

Job description: Head of Mathematics Faculty

Employed for: Full Time

Employment Duties: Carry out the duties as set out in the School Teachers' Pay and Conditions Document, following Teacher National Standards, and having due regard for Academy Policies.

Professional Relationships:

Responsible To: Vice Principal for Teaching and Learning

Purpose: Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Specific Purpose:

- To lead the Mathematics Faculty
- To develop a distinctive and coherent vision, and to set a strategic direction for your curriculum area and its contribution to the overall learning experience journey of all students
- To build a curriculum team that delivers high quality teaching and learning and that collectively sets high standards and raises levels of engagement and attainment
- To involve the wider community in the activities of your curriculum area
- To promote the work and achievements of your curriculum area within and beyond the Academy

A. TEACHING

1. Principal Accountabilities (the end results you are expected to achieve)

- To ensure the faculty sets and maintains the highest standards possible.
- To have whole school responsibility for the development of numeracy across the curriculum including high quality in depth well-resourced schemes of work.
- To set high expectations for standards of teaching and learning and model good practice
- To promote the building and sharing of good practice and successful innovation across your team

- To ensure the consistent application of teaching and learning strategies that meet the needs of all learners across all subjects in your curriculum area
- To ensure the coherent development of curriculum mapping and schemes of work across subjects in your area
- To monitor and evaluate standards of teaching and learning through classroom observation and sampling students' work
- To oversee and coordinate effective assessment, recording and reporting of student progress
- To monitor and evaluate standards of attainment through analysis of performance data
- To contribute to regular school self-evaluation and strategic policy development
- To coordinate the creation of a stimulating learning environment across your curriculum area that promotes its identity and its contribution to the whole Academy curriculum
- To ensure that your area makes high quality contributions to the Academy's range of extra-curricular and enrichment activities
- To ensure that your curriculum area makes a positive and distinctive contribution to the marketing of the Academy and its image across the wider community
- To coordinate planning across your curriculum area to ensure efficient and effective budgeting and use of resources
- To create, implement and regularly update your curriculum area development plan
- To develop, coordinate, monitor and evaluate across the whole Academy the key cross-curricular strand in numeracy to ensure its consistent and effective delivery
- To carry out any other relevant tasks and duties as may occasionally be required

Links

- To report to your SLT line manager and to contribute actively to a relevant and coherent learning experience for students across the whole Academy
- To build and maintain an effective team of subject leaders, teachers, and support staff
- To provide an additional link with parents in relation to work in your area
- To line manage, coach, and supervise the staff in your area, taking responsibility for their induction, performance management and on-going professional development
- To ensure that clear expectations are established for the ways in which teachers work with Learning Support Assistants attached to the curriculum area. These expectations should include details of how the TA's and classroom teachers plan, monitor, and evaluate the effectiveness of support for students with Special Educational Needs.

- The job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to amendment from time to time after consultation with the post holder and without changing the level of responsibility of the post.

B. PERFORMANCE MEASURES

There will be an annual review of performance which will include an assessment of progress towards achievement of objectives and an overall assessment of performance. The review will be in the context of the teacher's position in the profession (eg UQT/Main Scale/UPS/AST/ETS/Leadership) and based on evidence collected by the teacher and reviewer throughout the year including teaching observations and assessments of student progress.

C. POLICIES AND PROCEDURES

Classroom teachers should demonstrate knowledge and understanding of the Academy's policies/procedures, e.g. taking delegated responsibility for the implementation of the Health and Safety Act in the area where you work.

Head of Maths Faculty - Person Specification

	Essential	Desirable
Knowledge and Experience	<ul style="list-style-type: none"> • A teaching qualification together with QTS. • Subject knowledge sufficient to challenge able students and achieve high outcomes at all key stages. • Awareness of strategies available for improving learning and achievement of students. • A good understanding of curriculum developments in the specific subject area. • Familiarity with national strategies. 	<ul style="list-style-type: none"> • A good honours degree in a relevant subject • A clear philosophy on how/why the subject should be taught. • National Professional Qualification
Skills and Abilities	<ul style="list-style-type: none"> • Ability to use a range of teaching and learning strategies. • An understanding of how assessment for learning can improve student performance. • Ability to use student data to raise standards. • Ability to communicate both orally and in writing to both students and parents. • Ability to motivate and drive the standards of others, whilst upholding the highest expectations and the ability to hold others to account. 	<ul style="list-style-type: none"> • A confident and competent user of ICT. • Knowledge and understanding of how ICT can be used in the teaching of a subject to enhance learning.
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm and positive outlook. • A positive attitude towards professional development and their own learning. • Reliability and integrity. 	<ul style="list-style-type: none"> • The ability to work independently and collaboratively as a member of a team. • Creative in problem solving together with a willingness to take on or try new approaches and ideas. • Good personal organisation.