

Job Title	<i>Curriculum Lead (Maths)</i>
Responsible to	<i>Deputy Headteacher</i>
Key Internal Contacts	<i>Staff in other departments within the Centre</i> <i>Staff in other Centres in the Region, Regional Office Staff</i>
Key External Contacts	<i>Student relatives, advocates and others</i> <i>Placing Authorities and Service Providers</i> <i>Registration, Regulatory and Inspection bodies</i> <i>Local Services – Statutory, Voluntary and Community Neighbours</i>

JOB PURPOSE

- The essential qualities of a school leader is to provide all teachers with an example which demonstrates the commitment required to achieve excellence and school improvement.
- You will set a clear standards and pace in the school achieving its wider goals around SMSC and you will be held accountable for and hold others accountable for their part in delivering SMSC within the school population.
- You will be committed and show others how drive standards up across Key Stage 4; you will maintain the highest of expectations for young people in the secondary phase of the school and expect only the best from every Teacher who delivers within the phase.
- You will lead, co-ordinate, evaluate and support teaching and learning within the Maths Curriculum Team comprising of catering, DT subjects, motor mechanics and animal husbandry and liaise with other members of the Leadership Team to ensure continuity and progression throughout the curriculum. You will constantly strive to produce outstanding/good teaching and learning at all times to ensure that all learners succeed. You will lead by example and teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the middle leadership and teaching team, as detailed in the specific duties and core standards below.

KEY TASK AREAS & RESPONSIBILITIES

Maths Leader

- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability.
- Set up the Maths courses for the school and advise on the best specifications, practices and monitoring of the qualifications

- To enthuse, lead, develop and enhance the teaching practices of others across the Maths provision, through mentoring, coaching, evaluating, supporting, guiding and target setting.
- Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing Teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it.
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high-quality teaching.
- Role model exemplary classroom practice.
- Be responsible for the pastoral care of pupils within the phase team, promoting self-discipline and positive behaviour in accordance with school policy.
- Support the senior leaders in the monitoring of the quality of teaching and learning across the phase, including the analysis of performance data.
- Ensure issues surrounding the transition of pupils from the phase are considered across the school.
- Co-ordinate and oversee the organisation of school visits and extra curriculum enhancements within the phase.
- Update the senior leaders and governing body on the effectiveness of provision for pupils.
- Have input into the target setting process for raising achievement for pupils across the key stage and feedback to the Senior Leadership Team.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to all pupils.
- Support the Senior Leadership Team in developing positive working relationships with and between all pupils and staff.
- Provide support to colleagues in the teaching of the school curriculum across the phase.
- Co-ordination of the phase to support the raising of standards and the quality of provision.
- Set a good example in terms of dress, punctuality, and attendance.
- Attend and participate in open evenings and after school events.
- Uphold the school's behaviour systems and uniform regulations.
- Attend and lead team and staff meetings.
- Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local and assess their impact on the school and the team for which you are responsible.
- Always ensure the highest standards of professional conduct and confidentiality, in particular with other staff of the school.

- Ensure the development and maintenance of a team culture that enables all members of the leadership team to be effective in their respective roles.
- Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.

Teaching & Learning

- Be responsible for the learning and the achievement of all pupils in your classes ensuring equality of opportunity for all.
- Ensure curriculum coverage, continuity, and progression for all pupils.
- Ensure effective development of pupils' literacy, numeracy, and IT skills through the subject.
- Planning and preparing long term and medium-term plans.
- Create a purposeful learning environment.
- Teaching, according to individual educational needs, the pupils assigned to the teacher, including the setting, and marking of work to be carried out by the pupils in school and elsewhere.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Know how to make effective personalised provision/effectively provide differentiated tasks for those that they teach.
- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement, and plan future teaching.
- Deliver exciting and innovative learning and undertake assessment using a broad range of methods, taking full responsibility for the success of own learners, developing a personalised and holistic learning approach in all lessons.

Assessment, Recording & Reporting

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take responsible and conscientious attitude to their own work and study.
- Set a vision and targets for pupil success.
- Assessing, recording and reporting on the development, progress and attainment of pupils.

