

POST	KS4 Lead TLR2b of £5,246.
FACULTY	Mathematics
SUBJECT RESPONSIBILITIES	Mathematics
LEVEL	Middle Leadership Team
RESPONSIBLE TO	Head of faculty
RESPONSIBLE FOR	Relevant subject teachers
LIAISING WITH	Head of faculty, Trust Lead, Lead Practitioner. Student Support Services, relevant staff with cross-school responsibilities, students, and parents/carers.

About the Maths Department and the Maths Curriculum

Our team is made up of **more than ten specialist maths teachers**, including a Lead Practitioner, Key Stage Leads, and members of the Senior Leadership Team.

We have developed a five-year scheme of learning underpinned by the principles **of Teaching for Mastery**. For example, we carefully develop the use of representations to support students' understanding of mathematical structure, and the principles of variation theory have been a central feature of whole school professional development.

As part of Tudor Grange Academies Trust, we benefit from three **maths focused INSET days** each year, all dedicated to developing high quality pedagogy. This year, we were fortunate to have a session led by the Maths Education Department from the University of Oxford. In addition, staff across the trust meet regularly online throughout the year to collaborate, share expertise, and refine practice.

We also work closely with **Origin Maths Hub** (one of the 40 DfE funded Maths Hubs in England). This year, we have taken part in the Subject Leads Work Group and have welcomed an additional Teaching for Mastery Specialist in Training. Our Trust has a strong, ongoing commitment to collaborating with the Origin Maths Hub, providing continuous opportunities for professional growth and school development.

Strategic Vision

To provide strategic leadership and operational management of Key Stage 4 Mathematics. This includes ensuring high-quality teaching rooted in Teaching for Mastery, where depth of understanding is prioritised.

Working closely with the Head of Faculty and wider faculty leadership, the KS4 Coordinator translates departmental vision into consistent classroom practice. The role works with colleagues to ensure systems are implemented with fidelity and refined through evidence, including learning walks, book monitoring, student voice and professional learning. The KS4 Coordinator uses data from Trust Assessments and Learning Checks to inform teaching, curriculum development and professional development. The KS4 Coordinator leads by example, modelling fidelity to department systems and a commitment to continuous improvement.

Success is demonstrated through secure student understanding, positive attitudes towards mathematics, consistent staff practice, and improved outcomes (including the closing of gaps for SEND and Pupil Premium students). This role is suitable for a teacher looking to take their first step into leadership, with support provided to develop the necessary skills and expertise.

Summary of responsibilities

- Lead by example through teaching, fidelity to systems and commitment to ongoing professional development
- Review curriculum implementation (including progression through the Scheme of Learning, the principles of Teaching for Mastery and fidelity to systems) through learning walks, book looks, student voice and teacher voice.
- Identify, share and celebrate best practice using Steplab and department meetings
- Ensure department systems are used and further developed

- Analyse QLA and SISRA data and triangulate with books and learning checks. Use this data to anticipate key areas of difficulty and adapt curriculum and teaching levers accordingly (e.g. learning checks, DIRT, LGS, the cumulative curriculum)
- Use the evidence gathered to identify priorities and drive continuous improvement across teaching, curriculum and systems in KS4

Person Specification

	Criteria	E/D	Method of Assessment
Education & Qualifications	• Relevant teaching qualification	E	Application
	• Qualified to degree level in mathematics or relevant field	E	Application
Experience & Knowledge	• Evidence of up-to-date professional development particularly in mathematics pedagogy	E	Application
	• Understanding of Teaching for Mastery and the National Curriculum guidance.	E	Application/Interview
	• Proven excellence as a classroom practitioner	E	Interview
	• Involvement in wider enrichment opportunities, such as clubs, competitions or activities that promote engagement in mathematics	E	Application/Interview
	• Experience of using assessment data to inform teaching and curriculum development	D	Application/Interview
Skills & Abilities	• Experience of line management or supervision of staff and of performance management	D	Interview
	• Ability to create and maintain a purposeful learning environment, using school behaviour systems	E	Application/Interview
	• Ability to use technology and data systems to support curriculum implementation and assessment.	E	Application/Interview
	• Ability to work with and manage confidential information	E	Application/interview
	• Proven ability of building and maintaining excellent relationships with staff, teams, parents/carers and students	E	Application/Interview
	• Potential to lead and contribute effectively within a consultative team	D	Application/Interview
	• Ability to plan, organise, prioritise and delegate workload effectively and meet deadlines	E	Interview
	• Ability to evaluate the implementation of the curriculum, using evidence to drive improvements	D	Interview
Personal Qualities	• Professional and confident manner	E	Interview
	• Commitment to teaching across the age and attainment range	E	Interview
	• Self-motivated, with willingness to take initiative	E	Interview/Reference
	• Positive and reflective, with a commitment to continuous improvement	E	Application/Interview
	• Commitment to ongoing professional development and improvement of own practice	E	Application/Interview
	• Ability to lead by example, modelling high standards and fidelity to academy systems	E	Interview/Reference
	• Ability to remain calm under pressure and manage competing priorities effectively	E	Interview/Reference
	• Flexible and adaptable in response to the needs of the role	E	Interview/Reference

Essential: essential for the successful performance of the role

Desirable: desirable, but can be achieved through on-the-job training or experience