

Job Profile: Achievement Director - Maths



Salary scale:	Leadership 8 – 12 (£61,534 – £67,898)
Working hours:	1 FTE
Academy:	Abbey Grange Academy
Responsible to:	Senior Leadership
Nature of contract:	Permanent

Job purpose:

To support and contribute to the Senior Leadership Team as part of the Extended Leadership Team in providing leadership and strategic direction to the Academy through the curriculum area by:

- Ensuring consistently high levels of progress for all students
- Ensuring high standards and expectation from students and staff
- Ensuring the provision of high-quality teaching and learning

To act as Subject Leader for their own specialism

Job specific responsibilities:

- To communicate clear purpose and vision to the Curriculum Area, providing clear, cohesive leadership and direction in the Curriculum Area.
- To model the vision and values of the Academy, ensuring delivery of our mission to work in Partnership to Educate, Nurture and Empower.
- To contribute to the strategic development of the Academy by implementing whole Academy new initiatives, monitoring and reporting on key outcomes.
- To effectively manage and deploy teaching staff, financial and physical resources to support the designated curriculum area.
- To agree and support the achievement of designated subject student progress targets to make a measurable contribution to whole school targets.
- To support, facilitate and monitor the progress of designated areas of the Curriculum Area Development Plan/SEF to ensure they make a significant contribution to the Academy Improvement Plan.
- To lead monitoring processes in the Curriculum Area using self-evaluation and development planning as an opportunity and tool to raise aspiration and achievement.
- To take responsibility for the Performance Management of staff within the designated Curriculum Area, following procedures and policy as determined by the Governing Body and Principal of the Academy.
- To provide feedback to middle leaders and their staff through the monitoring and performance management systems in a way which recognises good practice and supports their progress

against performance management objectives resulting in a tangible impact on student learning across the Curriculum Area.

- Working in a cross-curricular way to support subjects across the Academy in the use of active learning approaches to enrich curriculum and skills delivery.
- To undertake the full range of duties and responsibilities as required by the Principal

Responsible for:

- Line management of Curriculum Area staff
- All Curriculum Area resources and budget
- Supervision, progress and development of students in Curriculum Area

Supervision of work of any classroom support staff during times they are allocated to Curriculum Area classes

Key Tasks:

Educate

Teaching & Learning

- To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Curriculum Area.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Curriculum Area, liaising with the Cover Supervisor/relevant staff to secure appropriate cover.
- Model best practice, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
- To liaise with the Vice Principal to ensure and be accountable for the development and delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Development Plan.
- To keep up to date with, and respond to, national developments in the subject area, teaching practice and methodology.
- Help devise, implement and monitor Schemes of Work to ensure they focus on consistent and effective learning and teaching to produce progression for all and ensuring differentiation and personalisation of learning for all students.
- Develop and maintain a VLE space for the sharing of Schemes of Work, Lesson Plans and resources within the Curriculum Area.

Achievement/Progress

- To actively monitor and follow up pupil progress and ensure that progress is tracked through a range of strategies.
- Analyse and interpret data on students' attainment and action plan accordingly, reviewing with teachers their assessments of progress for classes, groups and individuals.
- Provide good quality assessment using formative and summative methods in conjunction with the Academy's AfL and marking policy.
- Set effective homework and extension work to encourage and enliven student learning.

- Be aware of the KS2 curriculum and the standards of progression and attainment for KS3 students.

Nurture

- To ensure the Behaviour Management Policy is implemented in the curriculum area so that effective learning can take place.
- To support and assist subject leaders and their teams to ensure they understand, and are actively implementing, the key aspects of the Academy's Behaviour and Inclusion Policies.
- To comply with the Academy's Child Safeguarding Procedures and to report concerns to the Designated Child Protection Officer.

Empower

Staff

- To work with the Assistant Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of the Curriculum Area's support staff.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated Curriculum Area.
 - To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
 - To lead on and maintain a SEF portfolio with evidence of curriculum area data, targets and trends as determined by the Vice Principal.
 - To lead on an annual examinations' analysis and regular Curriculum Area review as part of the school's self-evaluation cycle.
 - Participate in coaching and mentoring programmes to support colleagues and develop own practice.
 - Ensure that the Curriculum Area supports the Academy's implementation of all current statutory requirements e.g. Disability Discrimination Act, Special Educational Needs, Child Protection, Health and Safety.

Students

- To ensure that student voice is heard in the self-evaluation and development of the Curriculum Area.

Partnership

- To lead on the communication of the development and direction of the Curriculum Area at 'Moving On' evenings and other events.
- To ensure effective communication/consultation as appropriate with the parents of students, monitoring the overall accuracy and quality of reports to parents/carers, ensuring that all deadlines are met.

- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- Be the first line of contact for parents' and carers' concerns with regard to their child's performance in the Curriculum Area.
- Be involved in reporting to Governors on a regular basis.

General Duties:

- To carry out supervisory duties in accordance with published schedules.
- To take part in appropriate meetings and events with colleagues, parents/carers and governors.
- To accept personal responsibility for supporting the general ethos, atmosphere and progress of the Academy.
- To act as Form Tutor and class teacher as required.
- To contribute to the PHSCE programme as required.
- To undertake quality assurance routines to monitor standards including work scrutiny, planning scrutiny, student voice feedback etc.
- To prepare reports, as necessary, for local governing bodies.

Abbey MAT responsibilities

- Contribute to the overall aims and values of the academy and Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all academy and Trust policies and procedures including child protection, safeguarding, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- To safeguard and promote the welfare of children for whom you have responsibility, or come into contact, including adhering to all specified procedures
- To promote and adhere to principles underpinning equalities in terms of employment and service delivery to ensure that colleagues are treated, and services delivered, in a fair and consistent manner.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in this profile, but which is in line with the general scope, grade and responsibilities of the role.

People Profile:

Aptitudes, qualities and values:	Essential	Desirable
Track record of making a positive contribution to the wider life of the school/Academy and community	✓	
Developed effective professional relationships with all	✓	
Ability to reflect critically, and respond to, performance and feedback	✓	
An inspirational leader, passionate about teaching and learning	✓	
Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour	✓	
Ability to articulate, communicate and support the ethos and values of Abbey Grange Academy	✓	
Enabling the highest levels of student achievement through translating vision, ethos and values into practice	✓	
Enthusiasm to take the Academy forward through a process of change, development and ongoing improvement	✓	
Commitment to leadership by example	✓	
Excellent interpersonal, written and oral communication skills	✓	
High level of emotional intelligence and self-awareness	✓	
Resourceful and creative	✓	
Excellent time manager	✓	
Personal resilience	✓	
Inspire, challenge, motivate staff and pupils towards a shared vision	✓	
Foster an open, fair and equitable culture, managing conflict where necessary	✓	
Prioritise, plan and organise self and others across the wide range of responsibilities	✓	
Think creatively in order to anticipate and problem solve	✓	
A willingness to play a full part in Academy life and activities outside the classroom	✓	
Qualifications, knowledge, skills and experience:	Essential	Desirable
Qualified teacher status for England (or equivalent)	✓	
Relevant degree (or equivalent)	✓	
Recent, relevant professional learning and development	✓	
Completion of, or working towards, additional professional qualification		✓
Evidence of high expectations which inspire, motivate and challenge every student	✓	
Evidence of track record of results that exceed expectations	✓	

Demonstration of in-depth subject and curriculum knowledge	✓.	
Consistently plan and deliver well-structured lessons that enable all learners to make good progress	✓.	
Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning	✓.	
Awareness of the need to safeguard students' well-being, in accordance with statutory provisions and policies	✓.	
Successful involvement in self-evaluation processes and data analysis as an aid in personal and school improvement, development and change	✓.	
Successful experience in leading and managing change and innovation		✓.
Ability to lead, motivate and develop staff and students to work independently and in teams towards a common goal	✓.	
Active involvement in the development and improvement of teaching and learning at whole school level	✓.	
Awareness and understanding of the wider educational context and national accountability frameworks	✓.	
Secure commitment to a clear vision and direction for the curriculum area	✓.	
Knowledge of/involvement in educational research on teaching and learning		✓.
Consistently good and outstanding teacher	✓.	
Confident in use of ICT to support learning	✓.	
Successful working relationships with students, staff, parents/carers	✓.	
Experience of school improvement planning	✓.	
Experience of monitoring classroom performance across school/Academy	✓.	
Significant, substantial and successful experience at middle or senior leadership level	✓.	
Successful experience of developing and implementing systems and structures to manage, track and evaluate policy, change and improvement.	✓.	
Experience of pastoral/tutor role	✓.	
Experience of cross curricular initiatives/projects or whole school developments		✓.
Managing finance/budget	✓.	
Safeguarding and promoting the welfare of students:	Essential	Desirable
Appropriate motivation to work with children and young people	✓.	
Ability to maintain appropriate relationships and personal boundaries with children and young people	✓.	
Comply with the Trust's commitment to the protection and safeguarding of children	✓.	

Our Trust mission:

In Partnership to Educate, Nurture and Empower

Our Trust vision:



Abbey Multi Academy Trust is committed to providing high quality education for all within an environment which is welcoming, disciplined and purposeful. Through a range of opportunities including academic, cultural and spiritual, our pupils and colleagues are empowered and nurtured to flourish and live 'life in all its fullness' (John 10:10).

www.abbeymat.co.uk

