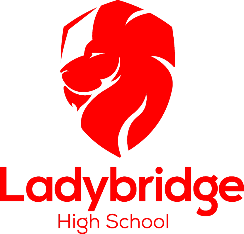


**JOB DESCRIPTION**

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| **Ladybridge High School** | |
| **Job Title** | LEARNING DIRECTOR: Mathematics |
| **Status** | Permanent |
| **Pay Range** | LEADing practitioners RANGE 5 [P5 – P9] |
| **Primary Purpose of the Job** | **Purpose of the Post**:  To give strategic direction to the department ensuring the highest possible standards of teaching and learning. To achieve this, the Learning Director must create a positive climate where all teachers are focused on improving their teaching in order to improve the learning and academic outcomes of young people. A culture of high expectations is fostered across the team.  Learning Directors are expected to:   * set a clear strategic direction and vision for teaching and learning; * manage people effectively and help them to feel enthused about teaching Mathematics; * be organised and able to make things happen; * lead training to further improve teaching and learning; * lead by example as a both a teacher and leader.   The current conditions of employment of teachers laid down by the DfE will apply and the post holder will be required to fulfil the responsibilities outlined below: |
| **Responsible to** | Head teacher / SLT Line Manager |
| **Teaching and Learning:**   * to foster a love of mathematics in all learners regardless of their starting points * to model good practice in planning, teaching and assessment for learning in Mathematics; * to determine Mathematics policy, aims and objectives which meet curriculum requirements, and which reflect fully the school’s curriculum and policies; * to develop an effective and engaging Mathematics curriculum and schemes of learning which will cater for learners of all abilities through stretch and challenge; * to provide appropriate resources and materials within the confines of the departmental budget; * to advise, support and encourage a variety of effective teaching approaches; * to use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of learners; * to monitor progress towards targets and evaluate the efficacy of teaching and learning annually; * to devise methods of assessment, recording and reporting learner progress and achievement in accordance with the school assessment, recording and reporting policy; * to determine the most appropriate examination entries and levels and to monitor and evaluate the quality and standards of learner achievement; * to help to create and maintain a stimulating teaching and learning environment in Mathematics rooms and in public areas of the school; * to encourage learners and staff to make use of alternative learning resources both within and outside the school, such as competitions, clubs and visits; * to promote numeracy across the curriculum and address cross-curricular and other common issues in relation to other areas of provision and school activities; * to ensure that homeworks are set within the school guidelines; * to ensure that assessments are set within exam board and school guidelines; * to ensure effective liaison with primary schools, post-16 establishments, local employers and the community where appropriate; * to lead the department in providing challenging and appropriate learning experiences for learners and for staff, embracing local and national initiatives where appropriate.   **Leadership and Management:**   * to instil the highest of expectations and standards for all learners and staff; * to secure accountability across the department; * to represent the department at appropriate school management meetings and contribute to school leadership; * to lead training in the department to improve the quality of teaching and learning; * to model an enthusiasm for Mathematics and a willingness to learn and improve as a teacher and leader; * to line manage colleagues in the Mathematics Department, including the Assistant Head of Mathematics and the Lead Practitioner of Mathematics; * to challenge and facilitate the strategic impact of other leaders within the Mathematics team; * to formulate the Departmental Improvement Tracker in consultation with the department and with reference to whole school priorities; * to take ownership of quality assurance within the department; * to analyse and interpret data on learners’ attainment within Mathematics; * to implement and monitor the whole school Literacy and Numeracy agendas across the department; * to support all staff teaching Mathematics and to monitor and evaluate the effectiveness of teaching, learning and support within the department in accordance with school self-review procedure; * to encourage and drive staff development in Mathematics through the use of the school Professional Learning and Performance policy and procedures, internal and external meetings and INSET; * to support colleagues in matters relating to behaviour management using the school procedures; * to ensure that relevant health and safety regulations are complied with; * to quality assure the department without fear or favour through Professional Learning and Performance procedures and support newly qualified teachers and participate in the school's teacher training scheme; * to assist in the production of the Mathematics timetable as required; * to lead on the organisation and running of out-of-school learning experiences, such as intervention and revision sessions, and study residentials; * to prepare and administer the departmental budget and allocate resources as appropriate; * to ensure appropriate work is set for the classes of absent colleagues; * to provide appropriately forensic reports to SLT and Governors as required; * to provide advice and support on professional issues for colleagues within the department * to perform other reasonable duties, as required, as commensurate with a leadership position.   **In addition, as a classroom teacher your duties will be:**   * + ensure that lessons are planned, prepared and delivered in accordance with school and department policy and taking account of local and national imperatives and examining board programmes and syllabus;   + to provide a high standard of teaching and learning that enables learners to make strong academic progress;   + to assess, record and report learner progress regularly and in accordance with school and department policy;   + to record learner attendance accurately for every lesson;   + to contribute to the planning, preparation and implementation of schemes of work within the department;   + to manage learner behaviour within the classroom and in the school in general;   + to maintain up to date subject knowledge and participate in appropriate professional development activities;   + to contribute to full staff and department meetings and attend parents’ evenings;   + to maintain professionalism in all aspects of your work at all times;   + to take on the responsibilities of a form tutor as required. | |
| **This job description may be amended at any time following discussions between the Headteacher and the post holder and will be reviewed annually as part of the school self-review programme.** | |

