



KEY STAGE 3 CO-ORDINATOR, MATHEMATICS

MPS/UPS with TLR2A (£2,796)

JOB DESCRIPTION

At the heart of subject leadership is the provision of professional leadership to secure high quality teaching and learning, effective use of resources, improving standards of achievement for all students, and the promotion of students' personal development and well-being.

A subject teacher plays a key part in this provision by a commitment to the school's ethos, by working effectively in subject and pastoral teams, and by delivering high standards of teaching and learning and personal care. In this way, s/he assists the school in reaching its targets and objectives

The postholder will be responsible for promoting pupils' achievements across the school. You will be expected to support the subject leader in providing leadership and direction for the subject. Working alongside the subject leader they play a key role in supporting, guiding and motivating teachers of the subject. You will support the subject leader in evaluating the effectiveness of teaching and learning, the subject curriculum and progress towards targets for students and staff in order to inform priority for the subject.

The postholder will ensure that practices improve the quality of education provided, meet the needs and aspirations of all students and help to continue to raise standards of achievement in the school.

JOB PURPOSE

Support the subject leader in the management and leadership of the subject team and the curriculum at Key Stage 3, in order to ensure the highest possible standards of pupil achievement, personal development and well-being. The postholder has a whole school responsibility for teaching and learning and within that area the teacher will:

- Focus on teaching and learning
- Lead, manage and develop a subject or curriculum area; or pupil development across the curriculum
- Have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils

REPORTING

The post holder will report to the Lead in Department and the SLT contact

RESPONSIBLE FOR

The post holder will be responsible for the specific duties agreed with the Lead in Department and the SLT contact.

WORKING TIME AND CONDITIONS

These will be as specified in the latest School Teachers Pay and Conditions Document and the Teaching and Learning Responsibilities. These include a working time of 195 days per year full time. Disclosure level – see Appendix One.

DIMENSIONS

The post holder will be responsible for the following, with reference to the national framework for middle leaders:

- The strategic direction and development of the subject
- Teaching and learning
- Leading and managing staff
- Pupil progress and standards of achievement
- The efficient and effective deployment of staff and resources

ACCOUNTABILITIES

The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay & Conditions Document and describe the duties required of all teachers. In addition, the specific requirements of the post of classroom teacher, along with the particular duties expected of the post holder have been set out below:

1. Developing, monitoring, reviewing, evaluating effectiveness of and reporting on policy, action plans and practice
2. Planning and managing associated resources/teaching materials, teaching programmes, Schemes of learning, methods of teaching and assessment
3. Giving guidance, support and encouragement to staff and leading in-faculty development sessions
4. To be accountable for securing the highest standards of pupil achievement across Key Stage 3, monitoring and evaluation of pupil achievement and setting targets for improvement
5. To lead, develop and enhance the teaching practice of others in the Key Stage by evaluating, supporting, guiding and target setting
6. To be accountable for the strategic leadership and management of Key Stage 3, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies

DUTIES

Leadership

1. Inspire department members by personal example and hard work.
2. Play a major role in the School's middle management assisting the Headteacher in creating a vision, sense of purpose and pride about the Department and its work.
3. Co-ordinate the production and maintenance of the scheme of work for Key Stage 3.
4. Assist in maintaining discipline in the Department including supporting staff during lessons when appropriate.
5. Identify and applaud areas of success for individual teachers and the Department.

6. Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the improvement plan and produce resources as a team.
7. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject.
8. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.

Curricular/Departmental Development

1. Contribute towards continuity and progression within the whole school curriculum.
2. Contribute to the Department development plan, its implementation and the part it plays in the whole school development.
3. Develop with others comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils, and incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
4. Develop with others departmental strategies for the pupils' spiritual, moral, social and cultural development, including citizenship.
5. Assist in monitoring and evaluating the teaching in the Department.
6. Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
7. Work with the SENCO to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
8. Ensure that the department supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEND, Equal Opportunities, Child Protection.

Liaison/Communication

1. Meet regularly and work with the staff for professional support and develop effective faculty management.
2. Oversee and monitor the accuracy of assessments and work effectively with the exam officer on examination entries.
3. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all pupils.
4. Liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Critical Thinking.

SUBJECT SPECIFIC DUTIES

1. Organise the development and monitoring of the Key Stage 3 scheme of work.
2. Organisation and assessment of students within the Key Stage.
3. Initiate and maintain the provision of extra-curricular activities related to Mathematics.
4. Manage a programme of events and challenges to encourage student involvement, interest, creativity and participation in further study in Mathematics.

GENERAL

1. To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
2. To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
3. Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
4. The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
5. To undertake a break time duty as and when required.
6. The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Appendix One

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk for any posts based in schools.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service



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Person Specification

We are seeking to appoint an outstanding person who can demonstrate that s/he has the necessary qualifications and training, experience, knowledge, skills, abilities and qualities outlined in this person specification. You are therefore asked to demonstrate in your supporting statement that you match the person specification.

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<p>Personal Qualities</p>	<p>Essential</p> <ul style="list-style-type: none"> Relates well to students Listens effectively and is sensitive to the views of others Ability to work in a team Ability to articulate personal values in relation to education and subject Self-Motivated, with ability to use initiative Can work under pressure, with a high level of commitment and determination Commitment to curriculum enrichment activities Ability to lead by example, and make decisions Commitment to equal opportunities and inclusion Excellent interpersonal skills and with a sense of humour
<p>Professional Attributes</p>	<p>Essential</p> <ul style="list-style-type: none"> High expectation of learners and a commitment to ensuring they achieve their full potential Aware of professional duties Good organisational and leadership skills Ability to support/coach others to improved practice Ability to reflection upon and improve practice Extensive knowledge of the Mathematics curriculum at Key Stage 3 Leadership skills and qualities

Professional Knowledge and understanding	<p>Essential</p> <p>Excellent subject knowledge Understanding of effective teaching and learning strategies and the role of assessment in the learning process Keen to try out new ideas and practices A proven track record of excellence in the classroom leading to good outcomes for students A good understanding of data and the role of assessment in the learning process Ability to develop students' literacy, numeracy and ICT skills</p>
	<p>Desirable</p> <p>Understanding of the middle leader's role in relation to development planning, monitoring, review and evaluation of the department</p>
Professional Qualifications	<p>Essential</p> <p>Qualified Teacher Status or equivalent Evidence of recent Professional Development</p>
	<p>Desirable</p> <p>Recent participation in relevant in-service training and further professional study</p>