**Fulwood Academy**

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| **Job Description** | |
| **Deputy Director Of Faculty Mathematics** | **TLR: 9 Points on the Fulwood Academy TLR Scale** |
| **Perm/Temp: Permanent** | **Reporting to: Director of Faculty** |
| **Job Purpose** | |
| In addition to the expectations of a classroom teacher, the Deputy Director of Faculty has responsibility for supporting the leadership of the Faculty and raising the profile of the subject throughout the Academy. She/he will ensure high standards of teaching, learning and achievement, efficient use of resources and creative development of the curriculum. | |
| **Key Responsibilities** | |
| **Accountabilities (in addition to those required of a qualified teacher):**  **1. Policy/Strategic direction and development**  a. Contribute to whole Academy policy-making and strategic planning as required by the  Principal.  b. Advise SLT on educational developments relevant to the Academy and the curriculum.  c. Prepare, monitor and update the annual faculty SEF in consultation with colleagues.  d. Take the lead in ensuring that Academy policies and strategies are embedded in schemes of work and faculty plans.  e. Analyse and review progress and achievement following exam results within the faculty and advise of the actions to maximise pupil achievement.  **2. Leadership and management of others**  a. Support the Director of Mathematics with the leadership of the faculty, inducting, developing, deploying and motivating staff to ensure that they have clear expectations of their roles, and that high standards are achieved and maintained.  b. Help plan regular faculty meetings and ensure that they are used effectively to review performance across the faculty and to share and develop ideas.  c. Encourage members of the faculty to develop their leadership potential and to share  and develop new ideas.  d. Manage day to day administrative requirements such as examination entry, controlled assessment and faculty timetables, ensuring accurate records are kept.  e. Attend all meetings and CPD as relevant, and promote the subject within the Academy.  f. Support the Director of Faculty in developing the strategic direction of the Mathematics  faculty  g. Deputise for the Director of Faculty in their absence, ensuring that the faculty direction is  maintained and that any operational issues are addressed during this period of absence.  **3. Teaching and learning**  a. Promote excellence in teaching and learning to ensure all pupils develop their potential.  b. Exemplify in own practice outstanding teaching skills and ensure that good practice is  shared throughout the faculty, including good classroom management.  c. Support the development of a suitable learning environment, helping maintain this throughout the faculty with rewards and sanctions applied as appropriate.  d. Contribute towards schemes of work and the faculty handbook, reviewing and feeding  back to the Director of Faculty to ensure high standards of teaching and learning, and that  there is consistency of practice.  e. Monitor pupils’ work and the classroom practice of those in the faculty.  f. Keep up to date with developments in the teaching of education in general to ensure that best practice is adopted within the faculty.  g. Ensure the faculty is effective in meeting the needs of all pupils.  h. Contribute to the broader life of the Academy by supporting and leading curricular and extra-curricular events. | |

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| **4. Extra-curricular activities**  a. Raise the profile through Academy based activities by helping to make these experiences  and opportunities fun and exciting.  b. Actively promote enthusiasm for the subject outside the timetable, including the organisation of trips.  **5. Management of resources**  a. Identify future resourcing needs and aspirations for the faculty.  **6. Monitoring, evaluation & assessment**  a. Support the Director of Faculty with the monitoring of individual pupil progress through regular assessment and recording results to inform teaching.  b. Help develop assessment for each year group that will be conducted regularly and  consistently.  c. Use relevant performance and benchmarked data to ensure that high standards of  learning are achieved and maintained.  **7. Training & development of self and others**  a. Be proactive in identifying training needs within the faculty, ensuring that they are appropriately met, and support all members of the faculty in their own  professional development.  **Teaching:**   * see teacher job description   **Whole Academy Contribution:**   * All staff have a responsibility to ensure the welfare and safeguarding of all pupils. * To contribute to the development of whole Academy policy. * To support the Academy, aims, ethos and policies. * To monitor pupil progress and quality assure progress over time.   **Additional Duties:**   * To take responsibility for their own professional development. * To play a full part in the life of the Academy community, to support its distinctive aims and ethos and to encourage staff and pupils to follow this example. * To engage actively in the performance review process.   **Review and Amendments:**   * The job description should be seen as enabling rather than restrictive and will be subject to regular review*.* |

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| **Person Specification** |

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| **Knowledge** | **Essential** | **Desirable** |
| *Skills* | Teach to KS4  Ability to take initiative, lead, motivate, inspire and support pupils to achieve excellence  Excellent interpersonal and group skills  Good organisational and planning skills  The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all pupils  Able to ensure that technologies are used effectively to improve learning  A range of strategies for creating a positive climate for learning  Excellent organisational and planning skills  Evidence of good classroom practice and sound behavior management skills  A sound knowledge and understanding of current curriculum developments | Ability to undertake self-evaluation and plan and execute improvements |
| *Qualities* | A positive attitude towards change and a flexibility to implement new strategies where required  The ability to inspire young people to learn  A commitment to lifelong professional learning  Patience  Reflective practitioner  A commitment to inclusive education  Ability to work under pressure and meet deadlines  Able to learn and develop pedagogy and practice from others in your team  The ability to manage time effectively and prioritise work  Knowledge of changes to SEND agenda | A willingness to be involved in extended curriculum opportunities in the subject area and across the Academy  The ability to manage time effectively and prioritise work  Knowledge of changes to SEND  agenda  The capacity to contribute to the leadership and management of the whole Academy |

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| **Knowledge** | **Essential** | **Desirable** |
| *Experience* | An understanding of the use of assessment to inform planning  Experience of working with pupils with social, emotional and learning difficulties  Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance | Experience of performance management cycles and systems |
| *Education & Qualifications* | Degree level qualification  QTS Status and experience of teaching across at least two key stages in training | Post Graduate Qualification  Relevant professional development over the last 2 years |
| *Equal*  *Opportunities* | Committed to the celebration of diversity in the classroom and the workplace  Must be able to recognise discrimination in its many forms and willing to put equality policies into practice |  |
| *Special*  *Requirements* | An enhanced Disclosure and Barring Service (DBS) check will be requested in the event of a successful applicant and references will be requested. | |