



Wadham School – Job Description



Second in Mathematics

Contract: Permanent

Weeks per Year: Full time

Grade: MPS/UPS + TLR 2B (£31,650-£49,084 + £5,642)

Responsible to: Head of Mathematics

Main Purpose

The Second in Mathematics will support the Head of Mathematics in the strategic development of the school in developing into a centre of educational excellence.

The post holder will ensure that teaching and support staff have high expectations, contribute to creative and expansive curriculum plans and deliver high quality teaching and learning opportunities to students of all abilities, thereby improving student outcomes across Mathematics.

Main Responsibilities – Department and Department Improvement

To be responsible for student outcomes with regard to:

- Curriculum design and management.
- Tracking, Data Analysis, Assessment, Intervention and Progress.
- Monitoring and improvement of all aspects of Teaching and Learning.
- Leading Teaching and Learning pedagogy through colleague support and CPD.
- Leading Department meetings.
- Department administration as required.

Duties and Responsibilities

- To be an exceptional teacher of Mathematics.
- To provide high quality leadership as Second in Mathematics and act as a lead practitioner in all aspects of the role.
- To assist in the best use of allocated INSET and curriculum area time to improve teaching and learning by linking it with the strategic needs of the school.
- To assist with the self-review cycle of the curriculum area by reviewing the curriculum area improvement plan and other self-evaluation documentation as required by the role.
- To line manage other Mathematics teachers, including post-holders, working with them to improve outcomes by delegating relevant tasks, providing consistent support and challenge and professional accountability for their work.
- To ensure the consistent delivery of high-quality teaching and learning across the curriculum area.
- To improve attainment and progress in Mathematics.
- To develop, monitor, evaluate and review engaging, relevant and innovative schemes of work in each year group, which will enable students of all abilities to make excellent progress and achieve the best possible outcomes.

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- To promote high levels of academic performance and teaching pedagogy that enables students of all abilities to achieve excellent standards both in class and independently.
- To ensure robust and effective assessment takes place across the curriculum area which accurately reflects student progress and clearly informs students how to make further progress in their learning.
- To ensure that marking and teacher assessments are completed regularly and according to agreed school deadlines and policies.
- To ensure standards of student behaviour and their attitudes to learning in the curriculum area are consistently excellent and in line with the school's vision.
- To help in analysing a wide range of internal and nationally benchmarked data sets in order to contribute to strategic target setting. Develop a range of intervention programmes and track and monitor student performance (exam results; internal assessments; CATS, etc.)
- To identify possible student underperformance at the earliest opportunity and ensure that action is taken to minimise the risk of students falling behind.
- To develop a range of strategies to improve the performance of student sub-groups as determined by a range of internal and national data sets.
- To ensure that curriculum area staff provide suitable opportunities for students to engage in enrichment activities as part of the extra-curricular offer that reflects the ethos of the school.
- To ensure that students are offered opportunities to work collaboratively and to display and take pride in their work.
- To promote parental engagement in the work of the curriculum area and provide a range of opportunities for parents to be involved in supporting their child's learning.
- To promote ICT, literacy and numeracy skills across the curriculum area.
- To ensure the most confident readers have opportunities to be stretched and challenged.
- To contribute to the development of SMSC wherever possible through the work of the curriculum area, ensuring that students link their learning to the real world and therefore have the chance to engage in relevant activities that prepare them for life in modern Britain.

Other Duties

- The Second in Mathematics will support matters related to the external marketing of Wadham School.
- This will include liaison with partner schools and parents and attendance at Open Evenings and other outward-facing events.
- To organise and encourage appropriate school trips/visits/fieldwork linked to the curriculum area and to foster and promote links with other schools locally, nationally and internationally.
- To encourage and enable the visits of professionals relevant to the curriculum area to the school.
- To carry out a share of supervisory duties in accordance with published rotas.
- To participate in the school performance management arrangements as appropriate.
- To adhere to published school policies and procedure.
- To attend regular meetings as directed by the allocated line manager.
- To promote and safeguard the welfare of children and young people in accordance with the school's Safeguarding and Child Protection policies.
- To play a full part in the life of the school community, to support its Christian values and ethos and to encourage staff and students to follow this example.
- Take responsibility for their own professional, CPD and wider reading as expected of a Head of Mathematics, in addition to maintaining to current educational thinking, policy and statutory changes.
- To play a full part in the life of our community, to support its vision, mission and values.

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- To comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

All Wadham staff may periodically be expected to carry out tasks and duties within their area of competence that are not listed herein, as directed, to meet the needs of the school. The particular duties and responsibilities may vary from time to time.

Personal Attributes

Essential:

- Qualified Teacher Status (QTS).
- A degree or equivalent.
- A track-record of exceptional classroom teaching with an understanding of effective pedagogy.
- A commitment to and knowledge/experience of effective strategies to maintain and raise attainment, in particular to address the differing needs which exist in the mixed ability classroom, which include second language learners.
- Experience of improving outcomes for students with SEND or disadvantage.
- A commitment to the aims and values of comprehensive education, the school's vision and ethos, as well as the implementation of equal opportunities policy and practice.
- A commitment to and evidence of professional development.
- Energetic and relentless in striving for excellence.
- Ability to work both autonomously and as a member of a team.
- Ability to forge effective professional relationships and establish positive partnerships with parents and carers in an empathetic and approachable manner.
- Has the personal qualities needed to build effective relationships with colleagues and students.
- Is an excellent practitioner.
- Is highly motivated.
- Is flexible, able to work under pressure, meet deadlines and prioritise workload.
- Is a reflective practitioner who responds to change positively.
- Is highly qualified and a well organised person.
- Is a confident communicator.
- Has high expectations of colleagues and all students regardless of their need.
- Is able to enthuse others about learning and is able to communicate this to the students and the faculty.
- Is confident, resilient and has a good sense of humour.

Desirable:

- Experience of working with a specific responsibility or role such as monitoring an aspect of curriculum development.
- An understanding of the principles of management and leadership with an ability to engage others and to lead a team to achieve its goals.
- An awareness of staff professional development.
- Is flexible, able to work under pressure, meet deadlines and prioritise workload.
- Ability to drive and have access to a car.

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Notes

This job description may be amended at any time in consultation with the postholder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Key to Acronyms Used/Glossary of Terms Used in this Job Description

SEND = Special Educational Needs & Disabilities
CPD = Continuing Professional Development
QTS = Qualified Teacher Status
CATS = Cognitive Ability Tests

DHT = Deputy Headteacher
AHT = Assistant Headteacher
STPCD = School Teachers Pay & Conditions Document

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