**Job Description – 2ic MATHS**

# Job details

**Salary:** TLR 2c

**Reporting to:** Director of Learning – Maths

**Responsible for:** Teachers for Maths

**MAIN PURPOSE**

To support the Director of Learning at all times in all aspects of the post.

**DUTIES AND RESPONSIBILITIES**

1. Monitoring the quality of learning through classroom observation, work sampling and analysis of the outcomes of learning
2. Establishing and monitoring achievement targets for each subject and each class
3. Ensuring that teachers know the prior learning and achievement of their students
4. Monitoring, managing and supporting teachers to ensure that effective schemes of work are in place for each course
5. Ensuring that school curriculum policies are enacted within the Faculty
6. Supporting the development of individual members of the Faculty
7. Developing the use of new technologies to support effective learning
8. Other activities
9. Ensuring that the environment and learning resources are stimulating and of the highest standard
10. Ensuring a consistent ethos in line with The Archbishop’s School Code of Practice
11. Ensuring that high standards of behaviour are expected and achieved in accordance with school policy
12. Organising training and chairing Faculty meetings
13. Drawing up, in line with the School Improvement plan, the improvement plan for the Faculty
14. Deciding the allocation of all resources, human and physical, within the Faculty
15. Supporting, advising and providing opportunities for individuals in the Faculty to further their personal development

**Footnote**: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

**PERSON SPECIFICATION**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

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|  | **CRITERIA**  |
| **QUALIFICATIONS** | Qualified Teacher StatusDegree or equivalentEstablished and evidenced practice as an outstanding teacher over a prolonged period |
| **PROFESSIONAL DEVELOPMENT**  | Evidence of a commitment to own professional development |
| **TEACHING & LEARNING** | Outstanding classroom practitionerProven ability to raise standards in classrooms other than their ownExperience of leading teaching and learning initiatives beyond their own classroomExcellent understanding of the components which comprise outstanding teaching and learningExperience of giving effective feedback to colleagues about professional performanceExperience of coaching and mentoring colleaguesExperience of conducting lesson observations |
| **KNOWLEDGE** | Use of assessment and attainment information to improve practice and raise standardsUse of strategies to promote good learning Relationships and high attainment in an inclusive environmentVision for the developments of Teaching and LearningStrategies to enhance teaching and learningUse of intervention strategies to address issues identified Awareness of the latest developments and initiatives in education |
| **SKILLS & ATTRIBUTES** | An innovative and collegiate leadership style with the ability to motivate staff towards that vision and to build on the existing high standards in the schoolAn understanding of the importance of, and the desire to engage with and inspire young people whatever their challengesA commitment to working in partnership with an enthusiastic, stable and widely representative governing body and to ensure that they have the information and materials required for the proper discharge of their roles and responsibilitiesThe ability to cope with the pressures of senior leadership and to ensure that the demands of the post do not preclude a full and balanced lifeAbility to lead and inspire staff and students of all abilities and to communicate high expectationsA leader with proven ability to manage change and to establish and maintain good working relationships with staff, students and parents – ability to work well with others in vitalRecent involvement in providing training and development for staffStrong written communications and presentation skills; high order administrative and management skillsExcellent organisational skills, ability to effectively manage competing priorities and adhere to a range of tight deadlinesStrong emotional intelligence that is attuned to supporting students, parents and staffExperience of using data for school improvementA creative and innovative thinker, able to engage in debate with all stakeholdersA person of judgement with a high degree of professionalism and integrity, who will uphold the values of the school and see students as the absolute priorityStrong and methodical administrative skills Positive student behaviour management skills Excellent communication and interpersonal skills Strong ICT competence Analytical and problem-solving skills |
| **PERSONAL CHARACTERISTICS** | Capacity to work very hard under pressure ApproachableCommittedEmpatheticEnthusiasticOrganisedResourcefulResilientDetermined |