



Job description

Job title	Class Teacher and Subject Leader Mathematics
Salary band	M3 to M6, UPS with TLR 2a
Contract type	Full time
Reports to	Co-Head Teachers
Responsible for	Class Teacher – Mathematics Subject Leader
Purpose of job	
<p>The subject leader will take lead responsibility for providing leadership and management for Mathematics to secure:</p> <ul style="list-style-type: none"> ▪ High-quality teaching ▪ Effective use of resources ▪ Improved standards of learning and achievement for all <p>This is made explicit in the School Teachers' Pay and Conditions Document (STPCD), page 75, paragraph 48</p>	
Major duties and responsibilities	
<p style="text-align: center;">Class Teacher</p> <p>The teacher is responsible to the Co-Head Teachers.</p> <p>General</p> <ul style="list-style-type: none"> • To carry out the duties of a school teacher as set out in paragraph 33-36 inclusive of the School Teachers' Pay and Conditions Document. • You will be responsible for the education and welfare of a class with due regard to the School Aims, Objectives and Schemes of Work, the requirements of the National Curriculum, Early Learning Goals and any policies of the Board of Governors. • To share in the corporate responsibility for the well-being and discipline of all pupils. To develop a consistent, positive approach to all aspects of school life. • To contribute positively to the induction of all newly appointed members of staff. <p>Responsibilities in the Classroom</p> <p>The following list of duties highlights the key tasks, which the classroom teacher should undertake in order to meet the requirements of the provision of the School Teachers' Pay and Conditions Document.</p> <p>Curriculum</p> <ul style="list-style-type: none"> • To plan and prepare written lessons termly, weekly and daily in line with agreed school policy • To teach pupils according to their educational needs including the setting and marking of work • To ensure that all aspects of the National Curriculum and Early Learning Goals are covered when applicable • To make appropriate use of the range of resources available in school • To prepare a well-balanced flexible timetable. 	

**Assessment and Record Keeping**

- To assess, record and report on the development, progress and attainment of pupils
- To maintain all agreed school records on children.

Classroom Management

- To maintain an accurate daily class register and dinner book in the morning and afternoon in accordance with school and LEA policy
- To maintain a display of children's work and appropriate charts needed by the children
- To organise the furniture and resources in the classroom to reflect curricular needs, physical restrictions and interests of the children.
- To teach children to use and store resources correctly and safely.

Discipline and Health and Safety

- To maintain good order and discipline among the children
- To safeguard children's health and safety both on school premises and when they are engaged in school activities elsewhere
- To follow all procedures in the Health and Safety Document of the school.

Pastoral Care

- To be aware of the child's home background and act upon any problems relating to the child's health
- To discuss with the Designated Safeguard Lead suspected abuse and signs of non-accidental injury.

Whole School Responsibilities

- To attend and contribute to staff meetings and training sessions
- To share skills and knowledge with colleagues as appropriate
- To participate in the evaluation of current policies and the formulation of new policies.
- To contribute to the wider school ethos

Appraisal

- To participate in arrangements for teacher appraisal as agreed in the school's policy.

External accountability

- To keep the Co-Headteachers well informed on all matters relating to the school and the pupils
- To be available to parents at a mutually convenient time before and after school
- To attend Parents Evenings and prepare necessary reports in accordance with DFE regulations
- To prepare reports for Governors and members of the Local Authority if required to do so
- To maintain appropriate, official records and returns
- To attend, as appropriate, courses and meetings held away from school
- To report back to colleagues when appropriate
- To liaise with support agencies and professional bodies when appropriate.

The Job Description allocates duties and responsibilities; it does not direct the amount of time to spend in carrying them out. In allocating time to the performance of duties and responsibilities, the teacher must use directed time in accordance with the School's policy, and have regard to clause 36 (1) of a Teachers Conditions of Employment.



The Job Description is not necessarily a comprehensive definition and the teacher may be required to undertake such other tasks appropriate to the level of appointment as the Co - Head Teachers may require.

Subject Leader Mathematics

Strategic direction

- Develop and implement policies for Gearies Primary in line with our school's commitment to high-quality teaching and learning
- Promote the subject, its importance, and the value that it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school improvement plan and produce an action plan for the subject
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
- Work with the Science, Technology Engineering and Mathematics (STEM) leader to understand how the subject is developed and embedded across our curriculum.
- Liaise with the [local authority (LA) within subject groups on subject-related events, projects and activities

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for the subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area

Leading and managing staff

- Join team planning and Moderation meetings (Monday and Tuesday's 3.20 to 4.15pm) on the subject to keep staff informed of any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Coach and model team teaching
- Lead subject-specific projects which improve engagement with pupils and parents/carers
- Lead extra-curricular activities related to the subject
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises



