



## 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  
C of E  
High School

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## William Perkin CE High School

### Job Description

<b>Job Title:</b>	<b>Head of Maths</b> <b>+ 1 area of whole-school leadership &amp; management</b> <b>(Leadership of inclusive curriculum in maths at key stages 3-4 and maths + subjects requiring proficiency in maths at KS5)</b>
<b>Grade:</b>	<b>L6 – L10 (£68,361-£74,479)</b>
<b>Line Manager:</b>	<b>Designated member of SLT (HT or DHT)</b>
<b>Supervisory Responsibility:</b>	<b>Department post-holders</b>

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### Main purpose of Post

To achieve outstanding outcomes in the curriculum and wider curricular offer within Maths

- ensure all aspects of the schemes of work, curriculum and lesson level resources are outstanding
- examination outcomes are outstanding at all key stages
- ensure a rich wider learning offer is in place at all key stages

To deliver outstanding outcomes for disadvantaged pupils in maths GCSE/A-level and numeracy skills, in line with their non-disadvantaged peers

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### Outcomes

#### Achievement & Inclusion

- Achievement at all key stages and for all cohorts is effectively monitored; areas of weakness are identified and addressed
- Achievement is outstanding at all key stages and for all cohorts

#### Curriculum & Teaching

- Curriculum and assessment frameworks are clear, well-pitched and support outstanding progress
- All staff are confident and consistent in the delivery of good and outstanding lessons: teachers deliver lessons in line with the principles of CaLM
- Lesson resources are outstanding: all lessons, for all tiers, are planned in line with Trust policies and practices

#### Behaviour & Attendance

- Learning behaviour across all lessons in the department is outstanding
- Teachers in the department are well-trained in behaviour management and highly effective in ensuring outstanding learning behaviour

### **Personal Development & Wellbeing**

- The maths Wider learning Programme is a model of outstanding practice

### **Leadership & Governance**

- There is a clear vision for the enjoyment of maths and the development of the maths curriculum
  - Recruitment to KS5 maths and further maths ensures viable class sizes
  - Post-holders within the department are well supported to carry out their roles
  - Post-holders within the department are effectively held to account for outcomes in their area of responsibility
  - Responsibilities for staff development, training and mentoring are fulfilled
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## **Specific responsibilities and tasks**

### **Achievement & Inclusion**

**Achievement at all key stages and for all cohorts is effectively monitored; areas of weakness are identified and addressed**

- Take responsibility for quality assurance of curriculum & assessment resources, in conjunction with Trust Lead, and effective deployment by the department
- Lead and manage department tracking systems across all key stages
- Ensure internal system of progress reporting to department meetings by post holders / teachers effectively identifies areas of weakness / risk to facilitate intervention
- Undertake systemic identification of student cause for concern and implementation of interventions (in class and additional extra-curricular measures) to address under-performance
- Systematically identify pupils at risk of under-performance / vulnerable to under-performance e.g. disadvantaged pupils and implement of proactive systems to mitigate the risk of this
- Use established systems to identify any concerns relating to staff performance, and subsequent performance-related support as required in conjunction with DHT
- Evaluating prior attainment of pupils on entry in conjunction with transition and data teams (with additional 'setting' test if required) and implement maths inclusion programme based on the results of this
- Ensure setting arrangements are effectively set up and sustained

**Achievement is outstanding at all key stages and for all cohorts**

- Monitor progress at all key stages in conjunction with key stage coordinators; ensure key stage coordinators implement effective intervention following quarterly assessments and/or standardised assessments to address weaknesses/emerging weaknesses
- Undertake purposeful analysis of quarterly assessment data with a focus on disadvantaged cohorts
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead / Manage interventions as required (at individual or group level)

