



Teacher Job Description

Job Title: Maths KS4 Lead		TLR: 2B		
Line managing: Subject Teachers		Reporting to: • Head of Maths		
Job Purpose: to support the HOD in ensuring the Faculty is: <ul style="list-style-type: none"> consistently high performing across all 4 school criteria (leadership & management, behaviour, safety & ethos, teaching & learning, outcomes & progress) compliant with all the school's policies and systems ensures that the school's vision and values is at the heart of all actions across the team Leading KS4 curriculum for maths 				
<u>Specific responsibilities for all teachers</u>				
Area	Relevant Standards	Band 1 Early Years Teacher	Band 2 Accomplished Teacher	Band 3 Expert Teacher 'Significant and Sustained Contribution to school'
PROFESSIONAL PRACTICE		M1 M2	M4 M5	U1 U2 U3
	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3)	Many – but not all – aspects of teaching over time are good	All aspects of teaching over time are good	Many aspects of teaching over time are outstanding
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations	Most pupils progress in line with school expectations without additional support	Significant numbers of pupils exceed school expectations
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues	Takes a proactive role in identifying areas for professional development and accessing advice	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards



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Specific Responsibilities - to ensure the faculty becomes high performing across all strands by	
Leadership and Management	<ul style="list-style-type: none"> • Line managing identified Maths teachers • Responsibility leading the Key Stage 4 curriculum • Leading an effective GCSE Maths enrichment programme, including Further Maths • Promoting progression routes for maths at Key Stage 5 • Leading the strategy for the most able in maths across all Key Stages • Ensuring statutory requirements are met across the department • Contributing to whole school training and coaching of others • Being an effective mentor for early stage teachers (TFT, Schools Direct, NQTs) • Implementing the Schools Vision and Improvement Plan across the faculty • Ensuring all teachers within department participate in the appraisal process, and be responsible for the appraisal process in the department/faculty • Ensure that all teachers within the faculty effectively implement school policies and procedures • Planning and implementing an effective quality assurance process across key stage four • Contributing to an annual report to the Headteacher and Governors which includes (i) exam and end of Key Stage Analysis (ii) Departmental Self Evaluation Report (iii) Department Improvement Plans • Ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum at the identified key stage for pupils studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher • Providing cover work in case of absence within department • Leading the department in the absence of the HOF
Teaching and Learning	<ul style="list-style-type: none"> • Developing all maths practitioners to teach outstanding lessons • Leading the stretch and challenge in maths CPD • Supporting the development of the numeracy strategy, and embed a consistent approach to numeracy within the department • Supporting, developing and enhancing the teaching practice of all others working within the department (including non-specialists where relevant) • Ensuring that planning documentation (Short, medium and long term) is up to date, easily accessible and consistently applied across the department
Behaviour, Ethos and Safety	<ul style="list-style-type: none"> • Ensuring that behaviour is monitored and strategies implemented across the department • Being responsible for Health and Safety within the department area
Progress and Outcomes	<ul style="list-style-type: none"> • Being responsible for progress and outcomes across a key stage • Raising standards of pupil attainment and achievement within the whole curriculum area and to monitor and support pupil progress.
Other	<ul style="list-style-type: none"> • Carrying out other duties which the Headteacher may request



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This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Person Specification

Qualified Teacher Status in relevant subject	Essential
Good honours degree in related subject	Essential
Further professional qualifications	Desirable
Evidence of recent professional development	Essential
Relevant, recent experience of teaching in an 11-16 or 11-18 school	Essential
Successful track record in implementing strategies raise achievement beyond the classroom	Desirable
Proven record as a teacher whose students reach high standards	Essential
Proven record as a good/outstanding teacher	Essential
Proven record of leading effective professional development	Desirable
Capacity and enthusiasm for hard work	Essential
Able to work as part of a team whilst also being self-motivated	Essential
Emotional intelligence and ability to use appropriate leadership style	Essential
Ability to work calmly under pressure and maintain a positive and optimistic attitude	Essential
Ability to manage and resolve underperformance	Desirable
High organisational skills including the ability to prioritise and manage time effectively	Desirable
Ability to think strategically, analytically and creatively and demonstrate initiative in solving problems	Desirable
High level of communication, presentation and literacy skills	Essential
Ability to take firm decisions, and take responsibility for decisions	Essential
An absolute commitment to the belief that every child deserves the very best education	Essential
Ability to inspire, challenge, influence and motivate others	Desirable
A passion for the values of community education	Desirable
Reliability, honesty and trustworthiness, demonstrating the highest professional standards	Essential
A caring, considerate and respectful leader	Essential
An understanding of child protection and safeguarding	Essential
An understanding of e-safety, and strategies to encourage safe practice for pupils	Essential
An understanding of the strategies for ensuring inclusion, diversity and access	Desirable
Experience of effective school evaluation	Desirable
An understanding of current national agenda developments	Desirable
A knowledge and understanding of the current OFSTED framework	Desirable
A thorough understanding of leading the curriculum and exam specifications at all key stages in Maths	Essential



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Strong understanding of the Key Stage Four Maths Curriculum	Essential
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