



*Education to understand the world and change it for the better*

<b>Post</b>	Deputy Director for Achievement in Maths
<b>Grade</b>	TLR 2c
<b>Responsible to</b>	Director of Maths
<b>Responsible for</b>	As explained on job description
<b>Working hours</b>	In accordance with STPCD

Everyone at Thomas Tallis works to fulfil our **School Plan**. All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards**.

We expect teachers to

1. Make sure young people of all abilities, ages and backgrounds fulfil their potential.
2. Engage all young people in participation in interesting learning.
3. Develop into exceptional teachers.
4. Through teachers' own scholarship stimulate a love of knowledge in our young people
5. Unlock and develop their creativity and independence.
6. Demonstrate that learning continues well beyond lessons.
7. Develop the Thomas Tallis Habits of Mind in all teaching so that young people are inquisitive, collaborative, persistent, disciplined and imaginative.

Teachers with TLR posts at any level must demonstrate these **10 Qualities of Leadership**, based upon the principle that *we should trust in others and be trustworthy ourselves*.

We expect that members of our community who have leadership roles should

1. Show vision, conviction and authority and lead by example.
2. Build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.
3. Understand what needs to be done, do it right, and on time.
4. Be very, very organised.
5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan
6. Know your subject and keep up-to-date.
7. Lead learning by demonstrating high quality work with excellent outcomes.
8. Develop colleagues through encouragement, performance management and providing opportunities.
9. Support young people by maintaining good discipline and helping them meet high targets
10. Work with others by building good links with KS2, other schools, FE and HE

All teachers are expected to fulfil roles as Form Tutors where assigned and in Performance Management as appropriate.

**Ethos**

1. To work with the Director of Maths to redevelop and oversee the further improvement of the Mathematics department
2. To support the development of mathematical thinking and methods across the curriculum to improve students' life chances
3. To help to ensure that the aims of the SP are true for every child through the provision of the Mathematics Department
4. To promote the best possible achievement in maths so that the expectations of national accountability structures and the future success of the school may be assured.

**Line Management Responsibilities**

1. To line manage postholder(s) within the department as agreed with and directed by the Director of Maths
2. To be responsible for undertaking performance management of nominated individual teachers within the maths department, as directed by the Director of Maths

**Achievement and Progress**

1. To analyse data to support students and staff to meet progress targets
2. To track and monitor individual students and different cohorts of students and make appropriate interventions to tackle underachievement
3. To monitor the participation and success of young people attracting the Pupil Premium.
4. To work in partnership with Head of KS4 English to optimise the matching of achievement.
5. To evaluate and review progress towards targets and measure the impact of activities undertaken.

**Curriculum**

1. To develop and maintain a KS4 curriculum that enables young people to develop their knowledge, understanding and skills in Maths as well as succeeding in the GCSE.
2. To ensure that schemes of work are in place that meet the academic needs of all KS4 students
3. To observe and review the quality of teaching and assessment in KS4 and ensure staff to share good practice
4. To promote a stimulating learning environment which encourages students to learn
5. To promote cultural entitlement through the provision of a broad range of enrichment activities including school journeys where appropriate

**Behaviour**

1. To fulfil the demands of the Thomas Tallis Behaviour Policy through personal example to model, teach and promote the behavioural norms of a good society so that excellent behaviour is the norm in Maths
2. To take responsibility for overall behaviour management within the faculty to ensure a happy, safe, secure and structured learning environment
3. To fulfil a role in behaviour management in the wider school
4. To work with maths staff to promote and develop good behaviour

**Parents, carers and community**

1. To support the director of Maths in raising the profile of Mathematics in Tallis families
2. With the maths team, to work with parents and carers to involve them in the support of their children's education
3. To evaluate the views of students, parents and stakeholders and act on recommendations where appropriate
4. To build and maintain very strong links with partner schools

**Teaching Quality**

1. Consistently to be a very effective teacher and to ensure those standards in all teachers of GCSE Mathematics
2. To develop and maintain a high level of subject knowledge, expertise and vision.
3. To hold teachers to account for the fulfilment of the relevant standards.
4. To model innovation and the Habits of Mind
5. To tackle underperforming teachers and other colleagues within mathematics

**Leadership and management**

1. To complete management tasks in the faculty
2. To assist with maths' self evaluation and development planning
3. To complete any additional responsibilities commensurate with the level of this job description, as required by the Head.

CR 23.4.24

## Person Specification

Deputy Director for Achievement in Maths

TLR 2C

	Essential	Desirable
<b>Personal</b>		
1	A good quality degree in Maths or a closely related subject and QTS	
2	A love of teaching and successful teaching experience	Significant successful teaching experience
3	A commitment to extra-curricular provision	
<b>Subject</b>		
5	Experience of teaching Maths across two key stages including KS5	Experience of KS4 examination requirements and the range of qualifications and courses available.
6	Experience of teaching a wide range of students	Experience of using a range of ICT and new technologies to support the highest quality learning
7	Knowledge of best practice in Maths	
8	Familiarity with National Curriculum proposals for English	
9	Experience of curriculum planning and curriculum development	Experience in organising extra-curricular activities
<b>Leadership</b>		
10	Effective behaviour management skills	
11	Ability to analyse assessment data and use it to raise achievement	Experience of holding colleagues to account for their performance
12	Familiarity with the requirements of OFSTED inspection	Successful OFSTED inspection experience
13	A commitment to inclusion	Understanding of the Pupil Premium
14	Experience in organising extra-curricular events and activities	
15	An appreciation and commitment to the pastoral role	

16	The ability to communicate a vision for the department, and a commitment to creative learning.	The ability to link that vision to that of the whole school
<b>Specific to this post</b>		
17	Ability to support the Director in the leadership and management of the department.	Experience of leading a team
18	Ability to deal with challenging leadership issues.	