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| Job Title: | Head of Mathematics  | Department/ Group: | Mathematics |
| Level/Salary Range: | L6-L10 (£56,316-£62,202) | Reporting to: | Designated member of SLT |
| Contract term: | Permanent | Hours per week: | Full time |
| Safer Recruitment Statement: |
| The Bishop Fraser Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. |
| Vision Statement: |
| *“To allow all children to experience ‘life in all its fullness’ no matter what their starting point” by:** Offering a high quality, inclusive and distinctive education
* A caring and nurturing environment based on our Christian values
* Recognising the unique nature of each child.
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| All staff employed by the Bishop Fraser Trust are required to:  |
| * Uphold and promote the Trust’s vision.
* Uphold and promote the Christian ethos of all schools within the Trust.
* Support and contribute to the achievement of all students academically and pastorally.
* Support and contribute to the Trust’s responsibility for safeguarding all students.
* Undertake professional training to enhance personal development and job performance.
* Comply with all Trust and individual school policies and procedures, including safeguarding, child protection, health, safety and security, confidentiality and data protection.
* Maintain high professional standards of attendance, punctuality, appearance, conduct and positive relationships with all pupils, parents/carers, colleagues, governors, trustees and members, treating everyone with dignity and respect.
* Share best practice, expertise and skills with others.
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| Main Objectives of Role: |
| * To provide professional leadership and management for the mathematics department.
* To be a role model to members of the department, demonstrating excellent teaching and learning in their own practice and providing innovative curriculum thinking to drive it forward in all linked subjects.
* To raise standards across all groups of learners contributing to the highest outcomes for all.
* To support the delivery of the whole school numeracy strategy.
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| Job Description: |
| **THE SCHOOL TEACHER’S PAY AND CONDITIONS DOCUMENT SETS OUT THE STATUTORY RESPONSIBILITIES OF ALL STAFF. THIS JOB DESCRIPTION COMPLEMENTS THAT DOCUMENT AND PROVIDES THE SPECIFIC CONTEXT FOR THIS POST.****Specific TLR responsibility:*** Promote teamwork and collective ethos in the maths department, bringing together staff on shared objectives.
* Lead the curriculum area in the development of high-quality teaching and learning that meets the expectations of the teaching and learning policy and ensure that schemes of work are fit for purpose in order to drive outstanding achievement.
* Strategically lead the department, ensuring that the SEF and School development are implemented through the department development plans and SEF, guaranteeing a collaborative department wide standards raising plan.
* Produce exam reports for maths ensuring deadlines are met and the data feeds the development plans.
* Lead and manage the curriculum in maths and develop a clear enrichment curriculum ensuring that our students have a deep and rich experience of the subjects within the department and beyond the classroom.
* Review the syllabus offered at GSCE level, regularly making sure it is fit for purpose and meets the needs of our learners.
* Ensure that robust assessment and recording is carried out by all members of the department, and track and monitor the performance of students making sure that achievement is recognised, and underachievement addressed.
* Set expectations and objectives for staff using the appraisal system, supporting teaching staff in their CPD and holding them to account for their individual performance.
* Implement the School Quality Assurance process at department level, ensuring that findings are acted upon in a timely fashion.
* Manage the delegated department capitation budget ensuring value for money in terms of resources and that it is utilised to raise standards.
* Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
* Attend meetings as directed by the Headteacher and SLT line-manager in line with school policy for TLR holders.
* Support the AHT Teaching and Learning in developing the school’s numeracy strategy, ensuring literacy remains at the forefront of all teachers planning and teaching.

**General responsibilities**: * Work collaboratively with a range of internal and external partners, demonstrating a positive ‘can do’ attitude and working as one team for the wider ‘team BFT.
* Limited flexibility with working hours on occasion beyond the usual working day, recognising the variable nature of workloads and deadlines. It must also be noted that the Trust strongly recognises the fundamental importance of a private and family life, and of adequate rest and recreation.
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| All staff at the Bishop Fraser Trust will: |
| * Seek to be positive and build up the common good through their own individual contribution to the life of their school.
* Offer ideas and suggestions for making things better.
* Engage actively in the appraisal and performance review process.
* Seek to develop a better work/life balance.
* Appreciate that whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.
* Work within the Trust and individual school’s Health & Safety Policies to ensure a safe working environment for all staff and pupils.
* Follow any reasonable request to undertake work of a similar level that is not specified in this job description.
* Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
* Promote equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

If appointed, the successful applicant must be aware that the principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required.This job description is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title. It allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out. The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment. |
| Last Updated: | January 2025 |

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Person Specification – Head of Mathematics**

| **Categories** | **E**ssential / **D**esirable |
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| Professional values and practices of The Bishop Fraser Trust |
| Ability to build and maintain successful relationships with students, treat them consistently with respect and consideration and demonstrate concern for their development as learners. | E |
| Commitment to the Trust’s Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work. | E |
| Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice. | E |
| Able to liaise sensitively and effectively with parents and carers, recognising their role in student learning. | E |
| Able to improve their own practice through evaluations and discussions with colleagues. | E |
| Flexible, with an ability to be able to embrace and generate change. | E |
| Personal Qualities  |
| Self-motivated and personally resilient. | E |
| High levels of personal integrity, discretion, honesty, reliability and self-awareness. | E |
| Conscientious and diligent work ethic. | E |
| High standard of personal presentation with an excellent attendance and time-keeping record. | E |
| Exacting standards, with high levels of attention to detail and accuracy. | E |
| Patience, kindness and understanding. | E |
| Professional Dispositions |
| Pro-active in using initiative. | E |
| The ability to meet and greet visitors, staff and students warmly, confidently and professionally, focusing on meeting customer needs and satisfaction. | E |
| Maintains a positive outlook at work. | E |
| Willingness to take a hands-on approach as necessary. | E |
| Flexibility, on occasions and within reason, in approach to working hours. | E |
| Qualifications |
| Qualified Teacher Status. | E |
| Honours degree (if not in a Mathematics related discipline, this is okay but please explain your professional development on your application to ensure quality subject knowledge). | E |
| Experience of recent professional development. | E |
| An awareness and ability to work within the rules of relevant policies, legislation and good practice relating to schools, particularly Data Protection, Child Protection and Safeguarding. | E |
| Leadership and Management  |
| Ability to develop others and motivate staff to drive outcomes for all learners. | E |
| Experience of being involved in curriculum design that meets the needs of all learners. | E |
| Evidence of line-managing others and managing staff performance.  | D |
| Evidence of helping to produce development plans.  | D |
| Evidence of improving and sustaining achievement and progress for all. | E |
| Experience  |
| Experience of mathematics teaching at GCSE level, with at least three years of results. | E |
| Experience of working with a wide range of pupils. | E |
| Evidence of ability to create a challenging and effective learning environment. | E |
| Experience as an external exam moderator. | D |
| Skills and Knowledge |
| High level teaching and organisation skills. | E |
| Sound understanding of current issues relating to the subject. | E |
| Good time management skills and a high level of personal organisation. | E |
| Good interpersonal and communication skills. | E |
| Awareness and understanding of pupil progress. | E |
| Good ICT skills. | D |
| Safeguarding of Children and Young People |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people. | E |