



STRATFORD GIRLS'  
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

## **Head of Mathematics Job Details**

# Person Specification: Head of Maths

<b>Qualifications</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) or equivalent (e.g. QTLS)<sup>1</sup></li> <li>• Degree in Mathematics or a closely related subject</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Postgraduate qualifications (e.g. MSc, MA in Education, NPQML/NPQSL)</li> <li>• Evidence of ongoing professional development, particularly in curriculum leadership, assessment, and digital pedagogy</li> </ul>	<p><b>How tested</b></p> <ul style="list-style-type: none"> <li>• Application form</li> <li>• Documentation</li> </ul>
<b>Experience</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Substantial teaching experience across KS3–KS5, including A-Level and Oxbridge preparation</li> <li>• Proven track record of high student outcomes</li> <li>• Experience in leading a team, including mentoring ECTs and managing performance</li> <li>• Curriculum design and assessment leadership, including exam board liaison and moderation</li> <li>• Experience with intervention strategies, data analysis, and progress tracking</li> <li>• Ability to foster a culture of academic enquiry, resilience, and excellence</li> <li>• Experience in departmental improvement planning, self-evaluation, and reporting</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Experience of working with very able students, e.g. in selective schools</li> <li>• Capacity to lead curriculum innovation and respond to national developments</li> <li>• Skilled in data-driven decision-making and target setting</li> <li>• Experience in leading departmental or school improvement planning, self-evaluation, and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>
<b>Professional Knowledge</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Deep understanding of mathematical content knowledge, including GCSE and A-level, and pedagogical content knowledge</li> <li>• Ability to design and implement differentiated schemes of work that challenge and support all learners</li> <li>• Familiarity with High Performance Learning (HPL) and metacognitive strategies</li> <li>• Use of formative assessment and feedback to drive progress</li> <li>• Proficiency with:             <ul style="list-style-type: none"> <li>○ Interactive whiteboards</li> <li>○ Online assessment platforms</li> <li>○ Maths-specific software (e.g. Desmos, GeoGebra, MyMaths)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter</li> <li>• Interview</li> </ul>

- Learning management systems (e.g. Google Classroom, Microsoft Teams)
- Understands how digital tools apply uniquely to Maths and how to use technology to differentiate and personalise learning within Maths.
- Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people
- Knowledge of relevant Health and Safety requirements.

#### **Desirable**

- Sound knowledge of current educational developments and initiatives
- Knowledge of Technological Pedagogical Content Knowledge (TPACK) and STAMPK frameworks for integrating digital tools into maths teaching
- Ability to design digital resources and lead blended learning environments
- Familiarity with:
  - Inquiry-based learning
  - Project-based learning
  - Social-emotional learning integration

### **Essential Skills and Abilities**

#### **Student-Centred Practice**

- Values and respects the views and needs of students.
- Demonstrates positive, caring discipline and strong pastoral awareness.
- Committed to safeguarding and promoting the welfare of children and young people.
- Application form
- Letter
- Interview

#### **Leadership and Collaboration**

- Strong interpersonal and communication skills to support, motivate, and lead a team.
- Works collaboratively and supportively with colleagues across the school and wider networks.
- Respects and values diverse experiences, ideas, and backgrounds.

#### **Professionalism and Integrity**

- Demonstrates personal integrity and professionalism.
- Willing to work within organisational procedures and uphold high standards.
- Reflective and committed to continual personal and professional development.

#### **Resilience and Organisation**

- Manages time effectively and works well under pressure.
- Maintains perspective and a sense of humour in challenging situations.

#### **Digital and Technical Competence**

- Confident ICT skills to support teaching, learning, and leadership.

#### **Special Requirements**

- Committed to selective education
- Committed to single-sex girls' education
- Committed to maintaining the unique and caring ethos of the school
- Application form
- Letter
- Interview

# Job Description: Curriculum Leader of Maths (2C)

## Job Purpose:

Provide professional leadership and management of Maths to secure high-quality teaching, effective use of resources, and improved standards of learning and achievement for all students. The Curriculum Leader is also a Subject Leader (e.g. Mathematics specialism).

