

# Subject Progress Lead – Maths

**Salary:** Qualified Teacher Main Pay Scale – Upper Pay Scale, plus TLR 2A

**Hours:** 1265 hours per annum worked as per the Teachers Pay & Conditions

## Job Description

### JOB PURPOSE

- To support the work of the curriculum leadership team to raise standards of student attainment by developing and enhancing the teaching practice of others.
- To support the work of the curriculum leadership team to effectively evaluate the impact of (a) and strategically plan for improvement in the quality of pedagogy across the school.
- To lead on curriculum area student support strategies and relevant administration, as directed by the Curriculum leader

### KEY RESPONSIBILITIES

#### Raising Standards

- To support the curriculum leadership team to plan and deliver student support strategies, as appropriate to meet curriculum area and academy/school aims and objectives.
- To be responsible for effective data management and interrogation to plan support strategies and coordinate as required.
- To contribute to the monitoring and evaluation of the progress of staff and students towards meeting the overall aims and objectives.
- To be responsible for the establishment and effectiveness of policies and procedures needed for successful student support programmes.
- To be responsible for student attainment and staff performance in the area, alongside SLT.
- To support the SLT to strategically plan for future improvements.
- To coordinate administration (relevant to delivering the curriculum), as directed by SLT.

#### Teaching and Learning

- To support professional development of colleagues within the curriculum areas, and across the academy/school.
- To promote excellence in the classroom by researching and developing excellent pedagogical practice.
- To establish common standards of practice and develop the effectiveness of student support programmes strategies across curriculum areas
- To keep up to date with national developments in teaching practice and methodology.
- To support daily visuals (learning walks) and other learning evaluation strategies in accordance with academy/school policy.

#### Staff Development

- To work with curriculum teams to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To support, and where appropriate deliver, CPD events through INSET, or other CPD meetings.
- To direct, coach or train staff, as required, to ensure successful delivery of student support programmes.

- To observe and feedback to other practitioners on their strengths and areas of development, through agreed 'learning walk' programmes.
- To research, pilot and deliver student support programmes, teaching and learning strategies and communicate their success through appropriate channels.
- To welcome other practitioners to observe lessons.
- To participate in teacher training programmes, and ECT induction programme, where appropriate.

### **Assessment/Monitoring and Evaluation**

- To support the establishment of robust assessment and evaluation processes to establish successes and improvements.
- To contribute to accurate and effective monitoring information that influences whole academy/school teaching and learning strategies.
- To contribute to the evaluation of performance data and support appropriate actions on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- To produce reports on progress of student support strategies, including the use of appropriate data.

### **Communication**

- To ensure that all members of the curriculum leadership teams are familiar with the aims and objectives of student support programmes.
- To ensure effective communication/consultation as appropriate with SLT, and other relevant stakeholders.
- To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the academy/school's views and interests in a professional manner

### **Management of Resources**

- To ensure that all members of the curriculum leadership teams are familiar with the aims and objectives of student support programmes.
- To ensure effective communication/consultation as appropriate with SLT, Curriculum Leaders and other relevant stakeholders.
- To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the academy/school's views and interests in a professional manner

### **Pastoral System**

- To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description.

### **Operational**

- To promote teamwork and to motivate staff to ensure effective working relations.
- To support SLT in the day-to-day line management of staff within the subject area, ensuring that they follow academy/school policies and meet all requirements and deadlines
- To support SLT to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.

# Person Specification

<b>CRITERIA</b>	<b>Experience, Qualifications and Training:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
<b>ESSENTIAL</b>	<b>DESIRABLE</b>	
<ul style="list-style-type: none"> <li>• Degree-level qualification or comparable learning experience and/or relevant professional qualification.</li> <li>• Qualified teacher status.</li> <li>• Strong classroom practitioner who is passionate about teaching.</li> <li>• An excellent track record of recent, relevant professional development</li> <li>• Accountability for the performance of a cohort of young people</li> <li>• Demonstration of the ability to coach/model best learning experiences to other teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate innovative use of resources</li> <li>• Experience of taking accountability for the success of an initiative.</li> </ul>	
<b>CRITERIA</b>	<b>Ability, Skills and Knowledge:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
<b>ESSENTIAL</b>	<b>DESIRABLE</b>	
<ul style="list-style-type: none"> <li>• Ability to work collaboratively within a school.</li> <li>• High level people skills, including communication, interpersonal and intrapersonal skills.</li> <li>• Ability to work under pressure, using own initiative to identify work priorities and manage own work/time effectively in order to meet targets and deadlines.</li> <li>• Communicate effectively orally and in writing to a range of audiences</li> <li>• Innovative approaches to working with students, parents, staff and the local community</li> <li>• Effective review and evaluation procedures and the ability to make decisions based on analysis, interpretation and understanding of relevant data and information</li> <li>• work under pressure and to deadlines</li> <li>• Knowledge of the principles and characteristics of strong teaching</li> <li>• An understanding of inclusive education</li> <li>• Must be able to show evidence of strong commitment to:             <ul style="list-style-type: none"> <li>• Knowledge and understanding of the National Curriculum requirements at KS3 and GCSE requirements at KS4.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Think creatively and imaginatively to anticipate, identify and solve problems</li> <li>• Achieve challenging professional goals</li> <li>• Take responsibility for own professional development</li> <li>• Different methods of consulting with stakeholders</li> <li>• Develop, maintain and use an effective network of contacts</li> </ul>	

<ul style="list-style-type: none"> <li>• Clear understanding and commitment to equalities, inclusion and access issues.</li> <li>• Genuine commitment to young person participation in evaluation and decision-making.</li> <li>• Safeguarding of children and young people.</li> </ul>	
<b>CRITERIA</b>	<b>Personal style and behaviour:</b> In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:
<b>ESSENTIAL</b>	
<ul style="list-style-type: none"> <li>• Honest and open.</li> <li>• Creative, reflective and analytical.</li> <li>• Ability to work on own initiative.</li> <li>• Ability to inspire confidence in staff, students, parents and others</li> <li>• Adaptability to changing circumstances/new ideas</li> <li>• Reliability, integrity and stamina</li> <li>• Vision, imagination and creativity</li> <li>• Demonstrate good judgment</li> <li>• Aware of the importance of work/life balance.</li> <li>• Smart professional appearance.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal ambition and potential for further promotion</li> <li>• Determination to succeed and the highest possible expectations of self and others</li> </ul>
<b>CRITERIA</b>	<b>Leadership and Management:</b> In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their leadership and management qualities:
<b>ESSENTIAL</b>	
<ul style="list-style-type: none"> <li>• Work effectively both as a leader and as a member of a team</li> <li>• Initiate, lead and manage change</li> <li>• Prioritise, plan and organise</li> <li>• Set high standards and provide a role model for students and staff</li> <li>• Deal sensitively with people and resolve conflicts</li> <li>• Seek advice and support when necessary</li> <li>• Strong communication style and the ability to: <ul style="list-style-type: none"> <li>○ communicate the vision of the school in relation to the development of teaching and learning</li> <li>○ negotiate and consult fairly and effectively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Motivate all those involved in the delivery team</li> <li>• Liaise effectively with other organisations and agencies</li> </ul>