

Caterham High School

Job description: Curriculum Leader Mathematics

Salary: Outer London scale with TLR – 1D (£14,031)

Contract type: full time, permanent

Reporting to: Senior Leader Line Manager

Responsible for: line management of Mathematics post holders and teachers (as appropriate) and leadership of deployment of technicians.

Main purpose

The Curriculum Leader will take lead responsibility for providing leadership and management for **Mathematics** to secure:

- High quality teaching across all subjects and year groups
- Effective use of resources
- Improved standards of learning and achievement for all
- An established, inspirational, effective and cohesive **Mathematics** curriculum team

Duties and responsibilities

Leadership: Strategic direction

- Develop and implement policies and practices for **Mathematics** which reflect our school's commitment to high levels of progress and achievement, effective and consistent strong teaching and learning and aspiration for all students in line with school objectives
- Create a climate which enables staff to develop and maintain positive attitudes towards **Mathematics** and confidence in teaching, utilising the school's approaches to T&L to good effect and in line with policy and school objectives
- Establish a clear, shared understanding of the importance and role of **Mathematics** in contributing to students' spiritual, moral, cultural, mental, personal and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life
- Use data and other sources of evidence effectively to identify students who are underachieving, and create and implement effective plans to support those students where necessary, supporting staff as appropriate, ensuring consistency and rigour in approach to meet school objectives
- Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods to raise levels of progress, achievement and to foster a culture of success and forward thinking amongst students and staff
- With the involvement of relevant staff, establish an aspirational curriculum, with medium and long term plans for the development and resourcing of the subject to provide staff with learning support and to establish an engaging curriculum provision for students
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning and other strategies, and use this analysis to guide further improvement to achieve school aspirations and objectives

- Establish a strong ethos of liaison and communication, and sharing of information with parents and carers, and appropriate bodies as required

Leadership: The Quality of Education: T&L, Curriculum and Assessment

- Ensure curriculum coverage, continuity and progression in the subject for all students, including more able students, students with special educational needs and students with English as an additional language
- Make sure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students
- Provide guidance on the choice of effective teaching and learning methods to meet the needs of different students, personalising learning, and appropriate to subject pedagogy
- Ensure appropriate courses and pathways are in place to meet cohort need, evaluating content, examination demand, and viability to ensure a coherent subject provision
- Ensure effective development of students' literacy, numeracy and IT skills through the subject
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement, set targets, and secure good progress to meet school targets and aspirations
- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching
- Ensure effective development of students' individual and collaborative study skills
- Work with staff to establish a partnership with parents and carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Establish extracurricular or enrichment opportunities, including in-school clubs, as part of the departmental provision for students
- Develop effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and to develop students' wider understanding

Leadership: Leading and managing staff

- Play a significant role in the development and work of the Middle Leadership group of the school, sharing good practice, supporting other Middle leaders and working with Senior Leaders to achieve school objectives and aspirations
- Lead by example in all aspects of school life to model professional behaviours and high expectations to all staff and students
- Work with the Senior Team to ensure the smooth running of the school, supporting as necessary with reasonable requests or requirements that ensure the safety and well being of staff and students
- Play an active, professional and positive part in quality assurance, evaluation of practice and implementing plans and strategies as decided by the Middle Leadership group and/or Senior Leadership
- Engage in developing positive relationships with the local community, supporting promotional activities that enhance the school's reputation

- Help staff to achieve constructive working relationships with students and parents and carers
- Establish clear expectations and constructive working relationships among **Mathematics** staff, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate
- Sustain your own motivation and that of other staff involved in **Mathematics**
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s)
- Audit training needs of subject staff
- Lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations and external agencies or affiliations
- Make sure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed
- Enable teachers to achieve expertise in their subject teaching
- Work with the Inclusion Department and SENCO, and any other staff with special educational needs or EAL expertise, to make sure that EHCP targets and support plans or advice is implemented to best meet the needs of students and enable them to make expected progress
- Make sure that the headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans in order to support school objectives