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Track progress, regularly monitor reports on progress, identify and deliver interventions where appropriate.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Strategic Direction, Leadership and Management

- Maintain an up-to-date knowledge and understanding of the professional duties of Teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Establish a clear, shared understanding of the importance and role of teaching in contributing to pupils' spiritual, moral, cultural, mental, and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Monitor and evaluate the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, school improvement planning, school policy as and when requested.
- Support colleagues in ensuring that effective and purposeful learning is taking place within your phase across the school.
- Contribute to the life and community of the school in all its aspects.
- Establish and maintain a positive learning environment in which the pupils' behaviour is well managed and within which social, emotional, and learning needs can be met within a supportive framework.
- To promote the social and emotional development of children through positive approaches that encourage appropriate relationships and the development of self-esteem.

Behaviour Management

- Can identify and de-escalate potential problems before they escalate and be able to develop strategies to promote the positive behaviour of pupils.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Maintain the school's system of rewards and sanctions, which is understood and appreciated by pupils and parents.
- Promote learners' self-governance, independence, and cooperation through developing their social, emotional and behavioural skills.

Pupil Care & Welfare

- Be familiar with and supporting all staff in following the school's Safeguarding and Child Protection Policy.
- Be aware of, and comply with, current policies and procedures relating to Child protection; health & safety; confidentiality and data protection, reporting all concerns to the appropriate person.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Other Duties and Responsibilities

- Have a commitment to collaboration and co-operative working where appropriate.
- Engage actively with the annual performance management review process, in accordance with the school's policy.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Perform any reasonable duties as requested by the Headteacher or member of the Senior Leadership Team.

Confidentiality

It is expected that all employees understand the nature of our work is confidential and details about our pupils and their families, associated services, pupil records and activities/incidents at the school should not be divulged to members of the public. If there is a breach of confidentiality, this may result in disciplinary action being taken.

Conclusion

This job description and specification is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by post holder. However, the job description can never be fully exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.

PERSON SPECIFICATION

Experience	Essential	Desirable
Excellent classroom practitioner	✓	
Meeting the needs of all children Ability to work successfully with pupils with challenging behaviour	✓	
Leading curriculum subject or area		✓
Experience and knowledge of target setting, assessment, recording and reporting	✓	
Successful use of Assessment for Learning strategies	✓	
Skills	Essential	Desirable
Knowledge of the National Curriculum	✓	
Knowledge of accreditation including GCSE, Entry Level and Functional Skills assessments	✓	
Evidence of continually improving the outcomes of pupils		✓
Develop and sustain good personal relationships	✓	
Strong communication skills	✓	
Ability to inspire others	✓	
Excellent team player	✓	
Support the team and be aware of others' levels of resilience in different situations		✓
Be committed to a partnership between home and school	✓	
Experience of working with and engaging parents and the wider community		✓
Classroom teaching which challenges and inspires	✓	
Set good standards of behaviour and social interaction of pupils	✓	
Good organisational skills	✓	
ICT literate	✓	
To make an additional contribution to extra-curricular activities	✓	
Applies knowledge of behaviour strategies to ensure a calm working atmosphere in the classroom	✓	
Evidence of ability to plan strategically.	✓	
Sustain energy, optimism and motivation in the face of pressure and setbacks		✓
Qualifications & Training	Essential	Desirable
Instructor experience	✓	
Evidence of continued professional development		✓
Middle Leadership Training or a willingness to undertake such a qualification.		✓
Qualified Teacher Status (or on pathway to QTS)		✓
Other	Essential	Desirable
A belief in inclusion and education for all	✓	
High expectations of self and others	✓	



Ability to work on own initiative	✓	
Enthusiasm	✓	
Emotional literacy	✓	
Ability to adapt and innovate	✓	
Constant deep reflection which leads to personal growth and better pupil outcomes		✓
The courage and conviction to make a difference		✓
Enhanced DBS clearance	✓	
Commitment to the safeguarding and welfare of all children	✓	