



Second in Department – Mathematics

Job description and person specification

Salary: MPS / UPS plus TLR2b
Reporting to: Head of Department for Maths
Location: The Thomas Alleyne Academy, Stevenage

Role Purpose:

To create a supportive and stimulating learning environment through supporting the successful leadership of the maths department. To lead and support the Head of Department to implement an aspirant curriculum in this area and ensure pupil potential is maximised.

DIMENSIONS: Accountable for:

Students: All students
Staff: Maths teachers as and where directed by the Head of Department for Maths
Resources: All physical resources they use including classrooms, teaching materials and ICT equipment

Principal Accountabilities:

Planning, Teaching and Class Management

- Identify and act upon department priorities, using effective professional development and line management to support with building and leading a cohesive and highly effective team.
- Communicate effectively with all school stakeholders.
- Provide highly tailored weekly mentoring and coaching to team members, as directed by the HOD for maths.
- Ensure the completion of relevant department documentation as directed by the HOD for maths
- Support in leading highly effective weekly team meetings and subject enhancement sessions.



- In accordance with curriculum plans, support with ensuring that the department is delivering lessons which are appropriate to the age and ability of the pupils to facilitate exceptional learning and progress.
- Support promoting positive effort, focus and behaviour of pupils among the team.
- Act as a positive role model and leader across the school, performing all duties effectively.
- Ensure that assessment in maths is regular, thorough and informs future planning and teaching.
- Support with ensuring feedback is being provided across all classes that moves learning forward.
- Manage and allocate relevant department resources as directed by the HOD for maths; so as to create a positive and exciting learning environment which makes effective use of resources.
- Ensure that relevant and purposeful homework is set, and monitored across the department.
- Support with ensuring the department budget is managed in accordance with academy policy.
- Manage own and line managed colleagues' workload to maintain an appropriate work/life balance.
- Work in effective partnership with other relevant leaders in the Trust.
- Support students throughout the day by fulfilling pastoral responsibilities.
- Attend and lead relevant meetings/CPD and carry out administrative tasks and duties as specified on the academy calendar.
- Consistently implement all academy policies.
- Contribute to decision-making and consultation procedures.
- Report any safeguarding concerns immediately to the DSL.
- Carry out any other reasonable duties as requested by the HOD for maths and the Headteacher.

This job profile should be read in conjunction with the generic job description for teachers.

Personal Contacts:

External: Contractors, suppliers, parent and relevant health professionals

Internal: Students, staff, Governors, parents and any other visitors to the school

Context:

All classroom teachers are role models to students within the school and at all times the values, vision and ethos of the school must be evident in their attitude and behaviour.

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2007.



The Job-holder will ensure that Thomas Alleyne Academy's policies are reflected in all aspects of his/her work, in particular those relating to; Equal Opportunities, Health and Safety, Data Protection Act (2018)

The Chiltern Learning Trust is committed to its schools working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across schools within the Trust by agreement with the Head Teacher.

Safeguarding Children

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.



PERSON SPECIFICATION: SECOND IN DEPARTMENT - MATHS

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirability (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of making a positive impact on pupil performance.	1, 2	Working with children with maths as an Additional Language. The recruitment of staff.	1, 2
	Demonstrable experience of high quality classroom teaching. Demonstrable experience of using performance management and performance data to inform target setting, planning and policy. Some experience of leading and managing the work of others.	1, 2		1, 2
		1, 2		
		1, 2		
Skills/Abilities	Ability to communicate with a variety of stakeholders (e.g. colleagues, parents, the community, external agencies). Ability to form and maintain appropriate relationships and person boundaries with children and young people.	1, 2	Department and curriculum self evaluation. Ability to lead on a department initiative with demonstrable impact	1,2
	Ability to lead, coach and mentor others, persuading and influencing those resistant to the management of change.	1, 2		1, 2
	Ability to use new technologies to support both the curriculum and work organisation.	1,2		
	Ability to work as part of, and contribute to, a whole-school multi-disciplinary team.	1, 2, 5		
	Ability to monitor and evaluate teaching, learning and school policy.	1, 2		



	Ability to identify the necessary resources which ensure high quality teaching and learning. Ability to assess the needs of individuals to inform the targeting of individual needs. Ability to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.	5 1, 2		
Equality Issues	Demonstrable commitment to inclusive teaching and learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	2, 5 1, 2		
Specialist Knowledge	Subject/KS curriculum knowledge	1,2,5		
Education and Training	Qualified Teacher Status. A good degree in relevant subject area. Evidence of on-going continuing professional development.	4 1, 2 1, 2	Training in personnel issues and procedures, and in the accredited safe recruitment modules.	1, 2
Other Requirements	Demonstrate responsibility for promoting and safeguarding the welfare of children and young persons.	1,2		

1 = Application Form	2 = Interview	3 = Test
4 = Proof of Qualification	5 = Practical Exercise	

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to:

- I. Equal Opportunities
- II. Health and Safety
- III. Data Protection Act (2018)
- IV. Code of Conduct