



# BRIXHAM COLLEGE

Faculty Leader

Mathematics & Business Studies





## Welcome

As the Assistant Principal in line management of Mathematics and Business Studies at Brixham College, I am proud and privileged to work alongside a collection of experienced, driven and committed colleagues. We work as a team in the truest sense of the word. Our greatest aim is providing our students with the best experience, enrichment and excitement that our subject can bring. Fundamentally built on relationships; not only with the students but with each other, we work together to progress, develop and learn the best practices ourselves that can be transferred to our classrooms. As a mathematician myself, I am keen to work with a Faculty Leader who is passionate and dedicated to inspiring both staff and students. The development and consistency of our teaching and learning is paramount to the impact in which we can make as a Faculty.

If this is your first leadership role, please be assured that you will have my support with embarking on this new challenge and that we will work collaboratively to ensure the best possible outcomes are achieved. Both myself and the Faculty look forward to working with a dynamic and motivated practitioner who will embrace and enhance the role of Faculty Leader here at Brixham College.

Amy Watts

Assistant Principal





### **Our Mathematics & Business Studies Faculty**

The faculty has recently grown to include Business Studies at GCSE and A level. The faculty consists of a dedicated and forward-thinking team of ten mathematicians and one business studies teacher. A Deputy Faculty Leader whose focus is teaching and learning and CPD, supports the Faculty Leader. The faculty are housed in a dedicated wing of the College resulting in a strong supportive team ethos. Students enjoy Maths, and Business Studies, because they experience the subject rather than just simply do. This vision for teaching and learning within the faculty is encapsulated in the faculty's intent, implementation and impact statements. Our students, and the faculty, are looking for a leader to who take them on a values led journey.

### **Our Intent**

Our aim is to deliver a rich and broad curriculum for students across all key stages to become confident learners who have accessible and recognisable skills to problem solve and overcome challenges. These will be applicable mathematically as well as within their everyday lives, some explicit and others more discreet but essential. Our students will experience maths and business studies rather than just do maths. This will make students feel inspired, encouraged and motivated to succeed at all levels of progress with the subject, gaining a sense of perspective and purpose to the application of their learning. Our curriculum is designed for students to explore, investigate and conjecture their ideas. This allows our students to think, communicate and represent mathematically.

### **Our Implementation**

Through a mastery approach to teaching and learning students are exposed to mathematical and business concepts and given the opportunity to explore links between these as opposed to just learning rules. Within our learning environments, students deepen their understanding through opportunities to master their mathematical and business language and thinking skills, allowing them to apply these to unseen problems and contexts. Students build their confidence with representing ideas and methods through concrete, pictorial and abstract approaches. This allows students to see the relevance and importance of mathematics and business studies, as well as building confidence to select an approach that's most suited to their level of attainment.

### **Our Impact**

Through these approaches to teaching and learning delivered by our subject specialist teachers who have a passion for mathematics and business our students develop an appreciation, understanding and enjoyment of the discipline. Students are exposed to the foundations of mathematics and business that underpin an endless amount of real-life applications, compliment scientific enquiries and support economic studies. This enables our students to progress to a level of attainment that supports their future aspirations. Students understand how to think mathematically, logically and have the skills to overcome challenges.



## Job Profile – Faculty Leader

**Job Title:** Faculty Leader for Mathematics and Business Studies

**Accountable to:** Assistant Principal: Assessment & Reporting, More Able

**Pay Scale:** MPS/UPS + TLR 1a

**Responsible for:** Outcomes and Curriculum

### Main Purpose:

1. To ensure outstanding achievement for all students within the area of responsibility.
  - To track, monitor and be overall accountable for the outcomes of learners within the Faculty.
  - To challenge the underperformance in the Faculty by maintaining high expectations and driving key priorities.
2. To design and embed a curriculum which inspires and motivates students to achieve the best possible outcomes at KS3, KS4 and in the Sixth Form, including appropriate choice of syllabus, materials and effective Schemes of Work.
  - To ensure the curriculum is cumulative and builds at each transitional end points with the implementation of a Mastery Curriculum at KS3 and by reviewing and updating a GCSE and A Level curriculum.
  - To ensure the curriculum continually address the gaps in learning and expands the breadth of key knowledge and ideas with up to date schemes of work. To implement a Values Led Curriculum that drives our College ethos. To implement progressive assessment criteria that ensures the progress of all learners.

### Core Responsibilities:

- Outcomes
- Curriculum
- Quality Assurance
- Examinations, Assessment and Reporting
- Appraisal and Performance Management
- Faculty Evaluation and Improvement Planning
- Staff Recruitment, Retention and Well-being

### Operational Duties:

- Lead, develop and line manage all members of the Maths and Business Studies Faculty through the appraisal process, provision of CPD, inset training days and supervising ITT students
- Demonstrate positive behaviour management strategies and support colleagues with the development and maintenance of their own
- Monitor, evaluate and continually improve the quality of planning, teaching, and assessment of all members of the Faculty
- Manage departmental budget and resources effectively and efficiently
- Develop strong partnerships and ensure appropriate or regular communication with parents and carers is established and maintained

### Maths:

- Be responsible for tracking student progress across the faculty, analysing all relevant data to make appropriate changes to the curriculum design, placement within sets and intervention strategies, and using the data to monitor the performance of staff



