



Head of Department: Maths

Job description and person specification

Salary: MPS / UPS (TLR 1b)
Reporting to: Headteacher, Assistant Headteachers
Location: The Thomas Alleyne Academy, Stevenage

Role Purpose:

To lead and direct the department across all key stages to provide a learning environment in which students develop a lasting understanding of their subject, empowering them to achieve their personal best, working collaboratively to uphold our collective responsibility for the safety, academic progress, and character development of all students within the Thomas Alleyne community.

DIMENSIONS: Accountable for:

Students: All students

Staff: Department staff

Resources: All physical resources they use including classrooms, teaching materials and ICT equipment

The post-holder will have a teaching responsibility for the classes timetabled.

MAIN RESPONSIBILITIES:

- Responsibility for the leadership, good management and strategic direction of colleagues within mathematics.
- Curriculum development and quality assurance.
- Ensure quality of provision in all Key Stages within the mathematics department.
- Review the CPD needs, career development and performance management of colleagues.
- To be responsible for leading, monitoring and improving the quality of Teaching and Learning within mathematics, including implementing behaviour policy.
- To ensure that all students make at least good progress whilst upholding the pastoral care and welfare of students, including those with additional support needs.
- To lead self-evaluation, quality assurance and monitoring of the department, including lesson observations, monitoring thoughtful marking that tells students how to improve and controlled assessment moderation, which will be used to inform and refine Department Development Plans.



SUBJECT RESPONSIBILITIES:

- To engage all subject staff in the creation, consistent implementation and improvement of the Schemes of Learning that are broad, balanced, relevant, personalised and differentiated.
- To effectively and efficiently manage resources, including staff deployment within the department.
- To ensure that targets at Key Stage 4 are achieved and where possible exceeded. This will be achieved by implementing a range of improvement strategies approved by the Leadership Team and/or Leadership Team Link to prepare learners for their examinations.
- To lead the teaching and learning of mathematics
- To lead the teaching and learning of the department by acting as the facilitator and initiator of innovative practice in teaching, including leading department CPD activities.
- To track and monitor the progress of every student in mathematics by using the School's data management systems and ensure that all students make at least good progress and achieve their target grades.
- To ensure the department completes regular assessments of students' progress and monitors students' efforts and that these are recorded, interpreted and raising attainment plans are implemented accordingly.
- To ensure curriculum continuity and the smooth transition from Key Stage 2 to 3, and Key Stages 3 to 4 and prepare students adequately for further study at KS5 if appropriate. This will require liaison with the transition team and other members of staff.
- To ensure that appropriately challenging, engaging and exciting independent learning tasks are regularly set and support student progress.
- To manage and monitor allocated budgets and ensure budget allocations are prioritised and effectively deployed.
- Where possible, to ensure that mathematics teachers enhance their teaching through the use of new technologies.
- To act as a Team Leader in the Performance Management Cycle.

EXPECTATIONS:

- To put students first in everything that you do.
- To be flexible in order to meet the constantly changing political, local and particular needs that this role demands.
- To plan collaboratively with colleagues both within and beyond the department, including other schools.
- To keep abreast of educational developments, strategy and thinking.
- To actively pursue your own professional development as a leader in education.
- To show commitment to the rigorous continuous improvement of the school.
- To demonstrate a positive commitment to working with stakeholders, including students, staff, governors, PTA, parents, LA and other partners, to improve school performance and achievement.



PROFESSIONAL STANDARDS:

- To support and promote the aims of the school and at all times and by attendance at and participation in events including open evenings, options evenings and other school events.
- To set a good example to students by way of appropriate dress, standards of punctuality and attendance.
- Read and adhere to the various policies of the school as expressed in the School Development Plan, the staff handbook and other documentation.
- To participate in and contribute to the management of the school by attending various team and staff meetings and undertaking duties as prescribed within the schools' policies and directed time budget.
- To ensure that all deadlines are met as published in the school calendar.
- Be proactive and take responsibility for matters relating to the health and safety of yourself and others.
- To act in all things as a positive role-model to other staff and students.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and encourage staff and students to follow by example.

ACCOUNTABILITY:

- The post holder will be accountable to an Assistant Headteacher, who will be the Line Manager.
- The post holder will be accountable to the Headteacher in accordance with the priorities and policies of the school and its governing body.

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)

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

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. The duties of this post may vary to meet the requirements of the school.



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: DEPARTMENT LEADER – MATHEMATICS

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.			
SPECIFICATION	ESSENTIAL	DESIRABLE	IDENTIFIED BY
QUALIFICATIONS			
Degree or equivalent	🏛️		1/4
Qualified Teacher Status	🏛️		1/4
Personal commitment to recent & relevant CPD and its impact	🏛️		1/2/4
Evidence of further study and/or additional qualifications		🏛️	1/2/4
Personal and Presentational Qualities			
Excellent communication skills, both orally and in writing	🏛️		1/2
Professional presentation of the application form	🏛️		1
Energy, optimism and motivation in the face of pressure	🏛️		1/2
Initiative, including an ability to pre-empt events	🏛️		1/2
Ability to drive improvement and make a positive impact on learning and teaching	🏛️		1/2
Ability to motivate students and staff	🏛️		1/2
Professional Experience, Skills and Qualities			
Highly effective classroom teacher	🏛️		1/2/5
Has taught across the age and ability ranges in secondary education	🏛️		1/2
Clear understanding of factors affecting effective learning	🏛️		1/2
Has worked with staff to improve learning and teaching	🏛️		1/2
Evidence that as a teacher, the candidate has supported colleagues effectively when dealing with pupil indiscipline, preferably in a caring and compassionate but firm manner.		🏛️	1/2
Has led whole school or departmental CPD		🏛️	1/2
Has a good understanding of curriculum design		🏛️	1/2



Has experience and knowledge of recent curriculum development	1		1/2
Familiar with current education thinking and its potential	1		1/2
An ability to think creatively	1		1/2
Able to analyse problems, reach judgements and resolve issues	1		1/2
Excellent ICT skills	1		1/2/5
Has the ability to use data to improve learning and teaching	1		1/2
Experience of self-evaluation which leads to impact	1		1/2
Involvement in and/or knowledge of improvement planning		1	1/2
Has had involvement in whole-school initiatives/developments		1	1/2
Has professional experience with examination boards (as a marker, visiting examiner, etc.)		1	1/2
Is familiar with NC requirements relating to their subject	1		1/2
Can manage change effectively	1		1/2
Can lead and inspire a team	1		1/2
Able to prioritise and work flexibly, to tight deadlines	1		1/2
Excellent personal organisation and time management	1		1/2
Has clear leadership potential	1		1/2
Is effective in managing student behaviour and maintaining discipline	1		1/2/5
Demonstrates a genuine commitment to putting students first	1		1/2
Able to demonstrate:			
Appropriate motivation to work with young people	1		1/2
The ability to form appropriate relationships with young people	1		1/2
Has contributed to the development of school ethos	1		1/2
Shows a willingness to be involved in the wider life of the school		1	1/2

1 = from application form; 2 = interview; 3 = Test; 4 = Proof of Qualification; 5 = Practical

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), 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 (1984 & 1998)



In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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