### **Curriculum & Teaching**

**Curriculum and assessment frameworks are clear, well-pitched and support outstanding progress**

- Review and maintain the curriculum framework for the department at all key stages and for all maths pathways
- Ensure all unit overviews and unit planners are clear and provide an appropriate framework for the delivery of outstanding lessons
- Ensure that schemes of work for each of the three differentiated pathways within the curriculum are in line with Trust expectations and refined as necessary, in conjunction with the Trust Lead
- Agree the strategy for the development of resources when required, in conjunction with the Trust Lead

- Ensure that the correct lesson power-points and other teaching and learning resources are available on Copia
- Ensure Copia for the department is well utilised to support pupils of all abilities to make progress and develop effective independent learning behaviour
- Ensure Whole School policy on lesson prep, homework and essential study is consistently and effectively used by all teachers, including completion and recording of standardised assessment tasks and assessed homework tasks
- Liaise with Trust Lead and Head Teacher over any proposed course changes
- Provide training and support for staff teams in the context of curriculum change or development

**All staff are confident and consistent in the delivery of good and outstanding lessons: teachers deliver lessons in line with the principles of CaLM**

- Ensure curriculum and teaching and learning policies for the department are in place and well understood by staff teams
- Ensure regular training forms part of dept meetings, including good practice guidance / exemplars in relation to CaLM
- Ensure effective AfL in lessons informs teachers' practice both in the lesson and on a longer-term basis
- Ensure self-assessment and review is fully integrated into schemes of work
- Ensure pupils make highly effective use of self-assessment and are supported to learn to manage their own progress to the highest standard
- Develop a culture of sharing best practice in teaching and learning and active engagement with the coaching programme
- Lead the programme of lesson looks for the department, along with KS coordinators; feed the results of lesson looks into dept training
- Audit the quality of delivery via learning reviews, work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

**Lesson resources are outstanding: all lessons, for all tiers, are planned in line with Trust policies and practices**

- Work with/as directed by the Trust Lead to ensure lessons are of a consistently high quality and are appropriate for the needs of the tier
- Undertake regular training in the department to ensure all teachers are confident in adapting the lesson for the needs of their individual classes

## **Behaviour & Attendance**

**Learning behaviour across all lessons in the department is outstanding**

- Undertake routine monitoring of learning habits via formal measures (e.g. lesson looks / work scrutiny / book looks) and casual monitoring (e.g. lesson drop-ins / corridor checks / checks on student planners)
- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used
- Support department post-holders in enforcing behaviour rules
- Monitor pupils' learning conduct and behaviour as a measure of their engagement with maths

**Teachers in the department are well-trained in behaviour management and highly effective in ensuring outstanding learning behaviour**

- Ensure dept. meetings include ample, effective training on effective behaviour management in line with school systems
- Address emerging issues in behaviour through modification to department systems, approaches (including to teaching and learning) and staff training

## **Leadership & Governance**

### **There is a clear vision for the enjoyment and the development of the maths curriculum**

- Overall responsibility for department development planning (including post holders development plans)
- Responsibility for 3-year strategic planning overview
- Responsibility for budget planning
- Development and management of the department wider learning offer
- Support and encourage pupils to progress to further and higher education or training in maths related courses (including organisation of wider learning programmes support of pupils preparing for additional university tests)

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

- Overall responsibility for performance management of staff
- Undertake regular coaching and mentoring of post holders
- Ensure all post holders are confident and consistent in their use of department-wide systems
- Effective management of support staff (Teaching Assistants / Technicians)
- Responsibility for all Health and Safety procedures

## **Personal Development & Wellbeing**

### **The maths Wider learning Programme is a model of outstanding practice**

- Maths clubs & competitions are available at KS3-5
- Maths extension curriculum courses e.g. GCSE further maths, GCSE statistics are run to provide stretch opportunities for HAPs in maths, with equal representation from all pupil cohorts
- Additional support is provided for pupils targeted to achieve a Grade 8 / 9 as required.
- The Maths Stretch KS5 programme operates effectively to support students planning to take maths-related courses post-18
- Maths wider learning programmes actively target and include pupils from Ada Lovelace as part of the drive to ensure pupils from Ada Lovelace apply to WP 6<sup>th</sup> form

## **Wider SLT Leadership Responsibility**

### **Leadership of inclusive curriculum in maths at key stages 3-4 and maths + subjects requiring proficiency in maths at KS5**

- Ensure the progress of disadvantaged pupils in maths at all key stages is closely monitored; ensure interventions are in place (including but not limited to following quarterly assessments) to close any gap between the progress of disadvantaged and non-disadvantaged pupils
- Establish and implement a clear and differentiated programme of extra-curricular numeracy intervention for KS3 pupils with lower-than-expected numeracy on entry, with a focus on disadvantaged pupils
- Monitor the progress of pupils in numeracy intervention closely, with changes made as and when required
- Evaluate the impact of independent work set in Maths on disadvantaged pupils and ensure adequate support / intervention is put in place to ensure strong impact including with students unable to access a computer from home or who struggle with progress from independent work
- Manage post-holders effectively to ensure that the quarterly analysis and subsequent interventions facilitate progress for disadvantaged pupils in line with their non-disadvantaged peers
- Provide additional support for disadvantaged pupils in the completion of out-of-lesson work
- Provide extra-curricular opportunities for disadvantaged pupils to develop their love of and confidence in maths

- Liaise with WSLT Science + HODs physics, biology, chemistry, economics, psychology and computing to develop a programme of additional support for students studying subjects requiring proficiency in maths at KS5

## **Other**

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

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

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## **Key measures of success**

- Public Examination results - Headline target figures (KS3, 4 and 5)
- % of pupils on target in internal assessments
- External Evaluation Systems (Alps at KS5 and FFT at KS4)
- Internal VA measures
- Uptake of maths at KS5
- Progression of pupils to maths related courses in Training, FE or HE

## Person specification

	Essential	Desirable
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• University Graduate with a good degree in maths</li> <li>• Qualified Teacher Status</li> <li>• Successful experience as a maths teacher within a high achieving secondary school</li> <li>• A proven record of success in raising standards</li> <li>• Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level</li> <li>• Experience of the use of student results analysis outcomes to inform practice and target improvement</li> <li>• Experience of curriculum design</li> <li>• Successful experience of team leadership and management of staff</li> <li>• Knowledge of the requirements of the National Curriculum and KS3/4/5 courses</li> <li>• An understanding of recent curriculum and teaching/learning developments</li> <li>• An ability to develop effective curriculum resources in maths to meet the needs of the full ability range</li> <li>• An understanding of the strategies required to motivate and enthuse all pupils across the age and ability range to progress in maths as part of a whole school approach to raising achievement.</li> <li>• An understanding of the processes and techniques required to assess record and report pupils' learning effectively</li> <li>• A commitment to the principles and practices of Assessment for Learning</li> <li>• A commitment to developing Literacy and ICT in maths</li> <li>• An ability to use ICT programmes and packages to promote learning</li> <li>• An understanding of the role of maths within the wider curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• A proven record of success in leading a maths department at key stages 3-5</li> <li>• Evidence of further professional development</li> <li>• An understanding of the importance of, and a willingness to participate in, extra-curricular activities.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A strong commitment to and ability to articulate and model the values of the Twyford Trust</li> <li>• A firm approach to discipline, and good classroom management skills</li> <li>• An ability to work within, lead and motivate a team</li> <li>• An ability to generate enthusiasm for maths</li> <li>• Committed to the highest standards in all areas of school life (behaviour, academic, enrichment)</li> <li>• Strong grasp of contemporary educational issues</li> <li>• A proven team worker with a very strong commitment to collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• A practising Christian</li> </ul>

	<ul style="list-style-type: none"> <li>• Has outstanding communication and interpersonal skills</li> <li>• Able to set challenging and achievable targets and ensure their delivery</li> <li>• Good time management/able to multi task</li> <li>• Willing to contribute to the rich life of the school, including its extra-curricular offer</li> <li>• Clarity of vision/strategic thinker</li> </ul>	
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*The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-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.*