



GREAT SANKEY HIGH SCHOOL

HEAD OF KEY STAGE IN MATHS

JOB DESCRIPTION & PERSON SPECIFICATION





GREAT SANKEY HIGH SCHOOL JOB DESCRIPTION

HEAD OF KEY STAGE IN MATHS

Responsible to: Head of Department, SLT, Headteacher, CEO

Core Purpose: To carry out the professional duties of a school teacher, (as specified in the Teachers' Pay and Conditions Act), in accordance with any directions which may reasonably be given by the Headteacher or line manager designated by the Headteacher/Head of Faculty.

KEY ACCOUNTABILITIES:

- To teach, enthuse and inspire students about Maths and to be a motivational leader who can also inspire colleagues.
- Continue to develop record of outstanding classroom practice and act as an excellent role model for colleagues in terms of reflecting on and developing own practice.
- To provide and support the professional leadership and management of the faculty alongside the Head of Maths
- To help secure high quality teaching and improve standards of learning and achievement for all students across all key stages.
- To work alongside the Head of Maths to quality assure intervention at wave one and beyond.
- To work alongside the Head of Maths to quality assure systems, policies and procedures.
- To assist in the development of programmes of study, materials and schemes of learning and participate in professional development programmes
- To follow school policies and procedures in respect of the duties of a classroom teacher

KEY TASKS:

Learning and Teaching

- To inspire learning and teaching development within the department in collaboration with the Head of Department.
- Inspire department to implement latest theory and provide strategy updates to the rest of the department through meetings and appropriate training.
- Take an enthusiastic approach to curricular changes in order to motivate and inspire the Maths team in the systematic use of research into teaching and learning and to develop departmental practice through this as appropriate.

- Provide expert advice on the updating of schemes of learning, long term plans and assessments. Also to ensure these are updated to link to changes in curriculum/syllabus and are available for use across the department.
- Monitor and develop teaching and learning and assessment for learning practices within the department in order to drive progress.
- To develop and to enthuse colleagues in the development of extra-curricular activities.
- Effectively and sensitively monitor and evaluate the quality of teaching and learning within the department.
- To develop homework, the use of technology and distance learning provision and to ensure parents are informed of opportunities available to their children and how to support progress in these areas.
- Lead and develop cross-curricular links through appropriate projects and initiatives.
- To develop and monitor Spiritual, Moral, Social and Cultural activities (SMSC) as standard practice within the department.

ROLES AND RESPONSIBILITIES:

To provide all students in the Department with excellent learning opportunities through:

Leadership and Management

- Strategically plan for interventions and ensure the effective implementation of these interventions.
- Achieve a high profile within the school and foster an ethos where intervention is recognised as crucial to teaching and learning.
- To assist the Head of Department in the production of a development plan and quality assure the implementation of this across the department.
- To assist the Head of Department and lead in identifying development priorities and strategic planning.
- To assist Head of Department in advising on effective and efficient deployment of staff in order to ensure outstanding student performance and staff development.
- To ensure that Performance Management of colleagues is rigorously linked to personal and professional development priorities, appropriate pay scale and responsibility.
- To monitor and evaluate pupil performance and be pro-active in the development of interventions where needed.
- To produce evidence to inform the SEF and DEF for the Head of Department.
- Work with the Head of Department to ensure internal and external deadlines are met.
- Create, maintain and enhance effective professional relationships.

Attainment and Achievement

- To inspire outstanding teaching and learning within Maths department and assist the Head of Department in driving progress through an enthusiastic approach to teaching and learning.
- To track student progress within the Maths Department with particular reference to groups and quality assure the interventions in place.
- To develop effective systems for Assessment for Learning and monitor the quality of formative and summative data and progress facilitated by these.
- To analyse data from assessment returns to inform and develop the Maths Department.
- To liaise with the Head of Department on interventions and expected outcomes from the above.

- Where appropriate, to co-ordinate examination entry in collaboration with the Head of Department.

Behaviour and Safety

- To ensure high standards of behaviour within the department– monitoring internal reports and exclusions and identifying patterns. To lead colleagues in the use of sanctions and behaviour for learning strategies.
- To use SIMS and related school systems to report on key issues, ensure consistency and to develop department strategies to reward success.
- To work with the Head of Department to ensure effective intervention around identified issues within the department and to monitor the impact of this.
- To use the results of work scrutiny programmes to develop standards of students' work and levels of motivation.
- To liaise with the Head of Department on matters of health and safety, buildings and premises within the curriculum area.
- To ensure behaviour for learning is fully addressed within the department in line with whole school policies, procedures and expectations.
- To monitor classroom standards (for instance behaviour for learning, punctuality, homework completion) and liaise with the Head of Department to ensure that issues within the department are fully and effectively addressed.
- To lead alternative programmes within the curriculum area to address long-standing issues for individuals/groups of students who are underachieving.
- To ensure that students with statements, specific educational needs and medical conditions are fully identified and catered for in the department and that all staff are aware of these students.

