



JOB DESCRIPTION 2025/26

Job Title: Mathematics Implementation Co-ordinator

Reports to: Head of Mathematics

Liases with: Second i/c Mathematics, SLT Link for Mathematics, Mathematics Team

Grade: TLR 2B

Key Purpose:

- To assist the Head of Mathematics with the general leadership and management of this core subject to secure high-quality teaching and learning, and improve pupil's outcomes
- To be an exemplar and model of effective teaching skills in mathematics (and teaching/pedagogy in general)
- To impact directly and positively on the quality of implementation of mathematics teaching within the department and, where appropriate, across the trust
- To 'champion' the importance of mathematics in the local and wider community

Responsibilities:

In accordance with School Teachers' Pay and Conditions Document with specific responsibility for:

Assisting the Head of Mathematics:

This post has line-management and appraisal responsibilities for a small number of teachers and support staff within the mathematics department; the post holder will be required to:

- Meet with the Head of Mathematics (and others) regularly to plan for the smooth running of the department
- Assist the Head of Mathematics with day-to-day operations and internal review processes across the department/team
- Review research and assessment data; contribute analysis and professional insight that informs curriculum planning and effective implementation
- Discuss and track quality of teaching/intervention with teachers to get pupils back on track, as appropriate
- Assist the Head of Mathematics with the induction/training, welfare and safety of staff in the department, including supply teachers and LSAs
- Model and, in partnership with the Head of Mathematics, ensure that staff understand and adhere to the trust's Code of Conduct (escalating any concerns in line with school procedures)
- 'Champion' mathematics education publicly, e.g. parents' information evenings, INSET, assemblies
- Assume a range of responsibilities normally undertaken by the Head of Mathematics (or Second i/c Mathematics) for a reasonable period in their absence
- Promote collaboration and work effectively as a team member, supporting others to develop such skills

In accordance with the criteria and factors for Teaching and Learning Responsibility Payments you will be required to meet the following standards whilst working with other relevant teachers in the department.

1. Leading, developing and enhancing the teaching practice of others

- Actively role model and support others to demonstrate excellent practice with respect to curriculum sequencing, implementation and adaptive learning in mathematics
- Actively role model and support others to integrate innovations and developments that secure highly effective teaching and learning in mathematics, e.g. purposeful use of IT/digital strategy, literacy
- Develop and implement structured lesson observation and coaching programmes – in partnership with the Head of Mathematics – that improve the teaching practice of others
- Actively research and evaluate approaches that support highly-effective teaching and share/demonstrate these with colleagues during department meetings, school/trust INSET etc
- Take a lead in planning collaboratively with colleagues in order to promote effective practice; identify and explore links within subjects and all key stages
- Actively use and support colleagues to understand local and national data/best practice as a basis for improving teaching and learning – in particular with respect to closing ‘gaps’ for disadvantaged pupils and those with SEND
- Through direct lesson observation, linked to internal review processes or performance management, to support the Head of Mathematics to monitor and evaluate standards of teaching and application of whole-school policies
- Through direct discussion with Head of Mathematics, plan and implement strategies to improve teaching where needs are identified
- Induct, support and monitor student teachers and ECTs as required
- Assist the Head of Mathematics with the oversight of the work of cover/supply staff and teaching assistants
- Act as an appraiser for a small number of identified teachers
- Contribute to the professional development of colleagues using a broad range of techniques; actively engage with and contribute to CPD opportunities e.g. Challenge Partners
- Proactively engage with and develop networks/partnership working in mathematics that enriches the curriculum provision in mathematics in the school and trust, e.g. Solent Maths Hub, HISP

2. Impact on educational progress beyond assigned pupils

- Lead work on detailed curriculum developments outlined in annual department improvement plan, by negotiation with Head of Mathematics
- Lead actions, in discrete areas of the internal review programme, to contribute to departmental self-evaluation
- Work with Head of Mathematics to identify appropriate pupil attainment targets
- Assist the Head of Mathematics with the monitoring of assessment and planning, to help ensure that each teacher is working towards agreed targets
- Assist the Head of Mathematics to monitor standards of work and achievement against annual targets, according to the published data analysis/review schedule
- Assist the Head of Mathematics with the day-to-day support of staff in matters of pupil behaviour and engagement, to help ensure that the school’s ‘Ready, Respectful, Safe’ Behaviour and Rewards policies are implemented in keeping with a relational approach
- Assist the Head of Mathematics with the planning and implementation of strategies where improvement needs are identified
- Lead enrichment activities that foster a love of mathematics e.g. competitions, visits, clubs
- Actively participate in the period 6, homework support and outreach programmes, as appropriate

