**Teesdale School**

**and Sixth Form Centre**

Second in MATHEMATICS

# JOB DESCRIPTION

 “Our vision is to be an outstanding and vibrant school of which Teesdale is proud; the first choice for students, parents and carers, staff and the wider community.”

*This is supported by our ethos of inspiration, collaboration and celebration.*

## Inspiration

Inspire young people and all staff

## Collaboration

Work collaboratively with staff, students, parents and other stake holders

## Celebration

Celebrate the successes of all students and staff

# post requirements

**Lead Improvement**

*To be accountable for:-*

* To secure at least good provision in Maths through effective support of the Subject Leader.
* To implement, monitor and develop a shared subject vision based on the ethos of inspiration, collaboration and celebration.
* To monitor and evaluate a subject improvement plan.
* To monitor and evaluate a quality assurance programme. The QA programme must include:-
  + Formal lesson observations.
  + Walk throughs – both to monitor provision and provide CPD opportunities.
  + Work scrutiny – to establish the ‘typicality’.
  + Pupil voice – to establish ‘typicality’.
  + Planning scrutiny – to establish ‘typicality’.
  + An evaluation of impact.

*To support the Subject Leader of Maths to:-*

* Implement the subject vision.
* Produce a self-evaluation document.
* Produce a subject improvement plan.

**Improving Achievement**

*To be accountable for* *(with reference to a particular Key Stage or course as directed by the Subject Leader)* *:-*

* The outcomes of all pupils
* The performance of teaching staff in relation to the outcomes of their classes.
* The analysis of performance within at each data capture and after each set of external examinations. To include:-
  + Comparison with national benchmarks.
  + Progress of specific groups of learners (in particular those who have SEND, the most able and those who qualify for the Pupil Premium) and an analysis of any gender differences.
  + Progress of classes and differentials between these.
  + Variations in the quality of different course components.
* The development, implementation, monitoring and evaluation of intervention plans to support the improvement of outcomes within Maths

*To support the Subject Leader of Maths to:-*

* Provide a suitable curriculum that secures high levels of engagement and outstanding outcomes for Maths pupils.
* Improve outcomes in all Maths courses as appropriate

**Improving the Quality of Teaching**

*To be accountable for :-*

* The identification of underperformance in teaching standards.
* The development, implementation and monitoring of high quality schemes of learning and progress (SoLP).
* The implementation and monitoring of the school’s behaviour and rewards policy.
* To monitor the quality of homework over time. Ensure homework supports learning and progress over time.

*To support the Subject Leader for Maths to :-*

* Secure consistently “good” or “outstanding” teaching in all key stages.
* Analyse the attitude to learning of students across the subject and develop intervention plans which may include liaison with the SENCO and/or Heads of Key Stages where appropriate.
* Development, implementation, monitoring and evaluation of:-
  + A feedback policy that supports learning and progress over time.
  + A literacy, numeracy and ICT policy that supports learning and progress over time.
* Development, implementation, monitoring and evaluation of a subject based CPD programme that ensures equality of opportunity.

**Managing the Subject**

*To be accountable for :-*

* To celebrate and recognise good practice.
* To hold team members to account to the “Fixed” expectations of the School.
* To maintain an outstanding climate for learning in the subject area.
* To ensure compliance with Health and Safety legislation.
* To support induction for new staff.

*To support the Subject Leader for Maths to :-*

* Ensure that examination entries are accurate and submitted on time.
* Manage the subject budget and resources effectively to secure at least “good” provision.
* Deploy staff appropriately to secure high quality provision and professional development.
* Ensure that reports and data are completed in-line with expectations and on time.

**Creating a Vibrant Community**

*To be accountable for:-*

* To model consistently “good” or “outstanding” practice in the classroom.
* To model the behaviours described in the school’s high expectations.

*To support the Subject Leader for Maths to:-*

* Lead effective subject based meetings that improve the quality of provision.
* Communicate key messages from the Senior Leadership Team to people in the subject area. To monitor that these messages have been understood and are being implemented.
* To organise and deliver key calendared events that promotes the subject (E.g. Year 6 Open Evening, Sixth Form Open Evening, Year 12 Presentations Evening).
* To organise and deliver extra-curricular opportunities that promotes the subject and encourages student participation. To evaluate the impact of these on different groups of pupils especially SEND pupils; the most able and those in receipt of the Pupil Premium.

