

JOB DESCRIPTION

Acting Faculty Lead of Maths

REPORTS TO:	Headteacher
PAYSCALE:	Competitive
LOCATION	Burnt Mill Academy
TERMS	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.
CONTRACT:	Fixed Term Contract, Full-time 1 st September 2024

PURPOSE OF THE JOB

- To provide leadership of the Maths Faculty.
- To take a lead role in the monitoring and evaluation of standards across the faculty and to be a leading professional actively promoting effective teaching and learning practices across the faculty.
- To promote excellent standards of behaviour across the faculty and across the Academy.
- The post will require you to work in partnership with all staff to ensure the continuous improvement of the school.

Liaison with:

- The post-holder is expected to interact and lead colleagues on a professional level in order to promote a mutual understanding of the Academy's vision and values.
- The post-holder is expected to network and liaise with other faculty heads both within the Academy and across Burnt Mill Academy Trust.

Specific Responsibilities

Leading the Faculty

- To provide a clear vision for the Maths Faculty.
- To raise attainment in the faculty to ensure it exceeds national averages and add significant value to learners so they make beyond expected progress.
- To monitor the performance of all groups of learners across all subjects at least once a term.
- To ensure pupils are entered for the appropriate public examinations at the appropriate stage.
- To lead the faculty to produce an annual improvement plan, taking account of the needs of all the subject areas.
- To ensure that all teachers in the faculty have the curriculum knowledge to enable them to deliver their subject to the highest standard.
- To support and assist teachers within the department to ensure they understand and implement the Academy's policies, especially on assessment, homework, behaviour and developing the quality of teaching, lesson planning and schemes of work and outstanding learning and teaching.
- To Performance Manage the Second in Department and AST/s in the faculty.
- To lead the Lead Practitioners within the faculty to ensure that they are able to contribute to improving standards.
- To lead the monitoring of teaching and learning across the faculty and report annually on the standards of leadership, teaching and learning in the designated subjects.
- To provide regular progress updates to Leadership Team.

Management Responsibilities

- Day to day organisation of the faculty including organising any cover arrangements for members of the team.
- To manage the allocation of all resources including staffing, annual capitation, and all consumable resources.
- To ensure the Maths faculty timetable is up to date and staff are deployed correctly.
- To maintain the setting and groupings across the faculty.
- To maintain a calm, learning environment in the faculty at all times of the day, including lunch and break time.
- To monitor the schemes of work, daily lesson planning of all teachers across the faculty.
- To organise team meetings and team briefings.

Main Expectations of the role

1. Shaping the Future

- Establishing a vision for the future of the faculty.
- Contribute to the identification of key areas of strength and weakness in the faculty.
- Work to a high standard in implementing agreed policies, priorities and expectations, to set good examples to other colleagues.
- Promote a culture of teamwork, in which views of all members of the faculty are valued and considered.
- Contribute to the self-evaluation of the school and lead the self-evaluation of the faculty.

2. Leading Learning and Teaching

- Provide detailed analysis of key faculty performance data to a variety of audiences, including the SLT and LGB Members.
- Promote the active involvement of pupils in their own learning.
- Contribute to target setting.
- Support strategies to promote high standards of behaviour.
- Provide support for colleagues in improving the learning environment to enhance learning and increasing engagement.

3. Developing self and managing others

- Promote and safeguard the safety and welfare of children and young people in your faculty.
- Contribute to the creation of a positive faculty ethos, in which every individual is treated with dignity, respect, and the safety and welfare of children and young people is paramount.
- Support the development of collaborative approaches.
- Set high expectations for your own performance and that of others.
- Engage in relevant professional development activity as necessary.

4. Managing the organisation

- Contribute to a regular review of the faculty to ensure it meets statutory requirements.
- Develop action plans in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money.
- Being a presence in the school corridors at lesson change over, break times and at one of the lunch sessions during the day.

5. Securing Accountability

- Work alongside the Headteacher to secure improvement through Performance Management; take responsibility for the performance management of staff you directly line manage.
- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups.
- Contribute to the reporting of the performance of the faculty to parents, carers, governors and other key partners.

6. Strengthening Community

- Contribute to; strengthening partnerships with Maths faculties in other schools within Burnt Mill Academy Trust.
- Contribute to policies and practices, which promote equality of opportunity and tackle prejudice.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement.

Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Acting Faculty Lead of Maths

		Essential	Desirable
Qualifications and documentation	<ol style="list-style-type: none"> 1. Honours Degree 2. Qualified Teacher Status 3. Enhanced DBS and validated references 4. Eligibility to work in the UK 5. Evidence of further professional development relevant to the post 	 X X X X	
Experience	<ol style="list-style-type: none"> 1. A record of high quality/outstanding classroom teaching in at least two comprehensive schools. 2. Leadership and management of a team of teachers and support staff. 3. Initiating, implementing, monitoring and evaluation of provision or support. 4. Support and intervention programmes and how its different components contribute to pupils' whole school experience. 5. Outstanding teaching approaches that generate highly effective learning for all students. 6. School self-evaluation and review. 7. Managing change and the consequences of change. 8. Understand and demonstrate the core principles of school improvement 	 X X X X X X X X	
Knowledge Skills / Competencies	<ol style="list-style-type: none"> 1. Ability to teach to KS3 and KS4 2. Commitment to improving student learning and raising achievement. 3. Curriculum planning and providing different pathways for learners. 4. Enthusiasm to inspire in students a desire to learn and participation. 5. Knowledge and understanding of recent legislation, development and initiatives in secondary education. 6. An understanding of the whole range of learning needs 7. An understanding of the use of comparative data and target setting. 8. Knowledge of the curriculum at KS3 and KS4 and an in depth knowledge of NFQ. 9. An understanding of the use and potential of ICT to develop learning. 10. An understanding of SEND provision. 11. Lead and contribute to discussion planning and self-evaluation. 12. Demonstrate a clear understanding of current educational thinking and policy articulating the implications of both for Burnt Mill Academy and on attainment. 	 X X X X X X X X X X X X X	
Personal Qualities	<p>Characterised as:</p> <ol style="list-style-type: none"> 1. Work supportively and constructively with the Headteacher and SLT. 2. A leader of people. 3. Highly organised and meet deadlines. 4. Model and ensure the highest professional standards for staff and pupils by personal example of hard work, commitment to meeting the needs of students and parents and a high level of professionalism in manner and organisation. 	 X X X X	

	5. Good communicator verbally and in writing.	X	
	6. A high level of personal integrity and probity.	X	
	7. Ability to motivate others to support school and team ethos.	X	
	8. Desire to improve professional skills, including management development.	X	
	9. Experience of leading and managing others.	X	
	10. Ability to motivate others to support school and team ethos.	X	
	11. Ability to support tutor teams in implementing school policies.	X	
	12. A clear understanding of how to use data to raise student achievement in particular groups of learners.	X	
	13. Understand and articulate what good teaching and effective learning is and how these can be applied to raise student attainment.	X	
	14. Good self-management skills including the ability to plan own time effectively.		
	15. To be able to communicate effectively to different audiences both verbally and in writing.	X	