

Mulberry Schools Trust
MULBERRY ACADEMY SHOREDITCH

JOB DESCRIPTION	
Post Title: Classroom Teacher	Responsibility: Deputy Head of Maths
Grade: Main/Upper Pay Range (Inner London)	Responsibility allowance: TLR 2c
Department:	Mathematics
Responsible to:	Director of Learning
Responsible for:	The provision of an appropriate learning experience for students in maths; outcomes for students in an agreed key stage in maths
Liaising with:	Senior Leadership Team, Director of Learning, other maths post-holders, Heads of Year, teachers, support staff, parents, colleagues across the Mulberry Schools Trust and external parties.
Date:	February 2019

MAIN PURPOSE OF THE JOB

1. To provide professional leadership within the maths faculty.
2. To deputise for the Director of Learning when required.
3. To contribute to setting a vision for the faculty and to lead, inspire and support all faculty members to achieve high-quality teaching, effective use of resources and excellent learning and progress for all students.
4. To raise standards of student achievement in an agreed key stage in maths.
5. To work with the Director of Learning to lead, manage and develop the maths faculty, ensuring the provision of an appropriately broad, balanced, relevant and differentiated maths curriculum, in accordance with the National Curriculum and the aims and priorities of the academy.
6. To monitor and support the overall progress and development of students within the learning area and as form tutor.

You are required to carry out the duties of a school teacher as set out in the Schoolteachers' Pay and Conditions Document and such specific additional duties which form part of this job description.

MAIN RESPONSIBILITIES

The position will carry with it the following responsibilities.

Strategic and operational direction and development

1. With the Director of Learning, lead, manage and motivate maths teachers to create an effective team and positive working environment that fully reflects the academy's ethos.
2. Contribute to the development and implementation of strategic plans, policies and practices for maths, which reflect the academy's commitment to effective teaching and high achievement for all.
3. Work collaboratively with colleagues to develop strategies to ensure faculty and academy achievement targets are met in the agreed key stage.
4. Analyse and interpret data to evaluate progress against strategic targets and identify underachievement to inform pedagogy, intervention, curriculum development and resourcing.
5. Support the Director of Learning to ensure that maths contributes to the spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of adult life.

Curriculum provision and development

1. Ensure the delivery of an appropriate, comprehensive high-quality and cost-effective maths curriculum for the agreed key stage that provides continuity and progression in all students' learning.
2. Ensure the development of effective schemes of learning, resources, learning and teaching strategies and marking and assessment policies within the key stage.
3. Ensure faculty members' awareness of and expertise in all requirements of maths assessments and qualifications relevant to the key stage.
4. Actively monitor and respond to national, regional and local developments in maths teaching methodologies.

Teaching, learning and assessment

1. Ensure that schemes of learning and assessment plans are consistently implemented in the key stage.
2. Provide guidance and support in the development of teaching methodologies for maths and maintain agreed standards of practice.
3. Ensure the effective development of students' independent and collaborative learning skills.
4. Build a shared understanding of standards in the key stage through moderation activities and reviews of students' work and assessment data.

Quality assurance and management information

1. Monitor and evaluate maths provision and outcomes in the key stage, in line with agreed academy procedures.
2. Manage the faculty's collection of accurate and timely data in the key stage, take appropriate action on issues arising, and produce evaluative reports as required.
3. Contribute to the academy's procedures for lesson observation and the professional development which follows.

4. Support the Director of Learning to ensure accurate and timely submission of examination entries and examination performance data and full adherence to JCQ and awarding body requirements for qualifications.

Staffing

1. Work with the Director of Learning to ensure that the faculty's teaching commitment is effectively and efficiently timetabled and roomed, within the constraints of academy accommodation, and that support staff are effectively deployed.
2. Work with the Director of Learning to build effective working relationships in the maths faculty team.
3. Work with the Director of Learning to ensure that staff development needs are identified and appropriate programmes are in place to meet those needs.
4. Conduct agreed performance management reviews.

