



Job Description

Job Title	Maths Leader	Author	Jo Evans
Date Created	April 2026	Date Reviewed	
Pay Scale	MPS or UPS	Allowance	TLR1 – Currently £10,173 per annum

This Job Description sets out the scope, duties, responsibilities and working practices that the successful applicant will be required to undertake, discharge and demonstrate on an ongoing basis.

Main Purpose of the Role

The Maths Leader will lead and manage all aspects of the Maths curriculum across Claycots School's two campuses to secure high-quality teaching, learning and outcomes for all pupils.

The post-holder will ensure that the Maths curriculum is well planned, sequenced and implemented so that outcomes are strong and children develop a positive attitude, resilience and curiosity for mathematics. The Maths Leader will plan for and adapt provision to meet the needs of all children, so learning is inclusive and ambitious for all pupils.

Working under the overall leadership of the Headteacher and as part of the middle leadership team, the Maths Leader will contribute to whole-school improvement by modelling excellent practice, leading professional development and ensuring the subject reflects the school's values of Integrity, Respect, Curiosity and Kindness.

Key Responsibilities and Duties

Learning, Teaching and Duties

- Lead the design, development and effective implementation of a coherent, well-sequenced Maths curriculum (including Maths Mastery approaches) that reflects the National Curriculum and Claycots' vision and values.
- Model outstanding classroom practice in Maths and provide demonstration lessons where appropriate.
- Monitor the quality of teaching and learning across both campuses through planned monitoring activities (lesson visits, work scrutiny, learning walks, pupil interviews) and provide clear, constructive feedback.
- Analyse and interpret assessment and progress data to identify trends, strengths and areas for development across year groups, cohorts and specific groups (including disadvantaged pupils, EHCP/SEND pupils, high mobility cohorts).
- Lead strategies and interventions to ensure pupils make at good progress and to close attainment gaps.
- Ensure assessment systems for Maths are robust and used effectively to inform planning, differentiation and targeted support.
- Set high expectations for pupil outcomes and hold staff to account for pupil progress in line with school policy





Curriculum Leadership and Development

- Produce, implement and keep under review an evidence-based Maths subject action plan linked to the school development plan.
- Ensure progression and continuity in Maths learning from EYFS through to KS2, liaising closely with Year Leaders.
- Keep the Maths curriculum up to date with national developments and best practice; recommend and lead any necessary changes in liaison with SLT and the curriculum lead.
- Oversee the selection, use and review of Maths resources and manipulatives to support concrete–pictorial–abstract learning.

CPD, Coaching and Staff Development

- Lead whole-school and bespoke CPD in Maths, tailored to the needs of staff at different career stages and to the school's context.
- Provide coaching, mentoring and curriculum support to colleagues to build capacity and consistency across both campuses.
- Contribute to the professional development of staff, supporting colleagues to meet Teacher Standards and the expectations of Claycots School.

Inclusion and Supporting Diverse Learners

- Work closely with the SENCO, inclusion and family support teams to ensure Maths provision is inclusive and appropriately adapted for pupils with SEND, disadvantaged pupils and pupils with interrupted prior learning due to high mobility.
- Monitor the progress of targeted groups; design and evaluate interventions and approaches that remove barriers to learning.
- Promote an inclusive classroom culture where all pupils are encouraged to develop curiosity, resilience and a growth mindset in Maths.

Managing Resources and Organisation

- Manage the Maths subject budget in line with the school's Financial Handbook, ensuring best value and appropriate procurement procedures
- Oversee the organisation, use and maintenance of Maths resources across both campuses.
- Ensure administrative and organisational systems for the subject (schemes of work, assessment trackers, curriculum documentation) are current and accessible.

Securing Accountability and Stakeholder Communication

- Contribute to whole-school self-evaluation by providing objective analysis of subject performance and impact.
- Report to SLT, governors and other stakeholders on Maths achievement, priorities and impact.
- Develop collaborative relationships with parents and carers to share information about the Maths curriculum, expectations and ways to support learning at home.





- Support the governing body and SLT by providing information and advice to enable strategic oversight of Maths.

Professional Duties and Other Responsibilities

- Carry out duties in line with the School Teachers' Pay and Conditions Document and Teacher Standards.
- Promote and protect the health, safety and welfare of pupils and staff.
- Work in partnership with the Headteacher and SLT to manage school resources effectively.
- Promote the school's Mission and Vision and exemplify its values of Integrity, Respect, Curiosity and Kindness in professional practice.
- Bring to the Headteacher's attention any concerns regarding breach of duty, bribery, whistleblowing or other unethical/unlawful practice without delay.
- Undertake other reasonable duties commensurate with the grade as required by the Headteacher.

Skills and Competencies

- Strong subject knowledge in primary Maths and secure understanding of how children learn mathematics from EYFS to KS2.
- Proven ability to plan and sequence a broad and balanced curriculum (experience with Maths Mastery is desirable).
- Excellent classroom practice and the ability to model and articulate effective teaching strategies.
- Strong data literacy: ability to analyse assessment information, track progress and use evidence to shape planning and interventions.
- Leadership and management skills appropriate to middle leadership (planning, prioritising, delegation, time management).
- Effective coaching, mentoring and staff development skills with experience of leading CPD.
- Excellent interpersonal and communication skills; ability to build positive professional relationships with colleagues, pupils, parents and governors.
- Commitment to inclusion, equity and the ability to adapt provision for diverse learners, including those with SEND and pupils affected by high mobility.
- Organisational skills for managing resources and a subject budget; ability to demonstrably apply principles of best value.
- Resilience, initiative and professional integrity; ability to hold colleagues to account sensitively and constructively.
- ICT competence for assessment tracking, analysis and curriculum resource development.
- Full UK Driving Licence

Professional Development

- Opportunities for continued professional development will include subject leadership training, internal and external CPD (including national programmes such as NPQs where appropriate), peer coaching, and access to networks of practice within the local authority.





- The Maths Leader is encouraged to keep abreast of national developments in primary mathematics and share learning across the Claycots community to support curriculum improvement.
- The role offers career development pathways into senior leadership for those demonstrating impact and aspirational leadership aligned to Claycots' values.

Safeguarding

- The Maths Leader must safeguard and promote the welfare of children at all times and demonstrate vigilant practice in line with statutory guidance (e.g. Keeping Children Safe in Education) and Claycots School safeguarding and child protection policies.
 - Specific safeguarding duties include:
 - Reporting concerns about pupils' welfare promptly to the Designated Safeguarding Lead (DSL) and cooperating with any subsequent safeguarding processes.
 - Ensuring that lessons and resources used are appropriate and do not place pupils at risk of harm.
 - Being aware of, and responsive to, signs that a pupil may be at risk (including risks associated with high mobility, deprivation or vulnerability).
 - Ensuring that any off-site visits, interventions or parental communications meet the school's safeguarding requirements.
 - Participating in required safeguarding training and promoting a culture of vigilance and disclosure across staff teams.