- Prepare, monitor and arrange assessments for all year groups that support accurate measures of progress and predictions for end of course examinations
- Prepare and deliver appropriate and effective Faculty Meetings
- Model outstanding teaching and lead collaborative planning and development, including the sharing of resources and best practice within the department through CPD and Departmental Workshops
- Keep abreast of regional and national guidelines and use of best practice to support the continual development of the delivery of teaching and learning within the Faculty
- Organise and conduct interview processes to select the best candidates for the position required
- Identify and organise groups of students for intervention, ensuring the quality of delivery and accuracy in the strategic approach
- Be accountable for student progress in all key stages, ensuring that all students achieve positive attainment and progress
- Provide staff with constructive feedback that is appropriate, manageable and fair to support their personal development
- Plan, deliver, monitor and evaluate the curriculum provision and enrichment for all year groups within the Faculty, providing students with a rich and broad experience
- Monitor the identification of and provision for students with individual needs, and develop differentiated learning and teaching methods

#### **Business Studies:**

- Monitor schemes of work, assessment and the delivery of teaching and learning for all year groups
- Monitor the tracking and appropriate intervention of students
- Provide staff with constructive feedback that is appropriate, manageable and fair to support their personal development
- Line Management Quality Assurance meetings regularly calendared and attended

#### **College Behaviours**

There is an understanding within our community that our students deserve excellence and this is delivered by a belief that excellence is best delivered when there is a shared view on what is important in our school. We believe that how we do something is as important as what we do. How we do things are encapsulated in our professional contract between colleagues. Regardless of position or role within the College, these behaviours apply to all that are part of our community and are derived from our five shared values.

#### **All Colleagues regardless of position or role are leaders therefore:**

- Colleagues and students are scrutinising your behaviour all the time and making judgements about you that will affect their discretionary effort and behaviour.
- Even the small things that you say are important and have an impact in either a positive or negative way.
- When colleagues or students decide to follow you, they do so for two reasons: They think that you are competent and they think that you have integrity.

#### **All Colleagues regardless of position or role are:**

- Ambassadors to students, colleagues, parents and the name of Brixham College.
- Role Models to our students, colleagues and parents.
- Expected to demonstrate our Values in our actions and behaviours.

#### **1. High Expectations – Behaviours**

- a) Look professional and smart at all times.
- b) Always be punctual and reliable
- c) Celebrate success at every opportunity

- d) Challenge poor or sloppy standards in a consistent, calm and supportive manner
- e) Do not let a student go past you unchecked in terms of uniform/standards/Ps&Qs – *others will be watching what you do!*
- f) Check the college site is clean, acceptable and safe for students to learn
- g) Ensure that desks and work spaces are clear, tidy and professional in appearance
- h) Check classrooms and work spaces are positive environments and surfaces are free from clutter
- i) Check for graffiti, damaged chairs and report to operations team and check to ensure that every issue raised is addressed
- j) Check the quality and condition of displays are high throughout the College and ensure that improvements are carried out
- k) Only be in offices/sending e-mails etc. when it is not break, high visibility or change over.
- l) Sample books to ensure marking policy is being fulfilled and students are making progress – follow up with colleague if concerns raised and thank when standards are met

## **2. Knowledge - Behaviours**

- a) Know what motivates you and colleagues you work with.
- b) Keep things simple and consistent in any message or communication you give
- c) Operate emails, letters, text whether internal or external in line with College's protocols

## **3. Character – Behaviours**

- a) Smile and be re-assuring to everyone you meet
- b) Remain calm in stressful situations, be approachable, be fair, be consistent.
- c) Be humble – *you can be ambitious and driven for the College but not for you as an individual – why would people follow you?*
- d) Do not make a promise you cannot keep
- e) Keep confidences or people will not trust you
- f) Remember it's what you listen to not what you say that is the most important to colleagues and students
- g) Take responsibility when you get it wrong and be honest and never blame

## **4. Leadership - Behaviours**

- a) Always have time for every member of staff – *even though you may not have it.*
- b) Be there every day for students and colleagues
- c) Give praise and lots of it but ensure that it is authentic
- d) Deliver difficult or negative messages 'face to face' never by e-mail
- e) Model exemplary behaviour at all times, lead by example and be tidy and organised in your work
- f) Model the way that we speak to students – *short on negative and long on positive*
- g) Pick up rubbish – role model good behaviour and show attention to detail
- h) Speak to as many members of staff and students as possible by name
- i) Visit the people that you line manage and spend time with them in their office or working space
- j) Keep confidential all aspects of Leadership meetings/paperwork

## **5. Continuous Improvement – Behaviours**

- a) Lead by example in terms of planning lessons/markings
- b) Let the Principal know of any good practice or behaviour demonstrated by staff or students anywhere so that it can be acknowledged by the Principal and acknowledge by you

### **Above all colleagues at Brixham College should:**

- Do what they say that they are going to do when they say they are going to do it
- Give lots of positive feedback to both colleagues and students

- Maintain a relentless focus on high standards in all that they do

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Child Protection:**

- ✓ A commitment to the responsibility of safeguarding and promoting the welfare of young people
- ✓ A commitment to safeguarding and the welfare of children and young persons you are responsible for or come into contact with
- ✓ A commitment to undertake Child Protection training
- ✓ An enhanced DBS is required for the post

**Brixham College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**