



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Deputy Head of Department - Maths

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart into their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

About the role...

Main Purpose of the Job

To support the Head of Maths in raising the standards of attainment for all students in Maths. Deputise for the Head of Maths, in their absence. To be responsible for a Key Stage ("the Key Stage") in Maths as directed by the Head of Maths. To play a significant role in the leadership and management of that Key Stage to secure high levels of progress and to raise the standards of attainment for all students. As a member of the Academy's Extended Leadership Team (ELT), to contribute to whole-school improvement at a strategic level. To uphold the values of the Hesse Academy and the principles of ethical leadership in all interactions with colleagues, students and parents.

Core Accountabilities:

1. Responsibility for standards of attainment and progress
2. Responsibility for strategic development
3. Responsibility for staff and staffing
4. Responsibility for student achievement and welfare
5. Responsibility for resources
6. Extended Leadership Team Responsibilities

Key Tasks

1. **Responsibility for standards of attainment and progress**
 - a. Ensure that all students follow a well-planned and strategically intentioned curriculum for the Key Stage which challenges and inspires students to develop a thirst for learning
 - b. Support the Head of Maths to ensure that appropriate targets for student attainment and progress in the Key Stage are met in line with performance indicators (school and national)
 - c. Maintain accurate and comprehensive records of student progress in the Key Stage
 - d. Ensure that all available data is used in planning, in assessment and teaching and learning in the Key Stage, to enable all student groups, including disadvantaged students, to achieve attainment and progress targets
 - e. Analyse student data in order to identify issues and implement appropriate intervention where required
 - f. Report on student progress and provide the Head of Maths, the Leadership Team and/or Local Governing Body, relevant information relating to performance in, and development of, the Key Stage, attending Progress Meetings as required

- g. Play a leading role in implementing robust intervention strategies to ensure required students make progress towards their targets
- h. Play a significant part in ensuring that assessment and examination procedures in the Key Stage are robust and follow agreed school policy.
- i. Contribute to the school procedures for quality assurance of teaching and learning, including the assessment and moderation of students' work.

2. Responsibility for strategic development of department

- a. Support the Head of Maths in establishing, communicating and embedding the agreed vision for the Maths department
- b. Engage in development opportunities and contribute to a high performing team
- c. Lead a Key Stage in Maths as determined by the Head of Maths
- d. Contribute to the formulation of aspects of the Maths Improvement Plan related to the Key Stage
- e. Contribute to the development of a school-wide ethos that enables everyone to work collaboratively, celebrates success and accepts responsibility for outcomes
- f. Ensure that the Key Stage curriculum is regularly reviewed to maximise student progress and engagement
- g. Maintain a strong and strategic direction for the department, keeping abreast of school and national initiatives to ensure that
- h. Lead and make a significant contribution to designing schemes of learning and curriculum plans, to include appropriate differentiation for SEND and the most able students, for the Key Stage. Ensure all schemes of learning are reviewed and revised.
- i. Support the Head of Maths to ensure the integration of school policies into schemes of learning and monitor delivery by all staff
- j. Contribute to self-evaluation processes
- k. Undertake regular Monitoring and Evaluation, as directed by the Head of Maths, to ensure high standards of teaching and learning
- l. Support the Head of Department, and Primary colleagues, to ensure a coherent curriculum for Maths and core skills across the all-through school

