



Twyford Church Of England Academies Trust

“I have come that you might have life and have it to the full” John 10 v10



William Perkin Church of England High School

Job Description

Job Title:	KS5 Mathematics Coordinator
Grade:	Main professional grade plus TLR 2b (£5,879)
Line Manager:	Head of Mathematics Department
Supervisory responsibility:	Performance management of 2-3 Maths teachers

Main purpose of Post

To achieve outstanding examination outcomes at KS5 in maths and further maths

To ensure the curriculum meets the needs of all learners and provides excellent transition to higher education

To ensure the support of staff through efficient systems and exemplary staff development

To ensure large student take-up at A-Level, including from other Trust schools, through effective marketing and IAG

Outcomes

Attainment and Inclusion

- Achievement in KS5 Maths and Further Maths is outstanding, with at least 75% of students on track in internal assessments and ultimately securing an ALPs 3 or better.
- Results are effectively monitored and reported to the Head of Maths and at department meetings; areas of weakness are identified and addressed swiftly.
- Achievement is outstanding for disadvantaged pupils in Maths and Further Maths

Curriculum & Teaching

- Curriculum resources are of a consistently high standard and available on COPIA for Y12 & Y13 courses
- Assessment and homework materials are available for the department and are used consistently
- Linear standardised assessments are used across the Trust in Y12, Y13
- All dept. staff are trained to be confident in the delivery of outstanding KS5 lessons
- Lessons taught at KS5 are of a consistently high standard, in line with Trust expectations

Behaviour, Personal Development & Wellbeing

- Learning behaviour at KS5 within the department is outstanding
- Student achievement in Maths is featured in CEIAG provision and assemblies.

Leadership

- There is a clear vision for the enjoyment and application of Maths and the Maths Wider Learning Programme at KS5 is a model of outstanding practice
- A-Level students planning to study maths post-18 are well supported in their university applications

- Post-holder(s) within the key stage e.g. Maths Stretch coordinator are well supported to carry out their role(s)
 - HOD is well supported in leadership of the department
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Specific responsibilities and tasks

Attainment and Inclusion

Achievement in KS5 Maths and Further Maths is outstanding, with at least 75% of students on track in internal assessments and ultimately securing an ALPs 3 or better

- Identify areas of underperformance and ensure improvement action plan(s) drawn up and delivered
- Agree and monitor intervention strategies for individuals/cohorts where appropriate
- Lead/manage interventions as required (at individual or group level)
- Ensure your own classes achieve outstanding results at KS5

Results are effectively monitored and reported to the Head of Maths and at department meetings; areas of weakness are identified and addressed swiftly

- Undertake thorough analysis of results (under guidance of the Head of Maths) to monitor progress of students and cohorts in Y12, Y13 after each key assessment.
- Orchestrate setting arrangements ensuring students are placed in appropriate groups according to aptitude and attainment.
- Provide regular feedback to the Head of Maths about progress of students, and to discuss issues with delivery and progress as they arise.
- Monitor the completion of, marking of and feedback on standardised tasks outside of quarterly assessments e.g. standardised HWKs, end of unit tests
- Take responsibility for internal systems of progress reporting to faculty meetings by post-holders /teachers
- Evaluate prior attainment of students on entry at KS5 and ensure pupils with grade 7 GCSE are placed in proactive intervention
- Liaise with Twyford counterpart and Trust Lead Maths regarding any refinement of KS5 curriculum and assessment

Achievement is outstanding for disadvantaged pupils in Maths and Further Maths

- In line with department and whole school policy / practice, ensure teachers are aware of disadvantaged pupils in their class(es) and have made adaptations to meet their needs
- Ensure teachers provide additional support for disadvantaged pupils as per individual circumstances e.g. support with access to online learning

Curriculum & Teaching

Curriculum resources are of a consistently high standard and available on COPIA for Y12 & Y13 courses

- Work closely with HOD & Trust Lead to ensure curriculum and assessment resources are outstanding
- Provide regular training for the dept to ensure effective delivery of high-quality KS5 resources
- Set clear expectations for teachers in all aspects of delivery of the KS5 course e.g. establish high-leverage routines for delivery at KS5 and ensure all teachers are consistently using these routines
- Review and refine KS5 resources to support teachers delivering the KS5 Maths curriculum and ensure these resources are on COPIA to promote independent learning from students
- Provide training and support for staff teams in the context of any curriculum change or development
- Ensure differentiation within the curriculum and its delivery ensures that all students are engaged and stretched
- Develop effective exam preparation resources at KS5 in conjunction with HOD and Trust lead

Assessment and homework materials are available for the department and are used consistently + Linear standardised assessments are used across the Trust in Y12, Y13

