



The Gainsborough
Academy

The Gainsborough Academy Job Description

POST TITLE

Head of Department - Maths

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

SCALE

Mainscale / Upper Payscale + TLR 1A (£7,621)

PURPOSE OF THE JOB

To be accountable for the leadership and management of the Department. The development and implementation of subject policies, plans, targets and practices within the context of the Academy's objectives and policies.

To be accountable for the highest standards of pupil attainment within the department, monitoring and evaluating achievement.

RESPONSIBLE TO

The Director of Maths

RESPONSIBLE FOR

Leadership, development and enhancement of teaching practice of all staff within the department, evaluating alongside the Director of Maths the quality of teaching and improving the delivery of the subject.

Effective line management of teaching staff, including, the efficient deployment of resources available.

EMPLOYMENT DUTIES

To be performed in accordance with the provisions of the Academy Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

All teaching staff within the Gainsborough Academy are expected to maintain the relevant standards as set out in the "Professional Standards for Teachers" document (TDA) and to uphold the professional code of the Department for Education.

The Academy acknowledges the strong relationship between the quality of school leadership and the outcomes for pupils, the Standards for School Leadership recognise the key role school leaders play in providing professional leadership and management in order to improve outcomes for all pupils. These standards identify the knowledge and understanding, skills and professional attributes needed by the school's leadership in order to ensure the school builds leadership sustainability that is rooted in promotion of excellence, equity and high expectations for all pupils. The standards are detailed in Appendix A.

1. Lead, manage and develop the subject area

- To balance the holistic whole – academy view with the specific needs of the department
- To share and communicate Academy objectives to support effective departmental planning and development
- To motivate, develop and support high quality teaching throughout the department, contributing to the planning and delivery of continuous professional development and training
- To innovate new teaching and learning approaches by maintaining knowledge of subject developments and applying these within the Academy, whilst also supporting and leading engagement with Academy-wide initiatives and cross-curricular development
- To identify changes and developments lead by national strategies, curriculum developments and the needs of pupils to support raising the attainment of all pupils
- To review and assess the curriculum offered at all levels by the department ensuring that schemes of work are in place and appropriate to teaching and learning / curriculum requirements – broad / balanced / relevant
- To prepare and chair regular departmental meetings ensuring that action points / issues are raised with Director of Maths.
- To provide representation of the department at forum meetings and Academy working groups
- To lead the process of quality assurance of teaching and learning within the department
- To monitor and evaluate all pupil progress at KS3 / 4 in the department against agreed teaching and learning targets

2. Impact on the educational progress of pupils

- To contribute to setting and monitoring of Academy targets and set and monitor department targets within these to raise the attainment of all KS3 / 4 pupils, leading and coordinating interventions where appropriate
- To maintain a departmental overview of all pupil assessment data and achievement against agreed numeric targets
- To contribute to the Academy Improvement Plan, collaborating with the department to identify improvement priorities and required actions that will positively impact on the quality of pupil outcomes
- To monitor pupil behavior and ensure that staff are supported and encouraged to apply behavior policies and procedures
- To ensure that the department contributes to raising the profile of the Academy through organisation and participation in events, raising achievement programmes including additional study opportunities outside the hours of the Academy day
- To proactively lead and support the creation of a learning culture that encourages change in pupil attitudes and enthusiasm for learning, liaising with stakeholders regarding wellbeing and behaviour, introducing interventions where appropriate

3. Leading, developing and enhancing the teaching practice of other staff

- To develop and maintain the Academy ethos and approach, establishing common standards of practice across the department and identifying opportunities to develop teaching and learning
- To inspire and model good practice approaches for teaching staff within the department – effective planning / preparation / record keeping / marking / teaching progress / homework / assessment
- To lead, coordinate and monitor department improvement actions
- To assess new and emerging technologies and their potential impact on learning and pupil motivation
- To undertake formal and informal lesson observations and provide feedback to support development and improvement
- To use departmental meetings as a forum to share good practice, moderate and cascade new learning
- To provide mentoring and coaching support to colleagues to encourage personal and professional development
- To monitor and support the effective induction of new staff

4. Line management and performance management

- To lead and implement performance management approaches within the department – staff performance / pupil progress / personal objectives and targets
- To complete staff appraisals in accordance with the performance management cycle in place

- To support staff in identifying training and development requirements, identifying delivery options to support CPD needs
- To support the Principal and SLT in the overall management and development of the Academy
- To manage the departmental financial, human and physical resources effectively
- To oversee the effective induction of new staff within the Department to ensure knowledge of procedures and policy is timely and effectively shared
- To delegate, collaborate and distribute responsibilities and ownership to key staff within the department

5. The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Director of Mathematics or Senior Leadership Team.

6. To take responsibility for the implementation of and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

Appendix A

National Standards for School Leadership

Introduction

The National Standards for School Leadership form part of a wider framework of standards for the whole school workforce and have been drawn up by the Social Partnership, working with the National College for School Leadership.

Given the strong relationship between the quality of school leadership and the outcomes for pupils, the Standards for School Leadership recognise the key role school leaders play in providing professional leadership and management in order to improve outcomes for all pupils.

These standards identify the knowledge and understanding, skills and professional attributes needed by the school's leadership in order to ensure the school builds leadership sustainability that is rooted in promotion of excellence, equity and high expectations for all pupils.

