability, or potential to consistently deliver “good” and “outstanding” lessons (as defined by OFSTED criteria).
 |  |  | ApplicationReferenceInterview |
| * Ability to promote Mathematics to students of all abilities.
 |  |  | ApplicationReferenceInterview |
| * Excellent communication and organisation skills.
 |  |  | ApplicationReferenceInterview |
| * Ability to work as a member of a team.
 |  |  | ApplicationReferenceInterview |

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** |  |
| * Capability to demonstrate outstanding classroom management.
 |  |  | ApplicationReferenceInterview |
| * Able to effectively communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies).
 |  |  | ApplicationReferenceInterview |
| * Able to use IT to support both the curriculum work and organisation.
 |  |  | ApplicationReferenceInterview |
| * Able to strategically monitor and evaluate teaching and learning.
 |  |  | ApplicationReferenceInterview |
| * Able to identify the necessary resources which ensure high quality teaching and learning.
 |  |  | ApplicationReferenceInterview |
| * Able to assess the needs of individuals to inform lesson planning.
 |  |  | ApplicationReferenceInterview |
| * Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.
 |  |  | ApplicationReferenceInterview |
|  **Knowledge/special aptitudes** |  |  |  |
| * Knowledge and understanding of the National Curriculum and appropriate examination syllabuses for Mathematics at KS3 and KS4.
 |  |  | ApplicationReferenceInterview |
| * A range of behaviour for learning techniques.
 |  |  | ApplicationReferenceInterview |
|  **Equality Issues** |  |  |  |
| * Demonstrable commitment to inclusive teaching and learning.
 |  |  | ApplicationReferenceInterview |
| * Awareness of the effects of discrimination on students, parents, colleagues and policy.
 |  |  | ApplicationReferenceInterview |

 **Safeguarding Policy for Icknield High School**

**Rationale:**

Child Protection is the responsibility of all school staff. This policy applies to all adults, including volunteers working in or on behalf of the school. The school will therefore:

* Establish and maintain an environment and ethos where students feel secure, are encouraged to talk, and are listened to.
* Ensure that students know that there are adults in school whom they can approach if they are worried and that the school has procedures to keep them safe.
* We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.
* All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* Include opportunities across the curriculum but, especially in PSHCE and tutor time for students to develop the skills they need to recognise and stay safe from abuse, including e-safety.

The school is committed to safeguarding and promoting the welfare of all its students and this safeguarding role includes:

- Policy on Anti-Bullying - Child Protection protocols

- Staff Code of Conduct - Whistleblowing Policy

- Curriculum - Behaviour Management

- Health and Safety - Single Equality Policy

- Acceptable User Policy

**Aim:**

We aim to Prevention, Protection and Support.

There are five main elements to our policy cover:

* Ensuring we practice safe recruitment in checking the suitability of all adults who work with children in this school.
* Raising the awareness of child protection issues and equipping students with the skills and knowledge needed to keep them safe.
* Developing, implementing and ensuring the use of procedures for identifying, reporting and actioning cases or suspected cases of abuse.
* Supporting students who have been abused in accordance with agreed child protection plans or student need .
* Establishing a safe environment in which students can learn, develop and fulfil their potential.

**To achieve out aims we will:**

Ensure all staff know who the designated Safeguarding Lead is, all staff will be informed of the safeguarding arrangements in place including the names, roles and responsibilities of key staff and Governors as part of their induction. The Designated Safeguarding Lead for Child Protection will attend required training and refresher training every two years.

All other staff and the nominated Governor will undergo the Local Safeguarding Board Level 1 training together, internal staff CPD training and online training.

Ensure procedures in school are known to all staff (including temporary and volunteer staff), are followed and will make appropriate referrals in accordance with local procedures.

The role of the nominated Governor is to ensure the school has an effective policy, locally agreed procedures are in place and that policy and structures supporting students are reviewed annually.

A statement in the school Prospectus and Handbook will inform parents and carers about the school’s duties and responsibilities.

The Governing body, Headteacher and Designated Person are responsible for ensuring the school follows safe recruitment processes and wider safeguarding procedures.

