

Newbridge Learning Community

Teacher - Head of Maths

1. INTRODUCTION

1.1 NAME OF POSTHOLDER: _____

1.2 JOB TITLE: Head of Maths

1.3 JOB PURPOSE: Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Raise standards of student attainment and achievement within the whole curriculum area and monitor and support student progress.

Be accountable for student progress and development within the subject area.

Develop and enhance the teaching practice of others.

Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the school's aims and curricular policies.

Be accountable for leading, managing and developing the subject/curriculum area.

Manage effectively and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.

1.4 Line Management: Reporting to - Deputy Head, Teaching and Learning
Responsible for - Teaching staff and specified support staff within the department.

1.5 Liaising With: Headteacher, Senior Leadership Team, other Heads of Department and relevant staff with cross-school responsibilities, all other support staff, LEA representatives, external agencies and parents.

1.6 Salary Scale: Classroom Teachers' Pay Scale plus TLR2B plus 1 SEN Point.

1.7 Working Time: Full time as specified within the STPCD

1.8 DBS Disclosure Level: Enhanced

2. TEACHING

- 2.1 Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher

3. STRATEGIC/OPERATIONAL PLANNING

- 3.1 Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- 3.2 Be responsible for the day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- 3.3 Monitor actively and follow up student progress
- 3.4 Implement school policies and procedures, e.g. Equality Statement, SEN Policy, Health and Safety, Data Protection, Behaviour for Learning etc.
- 3.5 Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- 3.6 Lead and manage the planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, The School Improvement Plan/Departmental Development Plan and the aims and objectives of the school.
- 3.7 Liaise with the Deputy Head to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- 3.8 In conjunction with the ICT Subject Lead, foster and oversee the application of I.C.T. across the Math's Department.

4. CURRICULUM PROVISION

- 4.1 Liaise with the Deputy Head (Teaching & Learning) to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements school Self-Evaluation and the School Improvement Plan.
- 4.2 Be accountable for the development and delivery of Maths and Numeracy across the school.

5. CURRICULUM DEVELOPMENT

- 5.1 Lead curriculum development for the whole department.
- 5.2 Keep up to date with national developments in the subject area and teaching practice and methodology.
- 5.3 Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.

- 5.4 Liaise with the Deputy Head (Teaching & Learning) and Assessment Lead to maintain accreditation with the relevant examination and validating bodies.
- 5.5 Be responsible for the development of key skills in Maths and Numeracy.
- 5.6 Ensure that the development of Maths and Numeracy subjects is in line with national developments.

6. STAFFING

- 6.1 Work with SMT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 6.2 Continue own professional development as agreed with Deputy Head.
- 6.3 Be responsible for the efficient and effective deployment of the Department's Teaching and Support Staff.
- 6.4 Undertake Performance Management Review(s) in line with school and national policy.
- 6.5 Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Deputy Head/relevant staff to secure appropriate cover within the department.
- 6.6 Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- 6.7 Promote teamwork and to motivate staff to ensure effective working relations.
- 6.8 Be responsible for the day-to-day management of staff within the designated department and act as a positive role model.

7. QUALITY ASSURANCE

- 7.1 Ensure the effective operation of quality control systems.
- 7.2 Establish the process of the setting of targets within the department and to work towards their achievement.
- 7.3 Work to common standards of practice within the department and school as a whole and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- 7.4 Contribute to the school procedures for lesson observation and undertake learning walks within the department.
- 7.5 Implement school quality procedures and to ensure adherence to those within the department.
- 7.6 Monitor and evaluate the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- 7.7 Seek/implement modification and improvement where required.

- 7.8 Ensure that the department's quality procedures meet the requirements of self-evaluation and the School Improvement Plan.

