# Roding Valley High School

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| TITLE OF POST | Lead Teacher for Maths Key Stage 4 |
| SALARY SCALE | MPS/UPS + TLR 3 (£2638) + Recruitment and Retention payment for a suitable candidate |
| RESPONSIBLE TO: | Deputy Headteacher<br>Head of Faculty |
| RESPONSIBLE FOR: | Quality of provisions, teaching, learning and progress to the RVHS Standard in Maths faculty and whole school as appropriate |
| ACCOUNTABILITIES: | To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers. |

JOB PURPOSE

- To develop and implement Teaching and Learning initiatives and strategies throughout Key Stage 4 which raise the teaching practice of all members of staff and therefore raise student standards and progress.
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence
- To work closely with the Head of Faculty, and other post holders in developing, implementing and evaluating policies and practice that lead to improvements in Maths
- To undertake research into best Maths practice in other schools
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- To develop high quality teaching materials and support schemes of learning
- To support underperforming teachers to enable them to improve their practise

**Specific duties/responsibilities:**

Strategic Direction and Development

- Ensure the RVHS Standard of Learning takes place across Key Stage 4 Maths in liaison with Head of Faculty/Deputy Headteacher through coaching and mentoring of staff
- Take a lead role, working closely with other lead staff in Maths in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement
- Know how to and take a lead role to improve the effectiveness of assessment practice in Maths, analysing statistical information to evaluate the effectiveness of teaching and learning.

- Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- Support the development of post-16 courses in Maths

Teaching and Learning

- Ensure the RVHS Standard of Learning takes place across Maths in liaison with Head of Faculty/Deputy Headteacher through coaching and mentoring of staff
- Secure and sustain effective teaching of Maths through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Head of Faculty and Senior Leadership Team as necessary.
- To teach a timetable within Maths appropriate to the demands of the role and the need of the school

Leading, Motivating & Developing

- Have teaching skills which lead to excellent results and outcomes.
- Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
- Carry out subject/quality assurance activities e.g. classroom observations.
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)
- Disseminate materials and advise on practice, research and CPD provision
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.

Continuing Professional Development

- Be active in your own development through the Middle Leader Development programme or the Lead Practitioner course.

# Person Specification

| JOB REQUIREMENTS | Essential | Desirable | Method of assessment I/T/A* |
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| **Qualifications** | | | |
| Qualified Teacher | ✓ | | A |
| Evidence of Postgraduate Study | | ✓ | A |
| Established and evidenced practice as an outstanding teacher over a prolonged period | ✓ | | I/A |
| **Professional Development** | | | |
| Evidence of commitment to own CPD | ✓ | | I/A |
| **Teaching and Learning** | | | |
| Outstanding classroom practitioner | ✓ | | A |
| Proven ability to raise standards in classrooms other than their own | ✓ | | I/A |
| Experience of leading teaching and learning initiatives beyond their own classroom | ✓ | | I/A |
| Excellent understanding of the components which comprise outstanding teaching and learning | ✓ | | I/A |
| Experience of giving effective feedback to colleagues about professional performance | ✓ | | I/A |
| Experience of coaching and mentoring colleagues | ✓ | | I/A |
| Experience of conducting lesson observations | ✓ | | I/A |
| **Skills, Knowledge and understanding** | | | |
| Use of assessment and attainment information to improve practice and raise standards | ✓ | | I/A |
| Use of strategies to promote good learning relationships and high attainment in an inclusive environment | ✓ | | I/A |
| Vision for the developments of Teaching and Learning | ✓ | | I/A |
| Strategies to enhance teaching and learning | ✓ | | I/A |
| Use of intervention strategies to address identified issues for development | ✓ | | I/A |
| Awareness of the latest developments and initiatives in education | ✓ | | I/A |
| Excellent interpersonal and communication skill | ✓ | | I/A |
| The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience | ✓ | | I/A |
| Developing high quality learning strategies and monitoring learner progress to raise attainment | ✓ | | I/A |
| Evidence of high achievement in teaching across the Key Stages | ✓ | | I/A |
| Working effectively as a tutor | ✓ | | A |

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| Experience of contribution to the professional development/mentoring of colleagues | ✓ | | I/A |
| Effective use of Assessment for Learning to engage learners as partners in their learning | ✓ | | I/A |
| Ability to establish curriculum development, assessment, coordination and coaching | ✓ | | I/A |
| Ability to plan and resource effective interventions to meet curricular objectives | ✓ | | I/A |
| **Other requirements** | | | |
| A proven excellent role model. | ✓ | | I/A |
| A commitment to CPD appropriate to the duties of the post and own personal development. | ✓ | | I/A |
| An awareness of current national educational issues. | ✓ | | I |
| Appointment to the post is subject to a satisfactory enhanced DBS check | ✓ | | I |

*** I – Interview T – Test/Presentation A – Application form or letter.**