



# COLMERS SCHOOL & SIXTH FORM COLLEGE

## JOB DESCRIPTION



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**JOB TITLE** Mathematics Key Stage 3 Lead & Whole School Numeracy

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**Salary Scale** TLR 1c

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**LINE MANAGEMENT** Head of Faculty

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### 1. JOB PURPOSE

- (i) Required by the School Teachers' Pay and Conditions Document to carry out the professional duties of a teacher under the reasonable direction of the Headteacher of the school, reporting for the purposes of day-to-day leadership and management to an assigned member of the Senior Leadership Team
- (ii) To assist the Head of Faculty in the leadership and management of curriculum design, delivery and impact in the school, to achieve the outcomes required by Government regulations and the School Improvement Plan adopted by the Governing Body. In particular:
  - a. To work collaboratively with the Head of Faculty and Faculty team members to create a strong Colmers culture of Achieving Excellence through Belonging Together and Challenging Mindsets.
  - b. To promote a love of learning in general and specifically in your subject.
  - c. To provide leadership and day-to-day operational management of Key Stage 3 Mathematics and whole school numeracy, to bring about the highest standards of achievement for all pupils
  - d. To contribute to the Faculty improvement plan, identifying and leading on key-stage-specific areas for improvement and development, aligned to the School Improvement Plan.
  - e. To lead on the development of numeracy across the curriculum
  - f. To design coherent curriculum pathways and schemes of learning for your Key Stage within the Faculty.
  - g. To ensure the subject curriculum delivered within your Key Stage raises standards for all students and especially the most disadvantaged.
  - h. To monitor and support student progress in Key Stage 3 Mathematics implementing Raising Attainment Plans for cohorts to secure improved outcomes.
  - i. To ensure effective transition of pupils to and from your key stage so that student progress is maintained at key transition points.
  - j. To support quality assurance and evaluation of how well the subject is delivered within your Key Stage, contributing to the school's ongoing self-evaluation
  - k. To contribute to teamwork and effective working relations within the Faculty.
  - l. To keep abreast of new initiatives in your subject(s) both at local and national level.

## **2. KEY DUTIES AND RESPONSIBILITIES**

### **2.1 Teaching**

- (i) To undertake the duties and responsibilities of a classroom teacher as required by the Headteacher (see extract from School Teachers' Pay and Conditions Document detailed in the School Handbook).

### **2.2 Leadership and Management**

- (i) To establish a subject ethos that is positive and dedicated to success, recognising and celebrating the best practice of staff and the achievements of students.
- (ii) To nurture collaboration and teamwork, harnessing the talent and potential of teachers and students to contribute to continuous improvement and ensuring good working relations.
- (iii) To liaise with the Head of Faculty to ensure the key areas for improvement in the delivery of your Key Stage are reflected in the Faculty Improvement Plan and are reviewed in line with the school Self Evaluation Process.
- (iv) To design and implement an inclusive curriculum for your Key Stage, providing regular opportunities to review and improve the Key Stage offer to maximise student learning and progress, informed by local and national developments in the subject area.
- (v) To develop a whole school approach to numeracy across the curriculum, working closely with key departments to develop coherent and consistent approaches to common numeracy content.
- (vi) To assist in the development of appropriate cross curricular connections and themes throughout schemes of work to support deep learning, especially through content links, vocabulary development, reading, writing, numeracy, global learning, safeguarding, PSHE and Citizenship.
- (vii) To act as a role model of good teaching practice within your Faculty, enabling all members of the team to benefit from collaborative opportunities.
- (viii) To ensure practice within the subject is inclusive, meeting the needs of students with additional and complex needs including those with SEND, promoting students' mental well-being and resilience.
- (ix) To promote the use of ICT as an accelerator of student learning within the subject.
- (x) To monitor and follow-up student learning and progress in the subject Key Stage, relentlessly seeking to reduce attainment gaps for underachieving groups and individuals and especially disadvantaged students.
- (xi) To monitor and evaluate students' learning and attainment against the Faculty's set targets for all students, implementing effective intervention with students who fall behind through cohort Raising Attainment Plans.
- (xii) To monitor and manage assessment and marking for the Key Stage, ensuring that the school's policies are consistently implemented.
- (xiii) To consistently implement the school's Behaviour for Learning policy, maintaining high standards of behaviour for learning in lessons that enable all students to succeed.
- (xiv) To support a culture of frequent collaboration within and beyond the subject to enhance the design and delivery of the subject.

- (xv) To contribute to the effective use of subject capitation and manage resources well in order to support effective curriculum design and delivery.
- (xvi) To contribute to opportunities for students to contribute to subject delivery and improvement through student voice and where appropriate, to take student leadership roles that improve performance.

### **2.3 Communication**

- (i) To ensure highly effective communication with subject teachers, associate staff and Head of Faculty in relation to the subject Key Stage and whole school numeracy.
- (ii) To use briefings, team meetings and social media effectively to communicate key messages to staff, students and parents.
- (iii) To ensure effective communication, consultation and partnership with parents and carers in relation to students' progress within the subject Key Stage.
- (iv) To maintain a positive learning environment and a consistent approach to displays of Key Stage subject information in classrooms and corridors
- (i) To liaise with partner schools and other external bodies when relevant.
- (ii) To champion the subject and promote its importance within school.

### **2.4 Quality Assurance and Improvement**

- (i) To monitor and evaluate the subject Key Stage performance in line with school procedures, contributing to the school's quality assurance cycle through faculty quality assurance procedures that support effective self-evaluation and improvement.
- (ii) To analyse and evaluate Key Stage performance data and whole school numeracy, contributing to reviews of assessment and examination data to drive improvement.
- (iii) To implement Raising Attainment Plans for each cohort, based on analysis and evaluation of student performance and identification of students who are underachieving.
- (iv) To be responsible for the efficient and effective deployment of associate staff within the subject Key Stage.
- (v) To ensure that Health and Safety policies and practices, including risk assessments, are in line with the school and national requirements.
- (vi) To promote activities which enhance the subject Key Stage either in or out of school.
- (vii) To co-ordinate and promote extra-curricular activities linked to the subject.
- (viii) To contribute to the provision of high-quality professional development by drawing on sources of expertise as necessary to ensure that effective learning and teaching takes place within the subject.
- (ix) To work with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding your areas of responsibility.

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### 3. CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers' conditions of employment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work from a similar level which is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

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### 4. SUPERVISION RECEIVED

1.1 Supervising Officer's Job Title: Head of Faculty

1.2 Level of Supervision: Left to work within established guidelines subject to scrutiny by supervisor.

### 5. SUPERVISION GIVEN

a. Supervision of: Faculty staff

b. Level of Supervision: Left to work within established guidelines subject to scrutiny by supervisor.

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### 6. REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only in consultation with the post holder.

Job Description issued following consultation by

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Signature of Headteacher

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Signature of Post Holder

Date.....