



**GEORGE
SALTER
ACADEMY**

“OneWorld
In OneSchool” ofsted

Maths

Head of Maths; TMS + TLR1.2, £9,475

Closing Date for applications: Monday 19th March 2018 @ 12.00 noon

Required for September 2018

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We are looking for a dynamic, ambitious Head of Maths who is ready to lead a team striving for outstanding performance and who believes in high aspirations for all students.

The Academy was judged as ‘Good’ school by OFSTED in May 2017 and has benefited from a £12.5 million refurbishment.

- Are you an experienced practitioner who can inspire your students and your team?
- Do you have the vision, energy and drive to instil excellence as the norm?
- Are you passionate about Maths and committed to ensuring students share that passion?

If so, we want to hear from you.

You will be joining a friendly, happy, vibrant 11-18 Academy which is highly successful, serving a multi-cultural community, rich with ethnic and linguistic diversity, where your innovation and creativity will be valued.

To discuss the position or arrange a visit, please contact Amrit Sidhu, e-mail a.sidhu@georgesalter.com

For an application form and further details please contact Satty Bhogal (H.R.) on 0121 553 4665 (Ext.263) or email satty.bhogal@georgesalter.com

George Salter Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

September 2018

Job Title: Head of Mathematics

Responsible to: A.Sidhu, Assistant Principal - ARR

Responsible for: Teachers of Mathematics and any support staff allocated to the department.

- To be accountable for the learning and achievement of all students following Mathematics programmes within the Academy in line with the Key Performance indicators set by the Principal in the Departmental Development Plan.
In order to aid the smooth and effective introduction of the new GCSE Mathematics course and ensure the department is well prepared to deliver the standards defined by the new GCSE grade descriptors,
 - ◆ To improve teaching and learning in Mathematics, across all Key Stages.
 - ◆ You will undertake the on-gong analysis of standards and outcomes of quality assurance activities in Mathematics for years 7 to 11, ensuring appropriate action is taken when necessary.
- To provide high quality leadership and management for all Mathematics learning programmes and ensure there are well managed structures to support the learning schemes.
- To develop effective partnerships with all members of the Pastoral Team to secure high level of student progress.
- To review the effectiveness of the department on a weekly basis with the SLT link to the department.
- To at all times safeguard the students well-being and follow all child protection/safeguarding policies rigorously.

Monitoring Performance to ensure high standards are attained and maintained

- To monitor and evaluate the learning and teaching of the subject, to identify good practice and areas for improvement using Go 4 Schools/SISRA/SIMS
- To use data effectively to ensure that all students are making good progress in their learning and achieving well, using Go 4 Schools/SISRA/SIMS.
- ◇ Ongoing, formative assessment data to identify underachieving students; intervention strategies to be actioned in liaison with Heads of Year and progress monitored rigorously.
 - ◇ Summative end of year data, together with KS2 entry data and GCSE, GCE and vocational results and to use them to inform departmental development.
 - ◇ Data to set targets for year, teaching group and individual students.
- To devise and implement an annual monitoring cycle to include:
 - ◇ Staff planning/forecast sheets
 - ◇ Exercise books
 - ◇ Lesson observation
 - ◇ Reports
 - ◇ Environment
 - ◇ Homework
 - ◇ The accuracy of assessment across the department
 - ◇ Learning walks
- To monitor the effectiveness of the Departmental Development Plan and collate the findings into the departmental Self Evaluation Form.
- To discuss monitoring outcomes and agree further action to meet Key Performance Indicators through the weekly meetings with the SLT link.
- To discuss progress in developing effective learning schemes and agree further action to meet Key Performance Indicators through the weekly meetings with the SLT link.

Monitoring is to take place using the guidelines given in the SLT and Departmental Monitoring Programme. Monitoring will generate 'Action to Take' reports and amended Departmental Development Plans. All outcomes of monitoring an evaluation to be collated in the departmental Self Evaluation Form.

Providing High Quality Team Leadership and Management of Learning and Subject Development