Professional Attributes

In the context of National Standards for School Leadership professional attributes are behaviours arising from professional characteristics or qualities. The professional attributes within these standards are relevant across the framework and all five areas. Effective leaders demonstrate these attributes appropriately in their day-to-day work and across a range of contexts, both within and beyond the school. These leaders show:

- Positive, enthusiastic outlook, embracing risk and innovation
- Commitment and dedication to social justice, equality and excellence
- Engagement in collaborative partnership working, within and beyond the school
- Integrity in relation to their own and the school's practice
- Courage and conviction to achieve the best outcomes
- Respect and empathy towards others
- Resilience, perseverance and optimism in the face of difficulties and challenges
- Decisive, consistent and focused on solutions
- Drive for improvement and challenging underperformance
- Capacity to be flexible, adaptable and creative

Values

Values are clearly important within professional standards and these have been embedded through the Standards for School Leadership rather than appearing as a separate list.

Key Areas of the National Standards for School Leadership

Leading Strategically

Creating and delivering a shared, corporate strategic vision, which motivates and inspires pupils, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all pupils.

Knowledge and understanding of:

developments in education at local, national and global levels
models of effective leadership and organisational structures
new technologies and their potential impact
strategic planning processes, tools and techniques
ways of achieving stakeholder and community engagement
leading change, creativity and innovation
ways of achieving social inclusion, diversity and access

Skills:

think strategically, analytically and creatively
build capacity and achieve sustainability
deal with complexity and uncertainty
build a vision and communicate clear purpose and sense of direction
model the vision and values of the school
anticipate, lead & manage change
use research to support and challenge practice
inspire, challenge, motivate & empower others to attain challenging outcomes
work strategically with governing body
celebrate achievement and acknowledge excellence
demonstrate political acumen

Leading Teaching and Learning

With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. School leaders have a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables pupils to become effective, enthusiastic and independent, life-long learners.

Knowledge and understanding of;

curriculum design and management
principles of quality learning, teaching and assessment including school review and self evaluation
ways of applying effective practice and research evidence to improve outcomes
use of external support and expertise
behaviour and attendance management
new technologies to support learning and teaching
political impact of external, community or family factors on learning
strategies for improving outcomes and achieving excellence for all
tools for data collection and analysis

Skills

design, develop and deliver the curriculum
demonstrate equality and diversity in teaching and learning
achieve the best possible learning outcomes for all
use developmental models for teaching and learning
engage parents in children's teaching and learning
manage and use performance data
develop whole school culture of best practice in teaching and learning
create flexible and comprehensive learning opportunities for all pupils
capitalise on appropriate sources of external support and expertise
deploy technology to support teaching and learning
develop and use effective assessment and moderation systems
evaluate, review and develop systems and structures

Leading the Organisation

School leaders should ensure that the school, with the people and resources in it, are organised and managed to provide an efficient, effective and safe learning environment. Using self evaluation and problem solving approaches, school leaders should also seek to improve organisational structures and functions so the school remains fit for purpose. School leaders should build successful organisations by working collaboratively with others, building capacity across the whole workforce and ensuring resources are effectively and efficiently deployed.

Knowledge and understanding of:

legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
development of and access to school buildings and facilities
strategic financial planning, budget management and principles of best value
organisational development, planning and implementing change
employment market, effective recruitment, deployment and management of staff
technology to enhance organisational effectiveness
strategies to maximise contributions from the whole workforce
accountability frameworks
project management techniques

Skills:

manage the school's financial, human and physical resources
seek expertise and advice from within and outside the school
establish structures and systems so operational decisions are based on informed discussion
delegate, collaborate and distribute leadership
manage others within an accountability framework
create an environment which enables people to perform at their best and underpins effective employee relations
develop and sustain a safe, secure and healthy school environment
create a working environment which takes account of workload and work-life balance
manage industrial relations

Leading People

As school leaders work with and through others, building and sustaining effective relationships and communication strategies are important. School leaders seek to improve their own performance through professional development. To enable others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, school leaders support all staff to achieve high standards. School leaders take account of issues surrounding work-life balance and recognise and value all staff and teams in the school.

Knowledge and understanding of:

significance of interpersonal relationships, including impact on teacher performance and pupil learning
performance management, continuous professional development and sustained school improvement
building motivation, including the importance of celebrating achievement
building and sustaining a learning community within a diverse workforce
own performance, ways of obtaining feedback and how to improve
support and development systems for individuals and teams

Skills:

create a culture which encourages ideas and contributions from others
develop self awareness, self-management and self confidence and use effectively
listen, reflect and communicate effectively
negotiate and manage conflict, providing appropriate support
give feedback and provide support to improve performance
hold people to account and challenge under performance
develop a culture of learning and continuous professional development
receive and act on feedback to build on strengths and improve personal performance
foster an open, fair and equitable culture
motivate, develop, empower and sustain individuals and teams

Leading in the Community

With schools at the centre of their communities, school leadership has a crucial role to play in working with the community and other services to improve outcomes for, and the well being of, all children. Placing families at the centre of services, schools and leaders should work with others to tackle all the barriers to learning, health and happiness of every child. School leaders share responsibility for the leadership of the wider educational system and should be aware that school improvement, community development and community cohesion are interdependent.

Knowledge and understanding of:

multi-agency work (including the team around the child), benefits and risks of multi-agency working
extended service provision, commissioning and contracting
the diversity of professional cultures and ways of working
diversity and community cohesion issues
collaboration and partnership working (including school, home, community and business partnerships)
strengths, capabilities and objectives of other schools, services and agencies
wider curriculum beyond the school and opportunities it provides

Skills:

establish and engage in partnerships, including working with multi-agency teams
collaborate and work within and across the community
engage the community in systematic evaluation of the school's work and act on outcomes
take a leadership role within and across the community
consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
engage in cross phase working and transition issues
engage in school-to-school collaboration and contribute to leadership in the wider education system
contribute to achievement of community cohesion
broker and commission services