

**The Wallace High School**

**Head of Mathematics: Teaching Allowance 4**

**The Role**

The Head of Mathematics is accountable to the Principal, through the Vice Principal (Curriculum) for the efficient running, development and performance of the Department, supporting all members of the Department in their responsibilities, and directing, as appropriate, the work of those colleagues to ensure successful and effective teaching and learning. The Mathematics Department currently enters students in five Mathematics qualifications offered by CCEA: GCSE Mathematics, GCSE Further Mathematics, GCSE Statistics, A’Level Mathematics, A’Level Further Mathematics.

**Job Purpose**

1. To maintain and build on a clear vision, purpose and high expectations, focused on students’ achievement.
2. To continue to raise, the already very high, standards of student attainment and achievement within the curriculum area; to monitor and support all students’ progress and to be accountable for that progress.
3. To develop, monitor and enhance the teaching practice of others in order to ensure high standards of teaching and learning throughout the Department.
4. To ensure the provision of an appropriate, relevant differentiated curriculum for students studying Mathematics, Further Mathematics, Statistics GCSE and Mathematics and Further Mathematics A’Level.
5. To be accountable for leading, managing, deploying and developing the teaching and support staff of the curriculum area; together with the accountability for the effective and efficient use of financial and physical resources.

The below responsibilities do not necessarily provide a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after due consideration.

The below are subject to the general duties and responsibilities contained in the statement of conditions of employment.

**Key Responsibilities**

**Strategic Management**

* To develop and implement the school’s strategy for Mathematics and Numeracy so that it integrates with the major objectives of the school development plan and takes the curriculum forward to meet the targets set.
* In conjunction with the Principal and Vice Principal set strategic targets for teaching, learning and examination outcomes based on rigorous analysis of data used to monitor, track and evaluate student performance in internal assessment and external examinations.
* To develop and play an active role in supporting the Mathematics curriculum through student participation in subject related competitions and Bursary and Scholarship applications.
* To take a lead in the encouragement and support of Oxbridge applicants in Mathematics related areas.
* To develop structures in the curriculum at Key Stage 3 to encourage the most able students to study Mathematics to A’Level.

**Curriculum Management**

* Designing a broad curriculum in Mathematics with accompanying Schemes of Work that meet the aims of the school and the needs of all students. Ensuring that the content of Schemes are complementary to those of other Departments to encourage a broader understanding of Mathematics and Numeracy and its links with other subjects.
* Ensuring that appropriate and innovative approaches to learning are made available to students with specific learning needs, e.g. those with a low skill base, the very able or those with visual or hearing impairment.
* Evaluating National and International initiatives to promote learning and to incorporate elements into the school’s strategy for Mathematics.
* Ensuring that the statutory requirements of the National Curriculum are met.
* Evaluating the design and delivery of the curriculum for Mathematics, continually striving to improve all aspects.
* Setting targets for student achievement in Mathematics and Numeracy in line with whole school policy.
* Monitoring and evaluating progress towards meeting student achievement targets.
* Ensuring that there is an effective assessment, recording and reporting system of student progress.

**ICT Strategy**

* Ensuring that innovative approaches to learning are explored, trialled and rigorously assessed to develop and deepen the use of one to one mobile technology in collaboration with other Heads of Department and in line with the school’s digital learning strategy.
* Taking the lead as a teacher and delegating as appropriate responsibility for the development of ICT in Mathematics.
* Regular monitoring of the external ICT environment to ensure the school remains the leading school locally and nationally in the use of digital technology to deepen learning in Mathematics.

**People Management**

* Adopting a consistent, fair, clear yet flexible leadership style to influence and motivate staff and students to achieve their objectives in line with whole school policy.
* Maintaining and building the collegiality, mutual respect, fairness and harmony so evident in the Mathematics Department to ensure parity of work and effective, fair delegation which maximises the strengths of each individual teacher.
* Working transparently and proactively with the Principal and Vice Principals to ensure an effective professional engagement which has as its core aim the attainment of outstanding results.
* Advising, as appropriate, the Principal and Vice Principals on the recruitment and retention of high calibre staff.
* Advising, as appropriate, at recruitment interviews, Board members of the suitability of candidates for the position.
* Implementing effectively the school’s Performance Review Staff Development Policy at a Department level as a reviewee and a reviewer.
* Assisting the Leadership Team to ensure that a relevant staff development programme is designed, implemented and evaluated to take into account both the needs of the whole school and those of the individual members of the Department.
* Organising activities and events to encourage team development in its broadest sense, e.g. parents and staff, staff with staff, staff and students.
* Ensuring that full time and part time, temporary and permanent staff in the Department all receive Departmental Induction and are supported in understanding fully all relevant policies and their outworkings in daily school life.
* Ensuring that the policies and processes in place for assessing students for setting, monitoring and evaluating targets are implemented by all staff in the Department.
* Creating an environment of professional accountability with clear lines of support and delegation aimed at building on the many strengths of the Department.
* Participating actively in the Heads of Department meetings and Away Days as directed by the Vice Principal (Curriculum).
* Meeting regularly, at least twice a term, with the staff in the Department to discuss teaching, learning, assessment, targets and the progress made by classes and individual students.

**Middle Leader Responsibilities**

* Acting as a Class Tutor as required.
* Writing UCAS references in line with school policy and agreed structures.
* Interviewing Sixth Form students as part of the target-setting process.
* Ensuring a thorough and annual self-evaluation of the Mathematics Department.
* Being a positive, professional role model able to identify his/her own professional development needs and set own professional objectives.

**Key Performance Indicators**

* % of students achieving Level 6+ at KS3 versus targets and previous outcomes.

% of students gaining A\*-C at GCSE in Mathematics, Further Mathematics and Statistics versus targets and previous outcomes.

% of students gaining A\*-C in Mathematics A’Level versus targets and previous outcomes.

* Uptake of Mathematics A’Level and results achieved versus targets.
* Number of applications to University to study Mathematics or degrees requiring Mathematics A’Level, including Oxbridge Colleges compared with previous trends and annual targets.
* Involvement and success of students in Mathematics related competitions, application and success in Bursary and Scholarship versus targets.
* The appearance of the Department, display areas, career displays, numeracy and literature displays, subject displays.