- To ensure continuity and progression in the Mathematics schemes of learning from Year 7 to Year 14.
- To ensure that relevant research and inspection evidence informs the development of schemes of learning.
- To ensure that a wide range of learning activities, including using information learning technologies, are central to the development of schemes of learning.
- To ensure that schemes of learning effectively
 - ◊ develop students' **literacy, numeracy, ICT, personal learning and thinking skills**, problem solving and team working skills.
 - ◊ signpost Every Child Matters issues including **Spiritual, Moral, Social and Cultural** development (including enterprise and citizenship education).
 - ◊ implement whole school policies on literacy, numeracy, setting, target setting, classroom management, homework, rewards, equal opportunities and Health and Safety.
 - ◊ embed good practice in Assessment for Learning strategies.
 - ◊ results in lessons which are differentiated and always make effective use of Individual Education Plans.
- To ensure that lessons are well supported by homework/assignments and other extra curricular activities.
- To support the development of schemes of learning through a well focussed plan of teacher peer support, coaching, mentoring and development to ensure that good practice is identified and shared so that learning and teaching are never less than good, and mostly outstanding.
- To ensure robust arrangements for marking and recording/tracking student progress in line with the Academy policies for Marking and ARR.
- To be accountable for the professional development of the Mathematics team in preparing Mathematics learning schemes particularly the areas of planning, differentiation, marking and behaviour management.
- To ensure that the needs of the Mathematics department are represented on all of the relevant teaching and learning PODs and the impact of this work into the Mathematics learning schemes is regularly evaluated.
- To ensure there are effective arrangements in place to support continuity of learning from year 5/6 into year 7, and from GCSE/GCE/Vocational courses to Post 16 and Post 18 education and training
- To identify to SLT the best learning pathways for students of all needs (SEND, G and T, EAL, Looked After Children and Ethnicity).

High Quality Team Leadership, Management and Deployment of staff and

- To advise SLT on the structure of the department needed to deliver the learning pathways and learning schemes in Mathematics and hence the selection and appointment of staff.
- To be responsible for ensuring departmental job descriptions focus on leading learning and the accountability for developing specific areas of learning is clearly delegated.
- To establish an annual cycle for reviewing performance and professional development within the Mathematics team including any support staff allocated to the department.
- To create a climate which motivates staff.
- To use accommodation to create an effective, safe and stimulating environment for the learning and teaching of Mathematics. In particular to room the timetable effectively.
- To run regular meetings which run to calendar, have an agenda which clearly focuses on improving learning and teaching (agendas produced in advance of each meeting) with business recorded in the form of minutes with clear action points showing who is responsible for action.
- To ensure the implementation of the Academy and department rewards policies.
- To ensure the department is well resourced within the budgets allocated.
- To ensure exemplary practice regarding all aspects Health and Safety and Risk Assessments throughout the department; teachers, technicians, students and visitors.
- To discuss progress in developing leadership and management of staff, deployment of staff and resources and agree further action to meet Key Performance Indicators through the weekly meetings with the SLT link.
- To ensure the Mathematics Department timetable is effectively staffed so that all the Key Performance Indicators are achieved.

- To ensure that main scale Mathematics teachers develop as professional members of the Academy by monitoring their work in terms of the Qualified Teacher Status Standards documentation.
- To ensure post-threshold Mathematics teachers further develop as professional members of the Academy by monitoring their work in terms of the Post Threshold Standards documentation.
- To ensure all staff know what resources are available to support learning and systems are in place for the sharing of these resources e.g. using the Learning Gateway.

Developing partnerships the Pastoral Team to secure high level of student progress.

- To work with members of the Pastoral Team and support is negative attitudes, misbehaviour, unsatisfactory attendance or punctuality, long term illness or other factors so that effective, appropriate intervention strategies can be put into place.
- To be the first point of referral for student misbehaviour during department lessons and to organise a system of sanctions to ensure maximum student behaviour and performance.
- To ensure the implementation of the Academy and department rewards policies.

Additional Agreed Areas of Responsibility

In addition to the above, Heads of Department are required to fulfil the general duties of a main scale teacher.

Such other duties appropriate to the grade of the post as the Principal may from time to time reasonably determine.

Signed as correct:

Date:



GEORGE SALTER ACADEMY

Person Specification – Head of Mathematics

Category	Essential	Desirable	Method of Assessment
Qualification and Training	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Degree in relevant subject (s) 	Application Form
Knowledge and Understanding	<ul style="list-style-type: none"> Evidence of Leadership/Management skills Knowledge of the current national curriculum and relevant schemes of work. Understanding of how to develop skills and attributes in students. Understanding of the assessment processes at KS3 and KS4 and how to use these to support planning and raise student attainment. A proven track record as an excellent classroom practitioner, teaching Mathematics at KS3, KS4, Knowledge of and commitment to current safeguarding protocols 	<ul style="list-style-type: none"> Ability to use and understand assessment data. Familiar with effective learner progress intervention strategies. Knowledge of Subject at Key Stage 5 Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged. 	Application Form and Interview
Skills and Experience	<ul style="list-style-type: none"> Good communication skills orally and written. Good use of ICT to make learning engaging and dynamic and to support assessment. The capacity to form positive learning-centred relationships with other professionals. Ability to create an effective learning environment. 	<ul style="list-style-type: none"> Some experience (including teaching practice) of form tutor/PSHE work Experience of ICT within the subject Experience of teaching KS5 	Application Form and Interview
Personal Attributes	<ul style="list-style-type: none"> Ability to use own initiative. A passion for education and making a difference. Ability to meet deadlines. Able and willing to scrutinise own practice Commitment to safeguarding children and young people. Ability to lead and motivate staff and students Receptive to new ideas and able to generate them 		Application Form and Interview.