**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 Status  Degree or equivalent  Established 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 practitioner  Proven ability to raise standards in classrooms other than their own  Experience of leading teaching and learning initiatives beyond their own classroom  Excellent understanding of the components which comprise outstanding teaching and learning  Experience of giving effective feedback to colleagues about professional performance  Experience of coaching and mentoring colleagues  Experience of conducting lesson observations |
| **KNOWLEDGE** | Use of assessment and attainment information to improve practice and raise standards  Use of strategies to promote good learning  Relationships and high attainment in an inclusive environment  Vision for the developments of Teaching and Learning  Strategies to enhance teaching and learning  Use 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 school  An understanding of the importance of, and the desire to engage with and inspire young people whatever their challenges  A 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 responsibilities  The 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 life  Ability to lead and inspire staff and students of all abilities and to communicate high expectations  A 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 vital  Recent involvement in providing training and development for staff  Strong written communications and presentation skills; high order administrative and management skills  Excellent organisational skills, ability to effectively manage competing priorities and adhere to a range of tight deadlines  Strong emotional intelligence that is attuned to supporting students, parents and staff  Experience of using data for school improvement  A creative and innovative thinker, able to engage in debate with all stakeholders  A 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 priority  Strong 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  Approachable  Committed  Empathetic  Enthusiastic  Organised  Resourceful  Resilient  Determined |