



## THE WALLACE HIGH SCHOOL

### HEAD OF MATHEMATICS & NUMERACY (Teaching Allowance 4)

The Head of Department is accountable to the Principal through the Vice Principal (Curriculum) for the effective leadership and management of the Department.

#### BACKGROUND INFORMATION

The Wallace High School is a co-educational, voluntary grammar school founded in 1880. The annual intake of pupils into Year 8 is 170 and there are some 300 pupils in the Sixth Form. The school draws its pupils from Lisburn and the surrounding area. The Mathematics Department consists of 5 full time, one part-time Mathematics specialists.

The Mathematics Department at The Wallace High School delivers the following curriculum subjects:

- Key Stage 3 Mathematics
- GCSE Mathematics
- GCSE Further Mathematics
- GCSE Statistics
- A-level Mathematics
- A-Level Further Mathematics

#### RESPONSIBILITY

Under the direction of the Principal and Vice Principal (Curriculum), the Head of Mathematics is responsible for the leadership, organisation and efficient running of the Department in accordance with school policies and practice, and in pursuit of high standards of pupil achievement.

#### 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 support of Oxbridge applicants in Mathematics related areas, including preparation for STEP where applicable.
- 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 their own professional objectives.

### **NOTES:**

- 1 The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.
- 2 This job definition is not necessarily 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.

## PERSONNEL SPECIFICATION

The school seeks to appoint a successful and effective teacher who shows energy, enthusiasm, commitment and adaptability to change.

The newly appointed Head of Department will have expertise in the teaching of Mathematics and be able to demonstrate the following skills essential to the role:

- The ability to lead, manage and motivate people to work towards common goals
- The ability to solve problems and make decisions, seeking advice as appropriate
- The ability to communicate effectively both orally and in writing
- The ability to plan time effectively and organise oneself well

## QUALIFICATIONS AND EXPERIENCE

**ESSENTIAL CRITERIA:** Applicants must (as of 1 September 2026)

1. have a 2:1 Honours Degree (minimum) in Mathematics or related degree with PGCE or equivalent.
2. be a qualified teacher recognised by the Department of Education and GTCNI
3. have a strong record of CPD relevant to the post over the last three years.
4. have a minimum of 5 years' teaching experience in Mathematics to GCSE and A Level with evidence of high quality outcomes.

**DESIRABLE CRITERIA:** Preference may be given to applicants who (as of 1 September 2026)

1. have experience of leading or supporting initiatives within a Mathematics Department to improve learning.
2. have experience of applying strategies to help ensure innovative and engaging approaches using ICT in the teaching of Mathematics.
3. have a high degree of competence in using data to inform strategies to raise student performance.
4. have ability to demonstrate involvement and sustained commitment to the extra-curricular provision in school.

The Board of Governors reserves the right to enhance the above criteria at shortlisting.

## APPLICATIONS

It is preferred that application forms are emailed in Word format to the Principal's Personal Assistant, Mrs C McDowell, at [recruit@wallacehigh.net](mailto:recruit@wallacehigh.net) . An acknowledgement will be sent by return of email. Applicants should ensure that they indicate clearly on their application form how they meet the criteria.

The closing date for receipt of application forms is **Friday, 17 April 2026 at 12.00 midday.**

## PRE-EMPLOYMENT ACCESSNI CHECK

NB: It is an offence for an individual who is on either of the Department's Lists (UP List and/or List 99), or who is the subject of a disqualification order from the courts, to apply for, or offer to do any work, paid or unpaid, in a regulated position.

**The successful applicant will be required to pay for their AccessNI Enhanced Disclosure Certificate; the amount of which will be refunded to the successful applicant in their first salary payment.**

In order to comply with DE guidelines on Child Protection shortlisted applicants should bring an original birth certificate and/or marriage certificate (if appropriate) plus photographic ID to their interview.