



## **Director of Mathematics**

### **Job Description**

**Salary scale:** L6– L10

**Responsible to:** Assistant Principal- Curriculum and Assessment

**Job purpose:** Responsibility for, including but not exclusively, the overall quality of education in Mathematics

**Managing:** Line manage and review the department

### **Key Responsibilities**

**This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.**

**Qualities expected of all leadership staff at Fulwood Academy are,**

- Humility during success
- Confidence during setbacks
- Stepping back so others can step up
- Putting plans into action
- Leading change
- Admitting mistakes
- Listening with the goal of learning
- Encouraging constructive dissent

### **Strategic Leadership**

- In consultation with staff and governors create and maintain the ethos, vision, values, and aims of the Academy including the drafting and review of relevant policies
- Securing the achievement of Key Performance Targets identified in the Academy Improvement Plan
- Ensuring that Academy systems and accountabilities are delivered according to the key principles of simplicity, efficiency and effectiveness
- Advising and reporting to the Governing Body and board of Trustees as required
- Working in accordance with statutory and Academy policy
- Liaising with officers, inspectors and other outside agencies
- Developing relationships between the Academy and its local community
- Contributing to the process and completion of any self-evaluation processes
- Being accountable for the delivery of key strategic objectives as determined in negotiation with the Principal or Vice Principals and the Senior Leadership Team as a whole

- Leadership of effective external relationships with community and other stakeholders

### **Leadership and management of people**

- Leadership of the following faculties / teams:
  - Mathematics Faculty
- Providing an approachable, authoritative and visible presence in and around the Academy to provide support for staff, pupils, parents and the local community
- Developing a strong sense of teamwork and common purpose among staff
- Carrying out performance management of key leaders and managers
- Training, coaching, supporting and directing staff as required to ensure a positive, professional and achievement focused ethos is maintained
- Performing other duties determined in discussion with the Principal and Vice Principals

### **To ensure the delivery of learning is accessible and that assessment promotes progress.**

- Ensures all staff consistently follow the policies and expectations of the Academy
- Ensures all lessons are well planned, accessible and delivered well
- Ensures that all contextual data is known and used to deliver an effective curriculum
- Ensures assessment and accessible feedback is provided regularly as per the Academy marking and assessment policy
- Use data for all outcomes to monitor progress, staff effectiveness and implement appropriate targeted supports to improve: attainment, learner engagement and improve Behaviour for Learning
- Ensure all subjects provide appropriate preparation and targeted support to ensure learners enjoy exam success.
- Liaises with exams officer and SENCO (where appropriate) to ensure all special and access arrangements are in place, for all internal and external exams
- Build a culture of trust and support throughout their team.
- Has a clear improvement plan for their area of responsibility that is regularly evaluated and all sections of MER and SDP Smart Sheet are up to date.

### **Pupil outcomes**

- Ensure that pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes. This is reflected in results from national tests and examinations, which meet government expectations, or in the qualifications obtained.
- Have a clear plan within the SDP to address the needs of each subgroup of learners. Especially SEND, High Prior Attainment and disadvantaged pupils
- Have a clear plan that is regularly monitored and shared with their team to improve outcome measures for other pupils
- Evaluate and can demonstrate that all team members are making consistent progress in their practice and improving outcome measures
- Ensure that they and their team can use data effectively
- Be aware of their own strengths and areas of development and has a clear plan of how they can become a better leader.
- Communicates with the Vice Principals effectively and fully acts on the support provided
- Embraces and demonstrates daily their role as a leader in the Academy ensuring that standards are improved in their area and across the Academy as a whole
- Use Performance Management systems for their own development and to improve the performance of their teams

- Use Data analysis software (e.g. 4matrix/SISRA etc.), Learning Cycle, Benchmark Assessment and all other data sources to track progress, strategically plan and assess impact of strategies.

## **Curriculum, Teaching & learning**

Ensure that:

- Leaders regularly demonstrate at least good practice in their classrooms and effectively engage learners
- Teaching staff regularly demonstrate good practice in their classrooms and effectively engage learners & rapidly intervene where this is not the case
- Leaders have a good knowledge of a range of learning strategies and can help others in their team improve their practice
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
- Pupils' work across the curriculum is of good quality.
- The curriculum intent is clear and that it is implemented to a consistently high standard across the curriculum area
- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The curriculum is rooted in the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards, and what pupils will need to be able to know and do at those end points.
- The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills
- Teachers have expert knowledge of the subjects that they teach and, where they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching
- Teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion
- Teachers check pupils' understanding effectively, identifying and correcting misunderstandings

- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently
- The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what has been taught before and towards defined end point
- Teachers use assessment to check pupils' understanding in order to inform teaching and to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.
- Links to careers in their areas are explicitly taught and that appropriate information is available both on displays and on the Academy Website meaning that pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.
- All teachers explicitly teach employability skills through their subjects
- The reading list and revision materials are maintained by staff and that they are available online
- Key themes and skills are linked across all areas in their responsibility and contributes to achieving this across the school.
- All schemes, audits, skills and curriculum content are mapped and effectively delivered in their faculty.

### **Quality Assurance**

- Contribute to the development of whole school self-evaluation, improvement planning and quality assurance;
- Provide effective performance management for teaching staff so that areas for development are identified and acted upon;
- Quality assure inclusion across the school through learning walks, work scrutiny and affective use of student voice;
- Complete Monitoring, Evaluation and Review (MER), creates and delivers appropriate improvement plan for the next learning cycle and ensure all deadlines are met.
- Effectively monitors and ensures SEND, high ability learners, disadvantaged pupils and other sub groups are effectively challenged and supported.