8. MANAGEMENT INFORMATION

- 8.1 Ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- 8.2 Make use of analysis and evaluate performance data provided.
- 8.3 Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- 8.4 Produce reports within the quality assurance cycle for the department.
- 8.5 Produce reports on examination performance, including the use of value-added data.
- 8.6 In conjunction with the Deputy Head/Assessment Lead, manage the department's collection of data.
- 8.7 Provide the Governing Body with relevant information relating to the departmental performance and development.

9. COMMUNICATIONS AND LIAISON

- 9.1 Ensure that all members of the department are familiar with its aims and objectives.
- 9.2 Ensure effective communication/consultation as appropriate with the parents of students.
- 9.3 Liaise with other schools, higher education, examination boards, awarding bodies and other relevant external bodies.
- 9.4 Represent the department's views and interests.
- 9.5 Contribute to the planning and delivery of school liaison activities.
- 9.6 Lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
- 9.7 Promote actively the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

- 10.1 Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- 10.2 Work with the Assistant Headteacher in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.

11. PASTORAL SYSTEM

- 11.1 Monitor and support the overall progress and development of students within the department.
- 11.2 Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 11.3 Act as a Form Tutor and House Leader and to carry out the duties associated with that role as outlined in the generic job description/staff handbook.
- 11.4 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.5 Liaise with the Deputy Headteacher to ensure the implementation of the school's pastoral system.
- 11.6 Contribute to PSHE, citizenship and enterprise according to school policy.
- 11.7 Ensure the behaviour management system is implemented in the department so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- 12.2 Promote actively the school's corporate policies.
- 12.3 Comply with the school's health and safety policy and undertake risk assessments as appropriate.

13. SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed
(Teacher)

Signed
(Headteacher)

Dated
(Teacher)

Dated
(Headteacher)

Person Specification
Teacher - Head of Maths
Newbridge Learning Community

Selection Criteria			
	Essential	Desirable	Source A = application I = interview R = reference
Qualifications/Training			
Qualified teacher status	✓		A
Degree in relevant field		✓	A
Evidence of continued personal and professional development.	✓		A, I
Curriculum or management qualification.		✓	A
Have a specific qualification in special needs		✓	A
Positive handling training undertaken or willingness to undertake the training	✓		A, I
Experience			
Proven successful teaching experience across Key Stage 3 and 4 in an SEMH setting or working directly with pupils who have SEMH and a range of complex needs	✓		A, I, R
Successful teaching experience in more than one school		✓	A
Senior/middle management experience, eg Key Stage leader, subject leader etc.	✓		A, I, R
Proven successful experience in the development and management of the curriculum for children with emotional, social and behavioural difficulties	✓		A, I, R
Proven experience of working successfully with professionals from appropriate external agencies	✓		A, I, R
Knowledge and Understanding			
Good knowledge and understanding of the current education agenda including: <ul style="list-style-type: none"> - Secondary and 14-19 strategies - Intervention, support and personalisation 	✓		A, I
Pupils' educational and personal/social development	✓		A, I
Curriculum and assessment, including subjects and cross-curricular aspects	✓		A, I
Effective teaching and learning strategies	✓		A, I

Selection Criteria			
	Essential	Desirable	Source A = application I = interview R = reference
Knowledge and Understanding (cont'd)			
School improvement strategies, including use of comparative data to set targets	✓		A, I
Application of ICT to teaching, learning and management	✓		A, I
Skills and Abilities			
Ability to motivate and inspire pupils, staff, the wider community and partners	✓		A, I, R
Good Decision-making skills	✓		A, I
Good interpersonal and communication skills	✓		A, I
Ability to work under pressure, managing time effectively and meeting deadlines	✓		A, I, R
Self-confidence, personal impact and presence	✓		A, I
Ability to deal sensitively with people and resolve conflicts	✓		A, I, R
Commitment, enthusiasm and integrity	✓		A, I, R
Adaptability to changing circumstance and new ideas	✓		A, I, R
Ability to work as part of a team and to seek advice and support when necessary	✓		A, I, R
Other Requirements			
Positive recommendation from the current employer through written references	✓		R
Qualified driver and car owner		✓	A