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**JOB DESCRIPTION**

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| JOB TITLE | **Deputy Faculty Leader - Maths** | |  |
| ACADEMY | ROYTON AND CROMPTON ACADEMY | | |
| GRADE | TLR2 **Document in conjunction with standard Teacher Terms and Conditions** |  | |

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| **JOB PURPOSE**  In conjunction with the Deputy Headteacher responsible for Learning and Curriculum and Senior Faculty Leader, the role holder will be responsible for co-lead training, support and advice on the management and implementation of the assessment policy and practice throughout the academy.  The awarding of a TLR at any level must satisfy the requirement that the responsibility is beyond that which would be expected of all classroom teachers.  All TLR post holders must ensure the required competencies both individually and within their teams. |
| **KEY TASKS – Leadership**   * promotion of distributed leadership and risk taking at all levels * An up to date knowledge in subject, national and local policy, pedagogy, classroom management strategies, research/inspection findings, statutory requirements * ICT and skill development techniques in the use of comparative data * commitment to development of self and others * be focused upon learning and teaching * require the exercise of a teacher’s professional skills and judgement * require the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum * have an impact on the educational progress of students other than the teacher’s assigned classes or groups of students; and involve leading, developing and enhancing the teaching practice of other staff.   **KEY TASKS - Departmental**   * Ensure that teaching and learning is outstanding in all areas. * Develop the strategic direction and development of the department based around active engagement, system leadership at all levels and risk taking. * Develop effective and clear departmental tracking systems to raise student attainment and ensure progression. * Ensure effective delivery of a broad, balanced relevant and differentiated departmental curriculum for students. * Be responsible for Quality Assurance across department. * Develop extra-curricular and enrichment provision within the Department – with a continued focus on the identification and promotion on Learning and Teaching * Ensure there is a high quality of climate for learning within the department and promote the Positive Learning Culture and values of the academy within the department. * Monitor and evaluate teaching and learning standards within the department to inform the self-evaluation process. * Promote high expectations of student attainment * Use data analysis to provide a focus for the strategic development of teaching across the department. * Use data to set appropriate and challenging targets for student performance at both departmental and individual teacher level. * Ensure personalised intervention is provided (study support, exam target groups, and partnerships, out of hours / off site learning) within the department. * Use data to inform the strategic deployment of teachers in the department and to monitor and evaluate standards within both the academy and national context. * Set appropriate challenging targets for the department using value added data at academy, regional and national level as benchmarks for performance. * Ensure marking and assessment is carried out effectively within the department and that the academy policy regarding reporting is met. * Manage behaviour for learning’ within the department. * Ensure training supports learning priorities within the department. * Produce annually the department development plan and maintain an up-to-date departmental SEF. * Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department – liaising with the Cover Supervisor / relevant staff.   **KEY TASKS – Quality Assurance**   * Establish common standards of practice across the department and develop the consistency and effectiveness of teaching and learning styles with all staff. * Monitor targets within the department and to work towards their achievement. * Monitor and evaluate the curriculum area in line with agreed procedures including evaluation against quality standards and performance criteria. * Apply and monitor the implementation of the PLC behaviour management system so that effective learning can take place.  KEY TASKS – SUPERVISION OF STAFF  * To supervise colleagues within the post holder’s area of responsibility; workflow and organisation, recruitment and induction, return to work meetings, providing inductions, monitoring performance, identifying training and development opportunities. * To set service standards and monitor and improve performance. * To continually review and develop and improve working practices * To actively and regularly support the review of all Departmental policies, processes and procedures to maximise efficiencies and improvements, with a view to achieving greater teaching impact. |