TLR: 2C

Reporting to: Headteacher

Responsible for: All subject teachers in Maths

## Strategic Leadership and Accountability

- Be accountable for leading, managing and developing the curriculum area in line with whole-school priorities.
- Be accountable for student progress across all key stages, ensuring high levels of achievement and challenge for a high-attaining cohort.
- Lead the development of oracy, metacognition, and adaptive teaching strategies within the curriculum area.
- Promote and embed a culture of academic resilience and deep learning, ensuring that all students, including those from disadvantaged backgrounds, are supported to thrive through inclusive, adaptive practices that remove barriers to achievement.
- Evaluate outcomes and prepare reports and improvement plans for SLT and governors.
- Coordinate and implement relevant school improvement priorities and national initiatives, including literacy, numeracy, oracy, digital learning, and challenge.
- Represent the curriculum area at internal and external meetings and networks.
- Produce, implement and evaluate the Departmental Development Plan (DDP).
- Contribute to the production, implementation and evaluation of the School Improvement and Development Plan (SIDP).
- Produce and evaluate school evaluation information.
- Contribute to the development of school policies.
- Share in the school's responsibility for safeguarding and promoting student wellbeing.

## Knowledge and Understanding

- Understand statutory curriculum requirements and examination specifications.
- Implement new initiatives and pedagogical developments as directed by SLT and national guidance.
- Stay abreast of current educational research and subject-specific developments, particularly those relevant to high-performing learners.

## Leading and Managing Teaching and Student Learning

- Produce and evaluate programmes of learning for all key stages, ensuring progression, depth, and enrichment.
- Quality assure teaching and learning through lesson visits, work scrutiny, and student voice.
- Ensure that all students are challenged and supported, including those with disadvantage and those preparing for Oxbridge, apprenticeships and other competitive pathways.
- Oversee preparation for internal and external assessments, including GCSE, A-Level, and university entrance tests.
- Liaise with the Data Officer and Exams Manager to ensure accurate and timely assessment and exam entries.
- Create an effective climate for learning, promoting intellectual curiosity and academic ambition.

- Promote extra-, super- and cross-curricular enrichment, including competitions, clubs, and external partnerships.

### **Monitoring Student Progress and Teaching Effectiveness**

- Monitor all students' standards and achievement against internal targets and national benchmarks.
- Lead data analysis and target setting, identifying trends and areas for intervention.
- Quality assure teaching and learning through regular review and feedback cycles.

### **Managing and Developing Staff**

- Lead, develop and enhance the teaching practice of others through coaching, mentoring, and CPD.
- Deploy staff effectively to maximise impact and support professional growth.
- Oversee appraisal and department staff's professional development.
- Contribute to recruitment, induction, and mentoring of new staff, including ECTs and trainees.
- Support staff wellbeing within the department.

### **Managing Resources**

- Manage departmental budgets and resources efficiently.
- Ensure a stimulating, inclusive, and safe working environment, with regular risk assessments.
- Oversee displays and learning environments that reflect curriculum excellence and student achievement.

### **Relations with Parents and Wider Community**

- Quality assure reporting systems and ensure effective communication with parents and carers.
- Liaise with Heads of House and pastoral teams when concerns arise.
- Lead primary liaison and transition activities where appropriate.
- Build effective links with external agencies, universities, and the wider community to enhance curriculum provision.

### **Admissions**

- Support the Headteacher and SLT in making decisions about the suitability of in-year applications for admissions beyond the age of 12 and below sixth form.

### **Note:**

This job description is in addition to the School Teachers' Pay and Conditions Document published annually by the DfE and may be subject to amendment following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the school. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level not specified in this job description.