3. Responsibility for department staff

- a. Maintain personal expertise in Maths and share it with others
- b. Act as a role model of good classroom practice for other teachers by implementing high quality teaching and learning
- c. Maintain an up to date knowledge of educational research in the fields of teaching and learning and CPD, and use this to inform practice
- d. Contribute to the whole school Teaching and Learning CPD programme
- e. Contribute to a culture and ethos of challenge and support in Maths, where all students and staff can fulfil their potential by being fully engaged in their own learning
- f. Take a lead role, alongside the Head of Maths, to monitor and evaluate learning and teaching through aspects of learning scrutiny (e.g. work scrutiny)
- g. Responsible for the day-to-day leadership and management of designated staff within Maths, as agreed with the Head of Maths
- h. In the absence of the Head of Maths, lead the Maths department
- i. Assist with the efficient and effective deployment of staff and physical resources including timetabling and rooming
- j. Be responsible for the professional development of staff members and to support individual staff needs
- k. Support the coordination of the work of non-teachers within the curriculum area including Cover Supervisors
- l. Participate in the staff recruitment process and ensure effective induction of new staff in line with school procedures
- m. Effectively support the subject's involvement in teacher training programmes and/or coaching in school
- n. Have full consideration for staff well-being and developing morale

4. Responsibility for students in the department

- a. Provide for the learning needs of all students in the Key Stage through appropriate differentiation, stretch and challenge in all lessons
- b. Liaise with Learning Support through the SENCO to ensure Teaching Assistants are deployed and used efficiently
- c. Maintain a safe and productive learning environment for all students, dealing with discipline issues that occur by following the school's Behaviour and Rewards policy
- d. Seek opportunities to develop the behaviour management skills of the staff
- e. Instil a sense of pride, worth and achievement

5. Responsibility for resources in the department

- a. Work collaboratively with the Head of Maths and other members of the team to monitor use of teaching areas to ensure an effective and stimulating environment is maintained
- b. Assist in the management of curriculum area budgets as required
- c. Lead the development of effective subject links with partner schools and the community; attending, where necessary, liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events
- d. Contribute to the school Health and Safety File as appropriate

6. Extended Leadership Team responsibilities

- a. Contribute to the leadership of the school as a member of the ELT undertaking responsibilities commensurate with the role
- b. Participate in the appraisal cycle in line with the school's Appraisal Policy
- c. Contribute to the provision of high quality CPD across the school, including as a coach to developing middle leaders
- d. Contribute to the implementation and development of whole school policy and practice

Core Purpose of a Teacher

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

About you...

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

Qualifications and Training

Essential

- Degree/equivalent in relevant subject
- Teaching degree or equivalent
- QTS status
- Commitment to continue own personal development

Experience

Essential

- Up to date and working knowledge of the teaching of English topics and appropriate resources which delivers outstanding teaching and learning opportunities
- Good knowledge and understanding of learning and teaching at KS3, 4 and 5
- Excellent subject knowledge
- Excellent behaviour management skills
- Experience of assessment of students' progress
- Experience in the role of form tutor

Desirable

- Effective experience as a leader
- Ability to teach across the key stages
- Experience of working with students with learning difficulties or disabilities
- Experience of use of English through business, research or industry
- Experience of undertaking effective performance management
- Experience of managing underperformance

Knowledge and Skills

Essential

- Good understanding of the National Curriculum and recent changes
- Ability to motivate and encourage students
- Ability to observe and monitor progress and maintain records
- Good understanding of curriculum developments in subject area
- Potential to contribute to the development of courses
- Ability to analyse data, set targets and monitor and evaluate progress towards these
- Ability to provide leadership, motivation and inspiration to a team of people
- Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement
- Commitment to support the nurturing ethos at The Hessle Academy
- Ability to articulate and share the vision of The Hessle Academy
- Commitment to equal opportunities

Desirable

- Good ICT skills and a good working knowledge of Microsoft Office/Google Suite

Values and Personal Competencies

- Committed to the values and vision of the Trust
- The desire to convey interest in subject to young people
- Commitment to safeguarding and promoting the welfare of children and young people
- Excellent interpersonal skills; energy and enthusiasm
- Self-motivation
- Organisational and time management skills
- Ability to question
- Flexibility and adaptability
- Ability to effectively evaluate own performance
- Team focused with the ability to work independently and take initiative
- Committed to equality, diversity, and inclusion
- Strong morals, ethics, and sound judgement

As a member of the Trust

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance

- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Contribute to systems of evaluation and performance of the organisation positively

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility