



# Durrington High School

## Deputy Leader of Mathematics

### JOB DESCRIPTION

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#### What is the purpose of the role?

- ◆ To be an active support to the Director of Mathematics and department in ensuring outstanding provision and outcomes for all students.
- ◆ Be responsible for safeguarding and prioritising the welfare of children
- ◆ Provide clear and consistent leadership for staff and students being a highly visible and credible presence both within the team and across the departmental area.
- ◆ Ensure that students (and specifically UDGs that are prone to lower rates of progress) are active participants in their learning and make strong process/achieve outstanding outcomes.
- ◆ Reduce any variability in terms of staff performance and therefore student outcomes, across the team.
- ◆ Under the direction of the Director of Mathematics ensure that teaching, curriculum and assessment across the curriculum area are evidence informed and of high impact
- ◆ Make a positive contribution to student well-being, school life, enrichment activities, subject and company teams
- ◆ Maintain all professional standards to an on-going high standard; implementing and up-holding all school policies
- ◆ Be committed to your own professional development and that of others within your team.

#### Activities – what do you have you have to do?

- ◆ Make a significant contribution to the leadership & direction setting of the department so as to ensure excellent teaching and strong student outcomes
- ◆ Ensure the quality of teaching and learning across the department is consistently effective, evidence-informed and results in strong outcomes for all students.
- ◆ Through planning with the subject leader, ensure that subject CPD, especially SPDS are high quality, focused and high impact.
- ◆ Create meaningful and effective assessments so as to track student progress using the data derived from these to monitor both class and UDGs progress. Ensure no specific class groups or groups of students underachieve.
- ◆ Use departmental data to analyse the impact of your work and feed into curriculum development & planning. Prepare reports as required.

- ◆ Ensure the outcomes of disadvantaged students are accelerated, in line with the school priority
- ◆ Ensure all high starting point students are challenged and make good progress
- ◆ Lead on aspects of curriculum development, assessment, intervention and teaching and learning.
- ◆ Be outward looking in terms of effective practice from outside and research evidence and use this to shape and improve our practice.
- ◆ Implement a programme of enrichment containing different clubs, trips (local and residential) competitions etc
- ◆ Be a committed Form Tutor, building a positive relationship with tutees and parents
- ◆ Ensure there is safe, stimulating and effective learning environment with good, quality displays and that all equipment is maintained in sound working order

### What are the role particulars?

- ◆ £4000 leadership allowance
- ◆ Accountable to the Director of Mathematics, subject line manager and the Headteacher
- ◆ The Headteacher may, from time to time, ask the post-holder to perform additional reasonable activities and responsibilities appropriate for someone at this level.

### Person Specification

Leadership Attributes	Essential	Desirable
<b>Personal drive and accountability</b>	Uses a range of strategies and techniques, to enhance own and others effectiveness; motivating others to succeed through your leadership/work. Visible and credible leader.	Evidence of leading an area that has made a significant impact.
<b>Experience</b>	Worked with other teachers to develop their practice and so positively influenced the progress of other groups of students. Evidence from your existing work of successfully engaging and securing positive outcomes for all students in Mathematics The ability to effectively and efficiently interpret and correlate a range of data streams, drawing summative conclusions which are then acted upon, using relevant data systems. Committed to the idea of evidence informed teaching and able to articulate how this has informed your teaching.	Leadership role in a school with a truly comprehensive intake. Evidence of leading teams that have demonstrated high impact of working at a strategic level to bring about positive change for staff/students.
<b>Specialist knowledge</b>	Knowledge of current best practice within and outside of the school (e.g. EEF). A secure knowledge and understanding of evidence-informed pedagogy that leads to effective learning. A range of interventions that lead to accelerated progress being made by learners. Well informed with regards to evidence informed teaching, through reading blogs, educational books and research papers.	
<b>Delivering continuous improvement</b>	Involve and inspire stakeholders to support your leadership. Sets out vision and pathways to achieving this within teams led. Evidence of being able to successfully blend strategic planning and operational work to achieve goals. Evidence of effective evaluating of the impact of actions taken.	
<b>Impact and influence</b>	Uses direct and indirect influence to gain support, build alliances and secure support before presenting proposals or making decisions.	
<b>Resilience and emotional maturity</b>	Resolves conflict in a calm, restrained way, with empathy and seeks support appropriately. Implements appropriate decisions that lead to	

	improvement even if difficult. Responds positively when faced with personal criticism or setbacks, maintaining a sense of perspective. Has significant capacity and resilience. Ability to manage time well.	
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