3. Accountability for leading, developing and managing a subject or curriculum area

- Assist the Head of Mathematics with the preparation and production of subject, curriculum area and pupil performance information
- Evaluate the impact of specific improvement activities identified on each year’s department improvement plan on the quality of teaching and learning
- Lead department on aspects of teaching and learning - to include curriculum development, resourcing, assessment, testing and moderation, new initiatives and legislation
- Lead cross-phase liaison at KS2 or with post-16 providers, as required

- Oversee the work of any teaching assistants or technical support staff, as agreed with the Head of Mathematics
- Lead agenda items at departmental meetings by agreement with Head of Mathematics; support with meeting administration and note taking
- By agreement with Head of Mathematics, represent department on committees and/or working groups, presenting effective feedback at department meetings
- Oversee the organisation of visits and visitors, as appropriate, to promote the work-related learning aspects of Mathematics and careers education in general

Additional Responsibilities

- To be a Form Tutor of an assigned tutor group and to carry out the duties in accordance with the generic job description under the guidance of the Head of Achievement and maintain the tutor base in tidy order with a regularly updated tutor group noticeboard. Display of School Council minutes and other notices should provide a focal point in the room
- To contribute to the ethos of the school by promoting care and courtesy in the community and enforcing the codes of behaviour and uniform at all times, both inside and outside the classroom
- To be responsible for promoting and safeguarding the welfare of children and young persons for whom the post holder is responsible, or with whom s/he comes into contact, by adhering to and ensuring compliance with the relevant Trust/ School Safeguarding Child Protection Policy and Procedures at all times. If, in the course of carrying out the duties of the role, the post holder identifies any instance in which a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Designated Safeguarding Lead so that a referral can be made accordingly to the relevant third-party services
- To contribute to the period 6 programme, as appropriate
- To contribute actively to general supervisory duties in accordance with school policy
- To take part in the appraisal process in accordance with national policies and those of The De Curci Trust
- To attend/lead core CPD as required
- To ensure understanding of school policies and those of The De Curci Trust
- To comply with the requirements of the National Standards for Teachers, Springfield's Staff Handbook and all school/trust policies

3. Miscellaneous Notes

From time to time, teachers may be required to teach outside of their first subject. If this is required, then appropriate subject support will be made available.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must use Directed Time in accordance with the school's policy published in the Staff Handbook and have regard to the Teacher's Conditions of Employment and the National Teachers' Standards.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually and may be subject to modification or amendment after discussion.

You will be based predominantly at Springfield School. However, as you will be appointed to The De Curci Trust, you may be required to work in any of The De Curci Trust's academies or in any of the schools/academies that the Trust is supporting as reasonably directed by the CEO. The ability to travel independently between DCT academies/schools is therefore essential.

Person Specification

	Essential	Desirable
Qualified Teacher Status in mathematics	x	
Higher level qualifications in teaching/leadership/mathematics, e.g. MA, NPQSL		x
Sustained track record of highly effective teaching (at UPR ⁺), leading to excellent pupil outcomes at all key stages taught	x	
Experience of school leadership, including leading other staff, at middle and/or senior level	x	
Extensive knowledge and understanding of how to adapt teaching, learning and behaviour management strategies which enable pupils to reach their potential	x	
Evidence of improving the teaching practice of others	x	
Experience of supporting/managing complex/challenging conversations and processes, e.g. capability		x
A demonstrable passion for mathematics, inclusive education and working with young people	x	
Confidence to lead/contribute to public events e.g. assembly, INSET, parents' information evenings; and to establish partnerships	x	
Excellent time-management and communication skills; self-motivating; attention to detail	x	
Possess the analytical, interpersonal and organisational skills necessary to work effectively with pupils, parents, staff, leaders and governors	x	
Ability and drive to research pedagogy, scrutinise information/data and precis it for others	x	
Calm under pressure; sense of humour; reflective practitioner	x	
Commitment to purposeful innovation and continuous school improvement	x	