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| **STANDARD DUTIES**   * To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all. * To uphold and promote the values and the ethos of the academy. * To implement and uphold the policies, procedures and codes of practice of the Academy, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection. * To take a pro-active approach to health and safety, working with others in the academy to minimise and mitigate potential hazards and risks, and actively contribute to the security of the academy, e.g. challenging a stranger on the premises. * To participate and engage with workplace learning and development opportunities, subject to the academy’s training plan, working to continually improve own performance and that of the team/academy. * To attend and participate in relevant meetings as appropriate. * To undertake any other additional duties commensurate with the grade of the post as directed by the Headteacher and/or his representative.   **Pastoral**   * Contribute to student tracking systems and intervention plans and keep up-to-date student records as may be required. * Monitor the progress and well-being of individual students and of the form tutor group as a whole. * Contribute to Action Plans and other reports. * Liaise with a House Leader to ensure the implementation of the Pastoral System. * Inform appropriate staff to student problems and make recommendations as to how these may be resolved. * Communicate, as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff. * Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life. * Apply the behaviour management system so that effective learning can take place.   **Systems**   * Ensure the maintenance of accurate and up-to-date information concerning the department on SIMS. * Make use of analysis and evaluate performance data provided by SISRA and other packages. * Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. * Produce reports on examination performance, including the use of value-added data.   **Self**   * Ensure effective performance management within the department. * Line manage classroom teachers and support staff * Monitor and challenge professional standards within the department * Develop the strategic goals of professional development within the department * Support Line Managers in any capability process * Support the development of colleagues through monitoring, mentoring and coaching * Chair meetings within the department as appropriate * Undertake Performance Management Review(s) and to act as reviewer for staff within the department. * Participate in the interview process for teaching posts when required and to support effective induction of new staff in line with academy procedures. * Participate in the academy’s ITT programmes. * Promote team work |

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| **CONTACTS:**  Colleagues within the Academy, pupils, parents/carers and members of the public, the Governing Body, Senior Managers, Governors, officers of Oldham Council and representatives from partner organisations, outside agencies and service providers |
| **RELATIONSHIP TO OTHER POSTS WITHIN DEPARTMENT:**  **Responsible to:**  Headteacher, Deputy Headteacher, Senior Faculty Leader  **Responsible for:** Departmental |
| **SPECIAL CONDITIONS**  DBS Disclosure required – Enhanced |

**PERSON SPECIFICATION**

**Job Title:** **Deputy Faculty Leader - Maths**

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|  | **Selection criteria** | **How Assessed** |
| **Education & Qualifications** | Possess a good degree in relevant subject.  Experience of teaching across the full 11 – 16 age range  Evidence of recent relevant continuing professional development | A  AF / I  AF / I |
| **Experience** | Experience of teaching the subjects within Faculty across KS3 and KS4  Experience of successfully implementing strategies for raising  achievement and achieving excellence for students;  Experience of high quality curriculum development in the subject area to maximise participation and strengthen progress and achievement for all students;  Experience of working with others to develop teaching skills;  Experience of organising department documents, plans of data analysis, target setting, monitoring, evaluation and review. | AF / I  AF / I  AF / I  AF / I  AF / I |
| **Skills & Abilities** | Devolve responsibilities and delegate tasks, as appropriate;  Seek advice and support when necessary;  Be an excellent classroom practitioner and have a commitment to improving classroom practice;  Be willing to inspire, challenge, motivate and empower a team of teachers to believe in a vision of excellence;  Promote individual teachers and nurture a team that contributes to the improvement of the academy and its development;  Build and maintain effective relationships with staff, students and parents;  Manage change to empower individuals;  Be willing to listen and reflect on feedback from others -  colleagues, student and governors;  Have the ability to think creatively to anticipate and solve  problems;  Be eager to collaborate and network with other professionals within and beyond the academy;  Be committed to setting and achieving ambitions and targets;  Have experience in thinking and planning;  Have experience in managing efficiently and effectively at an operational level;  Be proficient in the use of ICT, VLE, and have a commitment to maximise benefits of new technologies. | AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I |
| **Knowledge** | Command credibility through the discharge of their duties and use their expertise to influence others in relation to their Faculty  Make informed use of research and inspection findings;  Make effective use of subject-specific resources;  Demonstrate thorough knowledge and understanding of effective practices to safeguard children;  Demonstrate a sound knowledge and understanding of how to promote equalities and ensure inclusive teaching and learning practices  Teach successfully across the age and ability range, setting standards and providing a role model for pupils and other staff, in the teaching and learning of the subject;  Have high expectations for pupils, setting realistic but challenging targets engendering students who are enthusiastic about the subject and highly motivated to continue with their studies. | AF / I  AF / I  AF / I  AF / I  AF / I  AF/I  AF / I |
| **Work Circumstances** | Communicate effectively, orally and in writing, with the headteacher, other staff, pupils, parents, governors, external agencies and the wider community, including business and industry;  Negotiate and consult effectively;  Ensure good communication with, and between, staff who teach and support the subject;  Achieve challenging professional goals;  Take responsibility for and show a willingness towards furthering their own professional development, including participation in academy INSETs;  Have good attendance and punctuality. | AF / I  AF / I  AF / I  AF / I  AF / I  AF / I |

*Abbreviations:* AF = Application Form; I = Interview.