### **Personal Development, Behaviour & Welfare**

Ensure that:

- Teachers create an environment that allows pupils to focus on learning.
- Pupils behave with consistently high levels of respect for others.
- Pupils consistently have highly positive attitudes and commitment to their education. They are persistent in the face of difficulties. When pupils struggle with this, the leader takes intelligent, swift and highly effective action to support them.
- Pupils are safe, feel safe, behave consistently well and have consistently positive attitudes to their education.
- Bullying, aggression, discrimination and derogatory language are dealt with quickly and effectively. (where they occur)
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.
- All pupils are appropriately challenged and supported in their area
- All student/staff disagreements are resolved and any restorative work has been completed.

- Always models excellent relationships with pupils and empowers their team to build their own rapport with their learners.
- Learning activities take place that enrich each student's experience
- All staff ensure negative emotions demonstrated by pupils or staff are minimised
- There are opportunities for pupils to contribute to improving the life of others through their area.
- Always model effective communications and manners and expect pupils to do the same
- through monitoring and learning walks ensure all staff meet the expectations and standards of the Academy Trust.
- Liaise closely with parents regarding pupil progress and behaviour and deal with any issues that develop in relation to student welfare
- Provide a consistent team approach to routine and behaviour/ethos matters, including Academy Leadership Team duties

### **Generic/Teachers**

- You are to carry out the duties of a class teacher as set out in the School Teachers Pay and Conditions Document and subject to any amendments due to Government legislation. (This includes any duties as may be reasonably directed by the Principal and the accountabilities expected of class teachers at Fulwood Academy).
- To facilitate and encourage learning which enables pupils to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
- All staff are expected to uphold the academy's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the Academy's aims and values.
- All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the Academy.
- All staff will take an active role in the Academy Self Evaluation process. As a Director you will be expected to lead a team through the Academy Self Evaluation process.
- All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

### **Performance Management**

- To undertake and participate in the annual Performance Management, setting and agreeing targets linked to Academy development plan priorities with the Principal.

Not all of the above duties will need to be performed all of the time and will vary according to the needs of the Academy at different points. The specific focus for the Director's work programme will be negotiated and agreed prior to the beginning of the performance management cycle.

This job description will be reviewed at regular intervals and is subject to change as the needs of the Academy Trust evolve.

### **Safeguarding Commitment**

Fulwood Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All post holders at Fulwood Academy are subject to an Enhanced DBS check following the offer of a post, and any offer is subject to satisfactory checks being obtained.

### Person Specification – Director of Mathematics

| Area                      | Description  | Essential / Desirable |
|---------------------------|--|-----------------------|
| Qualifications            | Qualified Teacher Status   | E                     |
|                           | Degree or equivalent   | E                     |
|                           | Evidence of further professional development within the last 5 years   | E                     |
|                           | Successful completion of NPQ ML/SL/H   | D                     |
| Knowledge & Understanding | Experienced teacher (Minimum 5 years) with experience of leadership in Mathematics   | E                     |
|                           | At least a typically 'good' classroom practitioner   | E                     |
|                           | A strong commitment to inclusion with high expectations for all learners   | E                     |
|                           | A proven track record of improving behaviour, attendance or outcomes in a leadership role  | E                     |
|                           | Successful experience of leading and managing whole school developments in a number of areas regarding teaching & learning and raising standards across the school | D                     |
|                           | Able to talk about characteristics of effective teaching and learning strategies used to raise pupil attainment and achievement                                    | E                     |
|                           | Understanding of effective techniques and policies for behaviour management  | E                     |
|                           | A good understanding of the transition between key stages  | D                     |
| Leadership & Management   | Previous experience of proactive and transformational leadership evidenced by leading and positively transforming an area of strategic responsibility              | E                     |
|                           | A good understanding of whole school issues  | E                     |
|                           | Experience of planning for change, development and improvement   | E                     |
|                           | The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the Academy community                | E                     |

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|----------------------------|---|---|
|                            | Experience of managing staff appraisal  | E |
|                            | Experience of managing a budget   | E |
|                            | Ability to analyse, prioritise and meet deadlines   | E |
|                            | Knowledge of the role of governors  | E |
|                            | Able to demonstrate leadership qualities and people management skills and evaluate impact on a team | E |
|                            | Able to motivate, promote good relationships and effectively communicate with all stakeholders      | E |
|                            | Experience of having led whole school initiatives   | E |
|                            | Commitment to supporting community/external agencies involvements in schools/academies              | E |
|                            | Commitment to safeguarding and promoting the welfare of children                                    | E |
| Personal Qualities         | Creative strategic thinker  | E |
|                            | Enthusiastic and proactive, keen to embrace new ideas and challenges                                | E |
|                            | Approachable, caring and empathetic   | E |
|                            | Works well as part of a team  | E |
|                            | Flexible, listens and is prepared to seek advice and support  | E |
|                            | Demonstrates a concern for pastoral and spiritual welfare of all in the Academy                     | E |
|                            | Can demonstrate a commitment to continuing professional development for self and others             | E |
|                            | Committed to active parental involvement  | E |
|                            | Able to deal sensitively with people and resolve conflict   | E |
| Role Specific Requirements | Ability to demonstrate successful leadership in Mathematics   | E |
|                            | Ability to write and evaluate a curriculum that delivers positive outcomes for all learners         | E |