Pastoral Care and Discipline

- To contribute to the pastoral commitments of the school
- To help exercise responsibility for the conduct and behaviour of students within the departments and the school as a whole
- To participate in arrangements made for the supervision and safety of students between lessons and at the start and end of the school day
- To attend scheduled meetings with parents
- To record students' progress and complete reports
- To maintain an up-to-date teaching record/diary
- To assist as required with arrangements for public examinations
- To contribute to the evaluation and effectiveness of administrative routines

The responsibilities above are subject to the general duties and responsibilities contained in the current statement of Teachers' Conditions and Employment.

This job description takes into account the recommendations of the roles and responsibilities as outlined in the TTA National Standards as well as the broad guidelines for Subject Leaders.

This job description is not necessarily a comprehensive definition of the post and will be subject to modification or amendment at any time after consultation with the post holder. The post-holder will undertake the professional duties of a member of school staff as circumstances may require under the reasonable direction of the Headteacher.

Person Specification / Selection Criteria for Head of Key Stage in Maths

Note: The Applicant will be required to safeguard and promote the welfare of children and young people. Candidates failing to meet any of the essential criteria will automatically be excluded.

[A] Qualifications

| Qualification requirements | Essential | Desirable | Source |
|---------------------------------------|-----------|-----------|--------|
| PGCE or teacher-related qualification | E | | A |
| Degree in main subject or SKE | E | | A |

[B] Experience

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Experience of working in secondary school | E | | A/I |
| Experience of working in a team | | D | A/I |
| Experience of working independently | | D | A/I |
| Experience of creating schemes of work/resources | E | | A/I |

[C] Knowledge/Understanding

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| KS3 National Curriculum | | D | A/I |
| KS4 National Curriculum | | D | A/I |
| KS5 National Curriculum | | D | A/I |
| Assessment | | D | A/I |
| Safeguarding & Health and Safety rules. | | D | A/I |
| Strong working knowledge of the National Curriculum, issues and developments | | D | A/I |
| Knowledge of equal opportunity issues for students and staff | | D | A/I |
| Knowledge of current educational issues especially related to the curriculum in Maths | E | | A/I |
| Knowledge of current teaching, learning and assessment issues relevant to the needs of the school | E | | A/I |

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| The process of strategic planning | E | | A/I |
| Knowledge of effective strategies for leading and managing school/department improvement | E | | A/I |
| Knowledge of the management of staff, including professional development | E | | A/I |
| Strategies for strengthening the school's links with the wider community, including parents and carers | | D | A/I |

[D] Leadership and Management

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Involvement in department development | E | | A/I |
| School development planning and evaluation | E | | A/I |
| Raising standards | E | | A/I |
| Project management | E | | A/I |
| Effective team leadership | E | | A/I |
| Working with partners and the local community | | D | A/I |
| Assessment data analysis and target setting | E | | A/I |
| Monitoring and evaluation | E | | A/I |
| Knowledge of collaborative learning | E | | A/I |
| Understanding of how to use data to impact on pupil progress | E | | A/I |
| Effective strategies for maximizing retention at KS5 | E | | A/I |

[E] Personal Qualities and Skills

| | Essential | Desirable | Source |
|---------------------------------------|-----------|-----------|--------|
| Good communication skills | E | | A/I |
| Good interpersonal skills | E | | A/I |
| Honesty | E | | A/I |
| Team player | E | | A/I |
| Ability to meet deadlines/manage time | E | | A/I |
| Organisational skills | E | | A/I |

| | | | |
|--|---|--|-----|
| ICT literate | E | | A/I |
| Empathy with students/ability to form good relationships | E | | A/I |
| Excellent classroom management skills | E | | A/I |
| Inspiring and creative teaching skills | E | | A/I |
| Enthusiastic ability to motivate others | E | | A/I |
| Initiative/Problem-solving skills | E | | A/I |
| Willingness to learn new skills | E | | A/I |
| Commitment to the school ethos and aims | E | | A/I |

[F] Additional Factors

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| A commitment to raising achievement across the whole age and ability range | E | | A/I |
| Willingness to be involved in extra-curricular activities | E | | A/I |
| Driven towards achieving results for all | E | | A/I |
| Commitment to developing links with parents and the wider community | E | | A/I |

[G] Pre-Employment Checks

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Positive recommendation from all referees, including current employer | E | | R |
| DBS Clearance post appointment | E | | N/A |

[H] Application Form and Supporting Statement

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post.

There should be no unexplained gaps in career history.

(Source: A=Application (form+letter); I=Interview; R=Reference)