



Key Stage 3 Maths Co-ordinator Job Description

TLR 2a

Key responsibilities

- Ensure all students make at least expected progress in Maths at Key Stage 3, whatever their starting point.
- Ensure that there is a shared understanding of what constitutes outstanding teaching and learning at Key Stage 3 in the Department.
- Strive continually to improve the quality of teaching and learning in the department at Key Stage 3.
- Lead the design and implementation of the Key Stage 3 Maths curriculum.
- Design and implement Key Stage 3 assessments, which generate accurate data to inform intervention.
- Be a role model of outstanding teaching in the Department.

Teaching and Learning

- Carefully plan and teach engaging and challenging lessons which are differentiated to take account of the needs of individual students.
- Contribute to the regular evaluations of the quality of teaching and learning at Key Stage 3, including marking and feedback, and act on the findings of quality assurance processes to develop definitive actions for improvement.
- Support the Head of Department to ensure colleagues follow and implement whole school policies at Key Stage 3 on assessment, marking, feedback and behaviour for learning as well as Teaching and Learning.
- Facilitate restorative approaches to resolve issues related to behaviour for learning.
- Ensure that the department follows a consistent, appropriate and meaningful approach to homework at Key Stage 3 in line with the whole school policy.
- Maintain regular and productive communication with parents highlighting concerns in a timely and professional manner.
- Contribute to departmental professional learning so that excellent practice is disseminated and embedded in the work of the Department.
- Liaise with the SENDCo and/or teaching assistants regarding pupils with special needs and access arrangements.

Curriculum

- In collaboration with the Head of Department, ensure the effective implementation of the curriculum at Key Stage 3 through detailed and meticulous research and planning.

- Ensure that Key Stage 3 assessments are devised and applied at appropriate times and that these are moderated across the department to ensure consistency of approach and feedback.
- Ensure that the data generated by Key Stage 3 assessments is accurate and facilitates accurate and meaningful intervention with underachieving students.
- In collaboration with the Head of Department and departmental colleagues, engage in the creation, consistent implementation and improvement of schemes of work for Key Stages 3.
- Identify and encourage the collaborative planning and sharing of appropriate Key Stage 3 resources and ensure that they are used effectively and appropriately in the classroom.
- To lead on enrichment activities such as clubs and trips relevant to the curriculum area.

Leadership

- Contribute to a Department Improvement Plan (DIP), which identifies clear targets, time scales and success criteria for improvement in response to thorough self-evaluation of aspects of the work of the department at Key Stage 3.
- Produce and analyse progress and attainment data for Key Stage 3 for each identified cohort of students, including disadvantaged and the most able students, to make data-driven changes to curriculum design and student intervention.
- Work with Head of Department to develop and lead intervention and support strategies at Key Stage 3, which take into account individual need and focus on developing the skills and academic progression of individual students.
- Contribute to department meetings, which engage departmental staff in the sharing and development of outstanding practice at Key Stage 3.
- Ensure that Key Stage 3 provision takes account of the expected progress students need to make at Key Stage 4, through a detailed understanding of students' transition needs.
- Create and sustain a positive culture through effective and regular communication with members of the team, which ensures that colleagues are supported and professionally developed.
- Collaborate with the Head of Department to oversee the transition program between all key stages within the department.
- Monitor teaching rooms and their appearance and ensure the highest possible standards of working conditions together with relevant displays of work.
- Establish and maintain links with feeder schools/learning partners.
- Ensure that appropriate work is provided for classes of relevant key stage of absent colleagues within the department.
- To undertake any other duties or responsibilities to achieve the purpose of the post as reasonably requested by the Head of Department.