



<b>Faculty/Department</b>   <b>Maths</b>	
<b>Job Title:</b>	<b>Leading Teacher of Maths</b>
<b>Post Purpose:</b>	<b>To work with the SLT/Trust Director of Maths to: Provide the vision and strategic leadership for the teaching and learning of maths.</b>
<b>Accountable to:</b>	SLT with Curriculum support from the Trust Director of Maths
<b>Duties, Responsibilities and Key Tasks:</b>	<ul style="list-style-type: none"> <li>• Lead the development of the maths curriculum, taking account of students' needs and the findings of educational research</li> <li>• Establish a culture that enables staff to develop and maintain a creative approach towards teaching and learning</li> <li>• Establish a collegiate approach to the leadership and management of the curriculum area</li> <li>• Support the work and professional development of subject leaders and assistant subject leaders within the curriculum area</li> <li>• Lead professional development related to the teaching of maths and contribute to wider CPD activities</li> <li>• Be responsible for the quality of teaching and student achievement in maths</li> <li>• Lead the planning and implementation of improvement strategies to raise achievement in maths for all students</li> <li>• Monitor and evaluate the effectiveness of the teaching of maths and contribute to cross campus self-evaluation activities</li> <li>• Support the Director of Maths and deputise as required</li> </ul>
<b>Routine Tasks</b>	<b>Teaching</b> <ul style="list-style-type: none"> <li>• Deliver the curriculum as relevant to the age, ability and subject(s) taught</li> <li>• Take a leading role in the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate</li> <li>• Be accountable for the attainment, progress and outcomes of students taught</li> <li>• Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how students learn</li> <li>• Have a clear understanding of the needs of all students, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</li> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English</li> <li>• Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment</li> <li>• Make accurate and productive use of assessment to secure students' progress</li> <li>• Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their</li> </ul>

own work and study

- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate
- Participate in arrangements for examinations and assessments

### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge students
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of students
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out break and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school procedures

### **Team working and collaboration**

- Proactively 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
- Work as a team member and identify opportunities for working with colleagues and take a leading role in sharing the development of effective practice with them
- Take a leading role in the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents with regard to students' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive and substantial contribution to the wider life and ethos of the school

### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as directed
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

### **Professional development**

- Regularly review the effectiveness of own teaching and assessment procedures,



	<p>and that of others; evaluating the impact on students' progress, attainment and well-being, refining approaches where necessary responding to and providing advice and feedback</p> <ul style="list-style-type: none"> <li>• Be responsible for improving own teaching, and that of others, through participating fully in training and development opportunities identified by the school or as developed as an outcome of the appraisal process</li> <li>• Proactively participate with appraisal arrangements in accordance with 5DT's Teachers' Appraisal Policy</li> </ul>
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<p><b>General</b></p>	<ul style="list-style-type: none"> <li>• To be aware of the Trust's duty of care in relation to staff, students and visitors and to always comply with the health and safety policy.</li> <li>• Some working flexibility will be required to meet the demands of this post.</li> <li>• To establish and maintain positive, constructive, and professional working relationships with staff, visitors, students, parents, and other professionals of the Trust.</li> <li>• To be aware of and comply with the codes of conduct, regulations and policies of the Trust and its commitment to Equality, Diversity and Inclusion. Act in a courteous way at all times in communications with both colleagues and all stakeholders.</li> <li>• To contribute to whole School and Trust events as and when required.</li> <li>• To develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated to support the development of the school.</li> <li>• To carry out any other reasonable duties or requests of your Line Manager and/or Head of School, that are in keeping with this post or as may be determined from time to time by the Exec, Head of School or CEO.</li> </ul>
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*This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which they will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.*

**The 5 Dimensions Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All posts are defined as Regulated Activity and therefore this post is subject to an Enhanced DBS.**

**PERSON SPECIFICATION**

ATTRIBUTE	Essential (E) or Desirable (D)	Assessment
<b>Qualifications</b>		
QTS	E	A
Suitably qualified candidate in a related discipline	E	A
<b>Knowledge and experience</b>		
Experience of working with students aged 11-16 within an education setting	E	A/I
Involvement in the development, implementation and monitoring of subject area policies.	E	A/I
Experience of successfully teaching Subject to GCSE.	D	A/I
Experience of successfully planning for improvement and managing change.	E	
Thorough understanding of current initiatives in Subject.	E	A/I
Experience of successfully inducting and/or training staff.	E	A/I
Awareness of how to use comparative data for benchmarking and target setting.		A/I
Ability to assimilate school and team policies and contribute towards their development	E	A/I
Commitment to raising attainment for all learners	E	A/I
<b>Skills</b>		
Ability to manage a team	E	A/I
Excellent classroom practitioner	E	A
Excellent IT skills, including microsoft office, Teams, etc	E	A/I
Ability to be flexible to support the needs of the trust	D	I
Ability to work independently and to use initiative	E	A/I
Ability to build professional relationships with students based on respect.	E	A/I
Highly organised with good organisational skills.	E	I
<b>Personal attributes</b>		
Good interpersonal skills	E	A
Ability to work effectively even when under pressure	E	A/R/I
Ability to meet deadlines	E	A/R/I
High standard of communication skills	E	A
Commitment to secondary education	E	A
Commitment to embedding the school's Learning and Teaching policy.	E	A
Demonstrate and adhere to 5 Dimensions core values	E	A/I
Adhere to GDPR guidelines and the Trust's internal procedures	E	I
Adhere to the Trust's Safeguarding and Prevent policy	E	I
Adhere to Health and Safety Policy	E	I
Commitment to own professional development	E	I/A



A = Application  
I = Interview  
T = Task/Activity  
R = References

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I confirm that I have received a copy of the above job description for this role.

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Date .....

Signature