Communication and promotion

1. Ensure the faculty's effective communication and consultation with parents in the agreed key stage.
2. Contribute to the development of subject links with feeder and partner schools, higher education, industry and community groups and organisations.

Managing resources

1. Promote the effective and efficient use and organisation of learning resources, including teaching spaces, equipment and ICT, and maintain appropriate records
2. With the Director of Learning, ensure an effective, stimulating and safe environment for learning and teaching, in which all risks are properly assessed.

Teaching

1. Undertake an appropriate programme of teaching in accordance with the duties of a Main Scale teacher.

Pastoral

1. Take individual responsibility for safeguarding and promoting the welfare of students.
2. Monitor and support student attendance and the overall development of students within the faculty,
3. Act as a Form Tutor and carry out the duties associated with that role, as outlined in the generic job description.
4. Contribute to PSHE and citizenship education.
5. Ensure the Behaviour Management system, including rewards and sanctions, is implemented consistently in the agreed key stage so that effective learning can take place.

Additional duties

1. Play a full role within the life of the Academy community, support its ethos and encourage all staff and students to follow this example.
2. Promote and support all Academy policies.
3. Continue personal professional development.
4. Undertake any other duty as specified by STPCD not mentioned above.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the academy's Equal Opportunities policies and ensure anti-discriminatory practice within the maths faculty.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

SAFEGUARDING

Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the academy and the local authority.

HEALTH AND SAFETY

The Health and Safety at Work Act (1974) places duties on all employees:

- to take reasonable care for their own Health and Safety and that of other persons who may be affected by the individual's acts or omissions at work;
- to co-operate with the Head Teacher to enable her to carry out her duties as key manager and comply with all relevant Health and Safety legislation;
- not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare;
- to care for and oversee the appearance of the building;
- to assist management/leaders in preparing, implementing and updating all relevant risk assessments for their area of responsibility.

This job description is correct at 18 May 2018 and may alter over time as the needs of the academy change. The JD will be discussed as part of the academy's appraisal processes and may be amended after discussion with the post holder.

Signed _____ **Date** _____
Postholder

Signed _____ **Date** _____
Responsible Officer/Principal

PERSON SPECIFICATION

Post Title:	Classroom Teacher
Responsibility:	Deputy Head of Maths
Education, Qualifications & Experience	<ul style="list-style-type: none"> • A degree in maths or related subject • Qualified teacher status and recent relevant professional development • Experience of teaching to a high standard in secondary education • Experience of subject leadership in a post of responsibility
Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Understanding of current national policies, curriculum development, qualifications and statutory frameworks relevant to maths • A sound understanding of pedagogy and assessment in maths and of strategies that will contribute to further raising students' attainment in maths • Ability to communicate effectively, orally and in writing, with a range of audiences. • Understanding of how ICT can support learning and teaching • Proven leadership, management and organisational skills.
Planning, Teaching & Class Management	<ul style="list-style-type: none"> • An infectious enthusiasm for maths • Plans teaching to achieve progression in all students' learning, and is able to build this practice in others. • Confident in the use of assessment data, tracking and target setting to raise attainment at individual student, group and cohort level. • Has high behaviour standards, and is able to lead the faculty team to achieve these
Monitoring, Evaluation & Review and Accountability	<ul style="list-style-type: none"> • Demonstrates strategic thinking and planning skills • Ability to develop staff performance. • Astute evaluation skills and proven capacity to lead others in improvement projects • Ability to work under pressure, prioritise and meet deadlines
Other Professional Requirements	<ul style="list-style-type: none"> • Is determined to promote a culture that celebrates success. • Commitment to, and understanding of, inclusion • Enjoys being part of a team, with strong interpersonal skills • Presents a positive role model to staff and students, including excellent attendance and punctuality. • Ability to work with parents, external agencies and the wider community. • Willing to initiate and participate in cross-curricular and extra-curricular activities and to be involved in wider academy life.

This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed and to rechecking as appropriate.