Efficient and effective deployment of resources

- Provide support with selecting high quality resources for use in the subject area
- Work with the subject coordinators to ensure that links between Mathematics and other subjects (especially STEM) are used effectively across the curriculum
- Create a safe, welcoming environment and take care of the classroom accommodation
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage budgets effectively to ensure it is spent on resources that add value and enhance the learning experience

Essential Skills, Knowledge, Attributes and Dispositions

As an outstanding professional, we need you to be a visionary leader

Visionary school leadership has a clear, inspiring vision for the school's future. This vision encompasses the holistic development of children, equipping them with skills for life, and preparing them for a rapidly changing world. This vision also empowers staff, crucial for fostering a positive school culture. In the 21st century, collaboration is paramount. School leaders need to foster a collaborative environment among teachers, students, parents, and the community. Working together creates a sense of ownership and shared responsibility for the school's success.

As Inclusion leader, we need someone who can develop vision and strategies which are aligned to a, "Anticipatory Fashion" of making reasonable adjustments, enabling full access and participation of all children in their educational experiences, in the widest sense.

As an outstanding professional, we need you to be an outstanding Champion for our Children

It is essential that you are motivated and aspire to drive a culture of positive beliefs, traditions and actions that influence the daily behaviours and actions of everyone in our community, setting the context that improving our children's learning experiences and their wellbeing are the moral values which drive our work.

Our curriculum must evidence how we professionally care for each child. Our curriculum and culture must also reflect culturally responsive pedagogies which further evidence our professional care and attention to our entire community. To achieve this, you must be able to:

- Build a strong community, intensely focused on children's learning and well being
- Solicit and act upon all stakeholder input
- Engage children and families in the pursuit of educational goals
- Ensure all teachers teach with cultural responsiveness
- Establish, "Caring and Daring" Child – Teacher relationships
- Ensure our curriculum bridges cultural referents
- Exalt a community of learners which provides our children and their families with the strong sense that each is seen, matters and belongs

This is a role for an inspirational leader, who has a proven record of accomplishment of being able to inspire colleagues to develop the courage, integrity and kindness needed to ensure we act in the interests of our children and their families, through sincere, honest Professional Love.



Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

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 subject leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.



Person Specification

Subject Leader: Class Teacher and Subject Leader of Mathematics

Criteria	Qualities
Qualifications and Training	<ul style="list-style-type: none"> ▪ Qualified teacher status. ▪ Degree ▪ Professional development in preparation for a leadership role (examples: NPQ, Masters)
Experience	<ul style="list-style-type: none"> ▪ Leadership and/or management experience in a school ▪ Experience conducting training/leading CPD ▪ Minimum 6 years teaching experience, ideally across all key stages ▪ Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community ▪ Evidence of sound knowledge of effective quality first teaching and intervention strategies
Skills and Knowledge	<ul style="list-style-type: none"> ▪ Expert knowledge of the National Curriculum, particularly the Mathematics curriculum ▪ Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve ▪ Awareness of local and national organisations that can provide support with delivering the subject ▪ Ability to build effective working relationships with staff and other stakeholders ▪ Ability to adapt teaching to meet pupils' needs ▪ Ability to build effective working relationships with pupils ▪ Knowledge of guidance and requirements around safeguarding children ▪ Good IT skills ▪ Effective communication and interpersonal skills ▪ Ability to communicate a vision and inspire others ▪ Knowledge and understanding of current developments and best practice in assessment ▪ Knowledge and understanding of the statutory requirements of legislation concerning equal opportunities, disability, health and safety and safeguarding ▪ Ability to plan and evaluate, including data analysis to inform provision planning ▪ Ability to build effective working relationships ▪ Ability to use comparative data to inform school improvement, provision mapping and planning ▪ Ability to lead and manage people to work effectively, both individually and in teams ▪ Ability to seek advice and support when necessary ▪ Show excellent time and management skills and analyse, prioritise and meet deadlines ▪ Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills ▪ Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals ▪ Ability to promote the learning ethos of the school, supporting our vision for



	<p>excellent education which develops happy, confident, successful and caring global citizens</p> <ul style="list-style-type: none">▪ Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best▪ Ability to provide support and advice to the Governing Body, to enable it to meet its responsibilities
Personal qualities	<ul style="list-style-type: none">▪ Uphold and promote the ethos and values of the school▪ Ability to work under pressure and prioritise effectively▪ Maintain confidentiality at all times▪ Commitment to safeguarding and equality▪ Commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school▪ Commitment to equal opportunities and securing good outcomes for all pupils▪ Passion for the progress of students from all backgrounds▪ A dynamic and enthusiastic approach▪ Strong work ethic and resilience▪ A team player with drive and a sense of humour▪ A commitment to inclusive education and a willingness to respond to the needs of all learners▪ Ambition, energy, enthusiasm, determination and drive▪ Reliability, professionalism and integrity