Leadership: Efficient and effective deployment of staff and resources

- Establish staff and resource needs for the subject and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money
- Deploy, or advise the headteacher on the deployment of staff involved in the subject to make sure the best use of subject, technical and other expertise
- Make sure the effective and efficient management and organisation of learning resources, including ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Ensure subject specific equipment is monitored, and manage liaising with the Site Manager and Business Manager with regard to up keep and maintenance in line with Health and safety protocols
- Use space to create an effective and stimulating environment for the teaching and learning of **Mathematics**
- Make sure that there is a safe working and learning environment in which risks are properly assessed
- Liaise with the Inclusion Department leaders to ensure best use of additional adults to support the learning, progress and attainment of students requiring support

Safeguarding

- To uphold, support and act upon the school Safeguarding Policies and practice ensuring knowledge and understanding is up to date with clarity of procedures to be followed
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty

Teaching:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher, and as outlined in the school's teacher's job description – the Curriculum Leader will need to be able to teach GCSE & A Level **Mathematics**
- To model high standards of practice in learning and teaching
- To adhere to, and meet, the expectations of the Teachers' Standards

Additional duties:

- To play a full part in the life of the school community, to support its ethos and values, and to encourage staff and students to follow this example

Other specific duties:

- To engage in personal professional development
- To actively and positively engage in the performance management process
- To undertake any other duty as specified by the Headteacher not mentioned in the above
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role. *This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.*

This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job, commensurate with the grade and job title.

Last review date: March 2022

Next review date: September 2023

Headteacher's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Caterham High School

Person specification: Curriculum Leader Mathematics

EXPERIENCE AND KNOWLEDGE	Essential	Desirable
Good Honours Degree or equivalent qualification	X	
Qualified teacher status	X	
Proven record of excellent classroom practice with significant teaching experience at KS4 and KS5	X	
At least 2 years' experience as a Middle Leader or post holder with demonstrated ability to work strategically and successfully at middle leadership level	X	
Proven record of raising student achievement through setting and achieving ambitious, challenging goals and targets	X	
Can demonstrate strategic thinking, self-evaluation and action planning that builds, communicates and carries forward a coherent and shared vision	X	
Expert knowledge of the National Curriculum, and subject specifications for own subject/s and ability to comprehend other social science subjects	X	
Understanding of high-quality teaching and learning strategies pertinent to Mathematics , and the ability to model this for others and support others to improve	X	
Understanding and knowledge of assessment methodologies that secure good learning and outcomes		X
Experience and understanding of the positive impact of enrichment development		X
Significant experience of whole school development initiatives		x
Ability to analyse and use data to identify the strengths and weaknesses of a cohort to establish improvement targets and effect positive change	X	
Experience of building and sustaining effective relationships with other schools and partners and the broader community that enhance the education and wellbeing of pupils		X
Awareness of local and national organisations that can provide support with delivering subjects for Mathematics	X	
Has an understanding of up to date national initiatives and the implications of the government's education agenda		X
SKILLS	Essential	Desirable
Ability to promote the ethos and vision of the school to others including all stakeholder groups	X	
Effective communication and interpersonal skills, with good ITC skills	X	

Ability to lead and work within teams, and understand the significance of interpersonal relationships and strategies for promoting individual and team development	X	
Ability to build effective working relationships with staff, students, parents and carers and other stakeholders	X	
PERSONAL ATTRIBUTES	Essential	Desirable
Ability to think creatively and/or use research to improve student, cohort and school improvement		X
Aspire to a senior leadership role in a school /potential for future promotion		X
Belief in the responsibility of a school to get the best outcomes for <i>all</i> students	X	
Ability to demonstrate sound judgement and make considered decisions	X	
Able to respond positively to pressure with resilience, optimism and be solution focused	X	
Is highly credible and can model excellent leadership behaviours, maintaining confidentiality at all times	X	
ADDITIONAL FACTOR	Essential	Desirable
Display a knowledge of relevant legislation and guidance in relation to working with children and commitment to the protection and safeguarding of children and young people.	X	