- Ensure that all linear standardised assessments and other assessment / homework materials are available for Y12, Y13 and that they are made available to teachers ahead of termly assessment points
- Plan and deliver training as required based on the conclusions from lesson looks and / or learning reviews
- Ensure assessed homework tasks are available for each unit and produce mark-schemes for these
- Monitor completion of standardised assessed tasks / assessed homeworks / end of unit tests by teachers; intervene as required
- Report at department meetings about operational aspects of the courses and keep the department informed about forthcoming assessments and events

All dept. staff are trained to be confident in the delivery of outstanding KS5 lessons

- Run at least bi-weekly training for KS5 delivery teams in Maths and Further Maths, including sharing of best practice and feedback from lesson looks/learning reviews
- Support HOD in the planning and delivery of weekly dept meetings
- Regularly contribute to the training programmes for staff as appropriate (department level and Whole School)
- Provide coaching support to BTs, ECTs and School Direct candidates as directed by Head of Maths

Lessons taught at KS5 are of a consistently high standard, in line with Trust expectations

- Refine KS5 curriculum and teaching and learning practices for the department; ensure they are in place and well understood by staff teams
- Undertake routine monitoring of learning via formal measures, e.g. lesson looks and data (pastoral and attainment) analysis
- Lead the programme of quality assurance (including department lesson looks /learning reviews/book and folder scrutiny) for KS5 Maths and Further Maths
- Support HOD and other post holders in the programme of quality assurance (including department lesson looks /learning reviews/book and folder scrutiny) for KS3 and KS4

Behaviour, Personal Development & Wellbeing

Learning behaviour at KS5 within the department is outstanding

- Provide training on consistent strategies to ensure that student conduct and learning behaviour is outstanding at KS5
- Ensure department team is confident and consistent in their use behaviour systems at KS5
- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny/book looks/pastoral data analysis) and casual monitoring (checks on student planners etc.)
- Use the above to routinely identify where learning behaviour / conduct is below expectation and provide training / coaching support as required

Student achievement in Maths is featured in CEIAG provision and assemblies

- Take responsibility for student support with regards to publicising post-16/ post-18 options in Mathematics
- Take responsibility for KS4 to KS5 transition programme
- Run the maths APP provision (Ada Pathways) along with the HOD to secure the pipeline of Y12 students from Ada Lovelace

Leadership

There is a clear vision for the enjoyment and application of Mathematics and the Maths Wider Learning Programme at KS5 is a model of outstanding practice

- Coordinate the KS5 Maths wider learning offer and provide at least one maths-related KS5 club weekly
- Organise Maths lectures as part of the KS5 lecture series in conjunction with
- Lead University (and other) trips successfully
- Supervise a number of Maths EPQs
- Ensure community service (for CASE) is completed by mathematics A-Level students
- Senior Maths Challenge takes place, with administration of this completed correctly
- Ensure items are provided for the 6th form Wider Reading newsletter each month

Post-holders within the department are well supported to carry out their roles

- Undertake regular training, coaching and mentoring of department members at KS5
- Intervene to support and improve performance where necessary

HOD is well supported in leadership of the department

- Undertake performance management of 2-3 members of the department ensuring performance targets are appropriately set and monitored.
- Provide additional support for staff who are at risk of underperformance
- Support Head of Maths in taking forward formal staffing procedures as required

All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips and visits or support activities).

The nature of this Job Description is subject to changes that will take place as the Maths Department moves to envelop the needs of the students at William Perkin.

Main scale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success

- 75% of students on target in internal /external assessments
- Learning Reviews and outcomes of Department Audits
- ALPS 3 or better

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good degree • Qualified Teacher Status • Experience in teaching Maths and Further Maths A level • Relevant successful experience as a teacher within a high achieving secondary school • A proven record of success in raising standards • Experience of the use of student results analysis outcomes to inform practice and target improvement • Experience of curriculum design 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities.

	<ul style="list-style-type: none"> • Successful experience of managing whole school change • Some successful experience of team leadership & management of staff • Knowledge of the requirements of the National Curriculum and KS3/4/5 courses • An understanding of recent curriculum and teaching/learning developments • An ability to develop effective curriculum resources in KS4/5 to meet the needs of the full ability range. • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to ensure progression as part of a whole school approach to raising achievement. • An understanding of the processes and techniques required to assess record and report students' learning effectively • A commitment to the principles and practices of Assessment for Learning • A commitment to developing Literacy and ICT skills • An ability to use ICT programmes and packages to promote learning • An understanding of the role of your subject within the wider curriculum 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate & model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • An ability to generate enthusiasm for the English • Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment). • Has a strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and interpersonal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	<ul style="list-style-type: none"> • A practising Christian

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be required to apply for an enhanced disclosure from

the DBS (Disclosure and Barring Service), previously the CRB.

For more information visit <https://www.gov.uk/crb-criminal-records-bureau-check>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.