* Ensuring the Headteacher and other staff responsible for recruitment and one member of the Governing body completes safer recruitment training.
* Ensure al staff and volunteers who have unsupervised contact with children undergo DBS checks (Disclosure and Barring Service).Previously CRB.
* Ensuring the upkeep of a single central record of all staff and regular volunteers in accordance with government guidance.
* Individual and collective roles are explained in Appendix 1.
* The School ‘Staff Code of Conduct’ published annually to all staff gives guidelines on safe working practice.
* Child protection procedures adhere to local Safeguarding Board procedures.
* Confidentiality cannot be guaranteed to students and they will be made aware that any disclosure may be shared with the Designated Person.
* The Desigated Person will keep accurate records in a secure place (not the Student’s Year Room File) Child protection issues and events must be recorded, dated, timed and signed as per school procedure.
* The school or its’ staff are not investigating agencies but work within agreed procedures. The school recognises its part in multi-agency working and will ensure appropriate staff attend relevant meeting.
* There are procedures for dealing with allegations of abuse against members of staff and these are outlined in the Local Authority Personnel File.
* If the school premises are used by other organisations or services, activities are provided separately by another body, the School Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding and child protection.
* Contacts: Appendix 2

Related policies relevant to Safeguarding issues include: Policy on Anti-Bullying, Health and Safety, Procedures for assessing risk, Staff induction, Code of Conduct, Single Equality Policy, Behaviour Policy, Whistleblowing, Acceptable ICT user Policy,Child Protection and policies that recognise vulnerable students and groups.

Agreed by the Governing Body July 2017

Implementation to be monitored by J. Knighton, Deputy Headteacher (Students)

by Student Affairs Committee

To be reviewed July 2019

**Appendix 1.**

**(i) The Role of the Governing Body**

**The Governing Body of the school will ensure:**

* a member of the Governing Body is responsible for overseeing safeguarding children issues. This person liaises with the schools Designated Senior Member of Staff for Child Protection and provides information to the Governing Body.
* there is a senior member of the school’s leadership team (and a Deputy/ies) who is designated to take lead responsibility for dealing with safeguarding children issues (Designated Senior Member of Staff for Child Protection). This person must have undertaken appropriate training as per guidance.
* the school has a child protection policy and procedures in place, follows local safeguarding procedures and the schools safeguarding children policy is reviewed annually.
* the school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers.
* there are procedures for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
* all staff and volunteers who are in ‘regular contact’ (ie teaching and most non-teaching staff) with children, undertake appropriate training which is kept up-to-date by refresher training at three-yearly intervals: and temporary staff and volunteers who work with children are made aware of the school’s safeguarding children arrangements.
* any deficiencies or weaknesses that are brought to the attention of the Governing Body are rectified.

**(ii) The Role of the Headteacher**

**The Headteacher of the school will ensure that:**

* the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff.
* Sufficient resources and time are allocated to enable the Designated Senior Member of Staff for Child Protection and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
* all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner and if appropriate are in line with agreed whistle blowing procedures.

**(iii) The Role of the Designated Senior Member of Staff for Child Protection.**

**The Designated Teacher will ensure:**

**Referrals**

* refer cases of suspected abuse or allegations to the relevant investigating agencies.
* act as a source of support, advice and expertise within the educational establishment.
* liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

* recognise how to identify signs of abuse and when it is appropriate to make a referral;
* have a working knowledge of local procedures;
* ensure that all staff have access to and understand the school’s child protection policy;
* ensure that all staff have induction training;
* keep detailed accurate secure written records and/or concerns
* obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

* ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this.
* ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made.
* ensure that Child Protection files and information are available to appropriate other agencies for example a new school or the Educational Welfare Service.
* where the parents inform school that they wish to ‘parentally educate’ their child, the EWO will undertake a home visit to discuss this with the parents and the consent form will be signed by the Designated Senior Member of Staff for Safeguarding.

**(iv) All Staff and volunteers will:**

* fully comply with the school’s policies and procedures
* attend appropriate training
* inform the designated person of any concerns