## **Post-Threshold Expectations**

In addition to the above and in accordance with post-threshold standards:

- to provide a role-model for teaching and learning
- to make a substantial and sustained contribution (specifically agreed through the Appraisal system) to the raising of student standards and to contribute effectively to the work of the wider school team and the whole school offer.

## The Job Description: Tutor

**Job Purpose:** To be responsible for the pastoral care, guidance and support of students within the tutor group, including support for academic progress and general welfare, under the guidance of the Head of House and Head of Sixth Form.

**Reporting to:** Head of House and Head of Sixth Form

<p><b>Strategic leadership</b></p>	<ul style="list-style-type: none"> <li>• Take responsibility for implementing school policies and practices, including those dealing with bullying</li> <li>• Work to develop and maintain positive attitudes and confidence in student welfare and guidance</li> <li>• Help to develop a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to:               <ul style="list-style-type: none"> <li>○ students' spiritual, moral, cultural, mental and physical development (SMSC)</li> <li>○ the preparation of students for the opportunities, responsibilities and experiences of adult life</li> <li>○ the capacity of students to stay safe, be healthy, enjoy and achieve, make a positive contribution and prepare for their future life, including economic well-being</li> </ul> </li> </ul>
<p><b>Specific responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Tutorial:               <ul style="list-style-type: none"> <li>○ work with the PSO to ensure that all absence is accounted for by parental notes and that any absence not covered, despite the Tutor's best efforts (including contacting parents if necessary) is notified to the Head of House/Sixth Form</li> <li>○ ensure that any information is distributed promptly, and that other returns of a routine nature are dealt with as required</li> <li>○ celebrate individual or group achievements</li> </ul> </li> <li>• Assemblies and tutorial:               <ul style="list-style-type: none"> <li>○ role model positive well-being and practices in support of this</li> <li>○ be responsible for organising meaningful activities with the tutor group in tutorial, and assisting the group in the presentation of assemblies</li> <li>○ supervise the tutor group in whole school and other assemblies and in moving to the place of assembly</li> <li>○ check student planners and sign them at least half-termly; follow up any problems in subject areas with the subject teacher and relevant Head of Department</li> </ul> </li> <li>• Conduct and appearance of students:               <ul style="list-style-type: none"> <li>○ set the standards and monitor the behaviour, attitudes and appearance of members of the tutor group, within the school's Behaviour Policy</li> <li>○ use the rewards and sanctions in SIMS in line with this policy</li> <li>○ monitor that uniform/ sixth form dress is worn correctly and advise Heads of House/Sixth Form as appropriate</li> <li>○ set a good example to the students they teach in their presentation and their personal conduct</li> </ul> </li> <li>• Care of the tutor group environment:               <ul style="list-style-type: none"> <li>○ actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy and pleasant tutor base</li> <li>○ ensure that tutor group noticeboards are maintained well</li> </ul> </li> </ul>

<b>Teaching and managing student learning</b>	<ul style="list-style-type: none"> <li>• Ensure effective delivery of tutorial activities so that teaching objectives are met, momentum and challenge are maintained, and best use is made of curriculum time.</li> <li>• Secure a good standard of student behaviour in the tutor base through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of the school's Behaviour Policy.</li> </ul>
<b>Monitoring student progress</b>	<ul style="list-style-type: none"> <li>• In line with the ARR calendar, monitor tutees' data and progress towards subject and review targets and support students in making progress towards their targets.</li> <li>• Be responsible for sharing any sensitive or confidential information with the Head of House/Sixth Form and Headteacher as necessary and in keeping with all school safeguarding procedures.</li> <li>• Be responsible for commenting on individual reports for members of the tutor group, and supervising the completion of personal statements and statements of extra-curricular activities, covering aspects of achievement, personality and attitude which are not covered by academic reports</li> <li>• Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group</li> </ul>
<b>Relations with parents and wider community</b>	<ul style="list-style-type: none"> <li>• Foster good home-school relationships and liaise with the Head of House/Sixth Form if direct contact with parents is necessary</li> <li>• Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.</li> </ul>

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