POST: **Leader of Mathematics/Principal Leader of Learning (Mathematics)**

REPORTS TO: **Headteacher**

SCALE: **TMS/UPS + TLR1.1 (£7,853)**

This description is in addition to the Teacher of Mathematics job description and should be read alongside the range of duties and expectations in line with the Teachers' Standards.

KEY PURPOSE   **To lead the strategic direction of the Mathematics Faculty, setting high expectations to ensure the continued delivery of high quality learning and teaching and high achievement of students and engagement of all students.**

KEY RESPONSIBILITIES

> **To take the lead as a coach/mentor within the faculty, the school and beyond the school**
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> **To develop and deliver training/CPD within the faculty, the school and beyond the school**
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> **To lead and contribute to quality assurance within the faculty, the school and beyond the school**
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> **To ensure there is high quality learning and teaching across other areas of the school to secure achievement and engagement of all students.**
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> **To be part of the strategic learning and teaching team ensuring the achievement and engagement of all students across the school.**
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> **To lead on assessment, recording, reporting and monitoring of student progress in Mathematics to secure achievement and the closing of the gap agenda**
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> **To develop high quality resources to support outstanding learning and teaching**
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> **To promote equality of opportunity and safeguarding the welfare of children and young people**
>
> **To lead on an aspect of whole school development, including the delivery numeracy and problem solving skills.**

Strategic

- To lead the quality of learning and teaching in Mathematics
- Take a lead in supporting middle and senior leaders in developing and implementing the school's vision for learning and teaching
- Lead on self-evaluation processes and strategic planning processes within Mathematics which are shared with staff and developed as a team
- Support staff in setting targets for teaching and learning
- Coaching for outstanding teaching and learning
- To lead Mathematics development across the Trust and facilitate the sharing of good practice
- To contribute effectively to middle leadership meetings
- Plan for parental and governor engagement so that they are well informed to bring about positive outcomes for students

Leading Staff

- Line manage staff in Mathematics
- Lead and facilitate high quality CPD with measureable success criteria
- Lead on performance management processes that are robust, in line with Trust policy and supportive to staff

Quality of Teaching

- Model outstanding practice as a teacher
- Drive the use of teacher profiles in the faculty including through the implementation of work sampling, learning walks, lesson observation, implementation of 'even better ifs'
- Promote a wide range of teaching styles and learning activities, well matched to students' learning needs
- Ensure all teachers have developed the skills necessary to manage learning and behaviour in the classroom
- Drive the effective use of ICT to support and enhance teaching and learning
- Ensure consistency of practice in accordance with school policy eg marking, homelearning, use of VLE.

Curriculum Development

- To lead curriculum development within the whole faculty.
- Ensure, through collaboration with other teachers, that lesson planning, schemes of work and associated resources support outstanding teaching
- Lead CPD activities and disseminate good practice based on educational research

Assessment and Data, Analysis and Intervention

- Lead on the implementation of outstanding classroom practice , making effective use of formative assessment strategies so that all students know how well they are learning and what they need to do to improve
- Through the performance management cycle ensure teacher targets are aspirational and that low targets are challenged
- Support teachers to enable them to provide accurate and timely assessment of students' progress which informs teachers' planning and further accelerates student progress
- Develop effective assessment resources across the subject which will provide accurate and reliable data about levels and grades for students
- Lead the analysis of assessment information to support action-planning
- Lead on the use of test and examination data to identify targeted interventions for individuals and groups of students
- Ensure exam progress is monitored and timely exam entries are made.

Coaching and Training

- Ensure that the quality assurance framework is implemented effectively in Mathematics.
- Help to coordinate and mentor the induction of teachers/trainees new to the profession.
- Strengthen the ability of teachers to evaluate the impact of their teaching and understand how improvements can be made to raise student achievement in the subject
- Build trusting relationships with a diverse group of individuals, manage a varied workload in a creative way and ensure the productive use of assigned meeting time to focus on learning, teaching, inclusion and student progress.

Equality of Opportunity

- To ensure, along with key leaders, that everyone within the learning environment is valued as an individual.

Safeguarding

- To be accountable for promoting and safeguarding the welfare of students responsible for, and in contact with.

General

- Carry out any other reasonable tasks as directed by the Headteacher
- Playing a key role in the school's performance management/appraisal process of designated staff.
- Assist in identifying training needs and to promote the continuous professional development of faculty staff.

Key Performance Indicators/Impact and Faculty Outcomes

- Student attainment meets agreed targets
- Student progress is positive and meets agreed targets
- Teaching is 'great'
- Teacher profiles are positive
- Percentage of lessons in curriculum area/school observed as good or better
- Lesson plans are at least good
- Quality of schemes of work and resources
- Quality of assessment tasks and strategies
- Behaviour is good
- CPD is effective following evaluation
- Stakeholder engagement is effective
- Curriculum is relevant and personalised where relevant