# Safer recruitment

Safeguarding Statement: Teesdale School is committed to safeguarding and promoting the welfare of our pupils and expects all staff, governors and volunteers to share this commitment. All appointments are subject to an enhanced DBS check.

In accordance with regulations, the School will carry out a check with the Disclosure and Barring Service as to the existence and content of a criminal record of persons appointed to posts giving substantial opportunity for access to children. Any information will be treated in the strictest confidence and will be considered only where it is felt to be relevant to a particular job or situation. Your permission will be sought to carry out the disclosure procedure following an offer of appointment but you should note that refusal to give permission could prevent confirmation of your appointment.

You will need to attend school soon after the offer of appointment with some or all of the following documents:

Passport / Driving Licence / Utility Bill / Birth Certificate / Marriage Certificate / NI Evidence /

Copies of Qualifications.

The appointment is also subject to obtaining satisfactory references.

Teesdale Academy is an Equal Opportunity Employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications from candidates with disabilities will be granted an interview if the essential job criteria are met.

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# Person Specification

|  |  |
| --- | --- |
| The following qualities are **essential** for applicants | The following qualities are **desirable** for applicants |
| * A good honours degree in a Maths. * QTS specialising in Maths. * Clear understanding of recent assessment and curriculum issues in Maths. * Evidence of recent professional development including specific preparation for a leadership role. * Evidence of achieving strong outcomes with classes. * A consistently excellent classroom teacher who meets all of the teaching standards. * The desire to develop professionally as a teacher and leader. * The ability to:-   + mentor and coach colleagues to deliver better lessons   + plan detailed schemes of work that enable students to make strong progress over time.   + build a high performing team and to hold others to account.   + foster a classroom atmosphere in which learning is taking place.   + transmit personal enthusiasm for the subject to students. * Remain solution focused in order to improve the quality of Maths provision. | * A-level teaching experience. * A leadership role with a line management responsibility. |

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Information about the maths department

# Staff members

* There are currently 6 well qualified specialist maths teachers within the department.
* All staff are expected to work throughout the age and ability range and work mainly in their own classrooms.
* Our ethos is one of openness, support and honesty in our teaching.
* We pride ourselves on being open minded, reflective and hardworking who place the students at the heart of all that we do.

# the maths department

* In joining us you should expect to be part of a vibrant and developing team who will support you and expect your support in return. If you would like to join us we would be delighted to review your application.
* The maths department is situated in a suite of 6 classrooms each fitted with a digital projector and interactive whiteboard.
* Our students are exciting and enter with high results from KS2, and departmental policies have evolved over recent years to best support the progress of every student in our care.
* Our curriculum offer seeks to challenge and enrich our students with the beauty and application of mathematics alongside the national aims of developing **fluency**, **reasoning** and **problem solving**.
* With the pleasure of working with extremely talented youngsters in every year group, we value **consistency** and **rigour in methods** as well as an ability to **solve meaningful problems** and develop truly strong mathematicians.
* Our growing bank of high quality **shared lesson resources** are based upon our own schemes of work which structure opportunities to develop fluency in methods and the application of problems in every topic area.

## KS3 maths

* We employ a **2 year KS3 model** which is common to all departments in the North East Learning Trust with common assessment points at the end of each term.
* We stream our students from Year 7 into 4 classes across 2 bands which helps support a positive and progressive attitude.
* Curriculum areas of Number; Algebra; Shape, Space and Measures; and Handing Data are developed across Y7 and Y8 in preparation for the GCSE course.

## KS4 maths

* Year 9 begin the Edexcel Mathematic (9-1) qualification.
* Students enter their final examinations at either Higher or Foundation tier depending upon mock results and performance over time.

## KS5

* The following A-level courses are offered at AS and A2
  + *Mathematics (Edexcel)*
  + *Further Mathematics (Edexcel)*
* Strong ability exists in-house to teach the full array of modules included within Pure Mathematics (up to FP3), Mechanics, Statistics and Decision Mathematics.