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| **Date Job Description prepared/updated** | October 2019 |
| **Job Description prepared by** | Sue Catlow |

 **PERSON SPECIFICATION**

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| **Department** | | Ladybridge High School | | |
| **Job Title** | | LEARNING DIRECTOR: Mathematics | | |
| **1. Experience/Qualifications/Training etc.** | | | | | | |
|  | | **ESSENTIAL** | | **DESIRABLE** | **ASSESSMENT** | |
| 1.1 | | Qualified Teacher Status | | Leadership of a key stage in Mathematics  Experience of managing staff  Experience of being a Moderator / Examiner for Mathematics  Clear understanding of a range of strategies for raising achievement | * Application Form / Letter * Certificates * Interview * Reference | |
| 1.2 | | To hold an Honours Degree or equivalent | |
| 1.3 | | Experience of delivering in service training for staff | |
| 1.4 | | Experience of leading and implementing a teaching and learning initiative in Mathematics | |
| 1.5 | | Proven skills of working with a wide range of learners and securing strong impact | |
| 1.6 | | Experience of participation in whole school policies | |

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| **2. Skills, Competency and Knowledge** | | |
| 2.1 | Understanding of emotional intelligence and motivational skills in team leadership and development | * Application Form / Letter * Interview * Lesson Observation * Literacy task * Data task |
| 2.2 | Knowledge and understanding of current developments in Mathematics |
| 2.3 | Understanding of monitoring, review and evaluation to inform strategic planning and development |
| 2.4 | Awareness and understanding of the agenda around curriculum intent, implementation and impact |
| 2.5 | Excellent interpersonal and communication skills |
| 2.6 | Good level of personal organisational skills |
| 2.7 | Good ICT skills |
| 2.8 | Ability to deliver training sessions to staff |

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| **3. Relationships** | | |
| 3.1 | Ability to form and maintain appropriate relationships and personal boundaries with children and young people | * Application Form / Letter * Interview |
| 3.2 | Ability to work as part of a team and maintain effective professional relationships |

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| **4. Personal Qualities** | | |
| 4.1 | To demonstrate consistently high standards of integrity in personal and professional conduct | * Application Form / Letter * Interview * Lesson Observation * References |
| 4.2 | Willingness to be involved in the wider life of the school/extra-curricular activities |
| 4.3 | A commitment to involving parents/carers, governors and the local community in the education of our learners |
| 4.4 | An excellent attendance and punctuality record |
| 4.5 | To have full regard for the ethos, policies and practices of our school |
| 4.6 | A sense of humour and passion for teaching |
| 4.7 | An enthusiasm for working with children and young people |
| 4.8 | Appropriate professional dress and appearance |
| 4.9 | Sense of humour |

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| **5. Other** | | |
| 5.1 | **Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | * Application Form / Letter * Interview |
| 5.2 | **Caring for Customers** - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users |
| 5.3 | **Developing Self and Others** - Ability to question and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others’ learning and share learning with others |
| 5.4 | **Health and Safety** - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk. |
| 5.5 | **Confidentiality** - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information. |
| 5.6 | **Safeguarding – To follow the school’s rigorous and robust policy at all times.** |
| 5.6 | **Energy Efficiency -** To be aware of the energy efficiency issues in own area of work and throughout the organisation |

**STAGE 2** Will only be used in the event of a large number of applicants meeting the minimum essential requirements

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| 6.1 | Evidence of professional development or a further qualification relating to management in schools | * Application Form / Letter * Certificates |

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| Note to Applicants**: Please try to show in your application form, how best you meet these requirements.** |

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| **Date Person Specification prepared/updated** | Revised October 2019 |
| **Person Specification prepared by** | Sue Catlow |