



Holme Grange School

Job Description

Head of Maths

Job Purpose:

To lead the Maths Department in the delivery of outstanding teaching and learning, and to inspire, encourage and empower Holme Grange pupils to achieve their very best in the subject of Mathematics.

The Maths Department

The Eaton Grange Maths Department is a part of our senior school for pupils aged 11 to 16. The department is housed in spacious and well-resourced classrooms, within a superbly resourced senior school environment.

The department comprises 5 full-time members of staff, working collaboratively to deliver Maths to Years 7 to 9 Maths and iGCSE Maths at KS4. The department also delivers Further Maths to its most able pupils in Year 11. The department follows Edexcel's iGCSE specification for GCSE and have enjoyed excellent results in recent years: in 2022, 28% of students achieved grade 9, 62% achieved grades 7-9, and 98% achieved grade 4+ with results well above the national average.

Regular co-curricular opportunities complement our students' progress in core skills (for example maths competitions, visits and lectures). Our schemes of work are characterised by a traditional approach to knowledge and skills combined with progressive and forward-thinking strategies to foster successful learning outcomes.

The Head of Maths regularly liaises with subject leads in both the Prep School and Pre-Prep to ensure continuity of curriculum provision and pupil progression, in line with the department's objectives and wider school aims and values, across the age range 3 to 16.

General:

Heads of Department are expected to:

- Contribute to the collective ethos of the School by requiring high professional standards from colleagues and appropriate behaviour from students.
- Contribute to the development of the school as a whole.
- Ensure that the department is an environment physically conducive to learning (e.g. tidiness, displays).
- Help maintain a calm and purposeful atmosphere around the school, in and out of classrooms, especially within his/her subject area(s).
- Attend all relevant meetings appropriate to their role, as specified by the school.
- Carry out, following consultation, any other reasonable task determined by the Headteacher.
- Ensure that the department is represented on all relevant school working groups, e.g. the Academic Committee, or intra school groups, when appropriate.



All **teachers** are expected to contribute fully to the extra-curricular and pastoral life at Holme Grange. Most teachers also act as form tutors. As tutors, teachers are allocated to a form and are responsible for monitoring and enhancing the academic and pastoral welfare of a group of pupils. This involves meeting the pupils regularly both individually and as a group, liaising between teachers and parents and being involved generally in the School community.

Holme Grange expects its teachers to contribute whole-heartedly to other aspects of school life by drawing upon their own interests and enthusiasms. The richness of the school depends upon teachers who, for example, coach games, direct plays, support and organise society meetings and take pupils on trips to concerts/theatre locally and further afield.

As a **teacher** at Holme Grange School you should:

- Have high expectations of yourself and of those you teach
- Be true to the Holme Grange Mission Statement and work to achieve the ideals set out
- Foster a good quality of relationships with children and their families being aware of the pastoral role all staff play and is necessary in a good school
- Be wholeheartedly committed and contribute to the Christian aims and positive ethos and core values of the school and be able to implement those aims, both inside and outside the classroom
- Treat all children as in your care and not just in your class
- Encourage the home/school partnership and contribute to the life of the school
- Foster a learning environment and educational experience which provides students with the opportunity to fulfil their individual potential
- To demonstrate in your everyday work, that you are an effective professional who challenge and support all pupils to do their best through:
 - inspiring trust and confidence;
 - building team commitment;
 - engaging and motivating pupils;
 - analytical thinking;
- To make an ongoing, active contribution to the life of the school

All **teachers** are expected:

- To demonstrate a thorough and up-to-date knowledge of the teaching of your specialism(s) and to demonstrate that you take account of wider curriculum developments relevant to your work;
- To lead by example - model outstanding teaching and learning, planning appropriately to meet the needs of all pupils;
- To reflect upon practice in the pursuit of continuous improvement through innovation, strategic planning, and sharing of best practice;
- To make a substantial and sustained contribution to the raising of pupil standards and contribute effectively to the work of the wider school team;
- To demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant tests or examinations, or school-based assessment for pupils where tests and examinations are not taken;
- To promote the use of Digital Learning Technologies to support pupil achievement;
- To work with the Accelerated Learning Department and the More Able Gifted and Talented Lead in order to identify, monitor and support pupils;



Specific:

The Head of Maths is accountable for:

- The standards (this includes the attainment and progress outcomes) reached by all students throughout KS3 and 4, and in liaison with the KS2 and 1 coordinator, standards reached in Pre-Prep and Prep;
- The standard/quality of teaching and learning throughout the department;
- The effective and appropriate use of resources;
- The quality and effectiveness of extra-curricular opportunities;

Main Duties

(This list should be seen as illustrative rather than prescriptive).

Relational and pedagogical:

- To oversee best practice in teaching to ensure high quality teaching and learning - to contribute to the appraisal and performance management of staff and, through a coaching approach, to work with colleagues to meet school expectations and develop professionally;
- To foster a collaborative, effective, collegial and supportive team (including non-teaching staff where applicable, for example teaching assistants), collaborating with senior staff on matters of staff morale;
- To ensure high standards of pupil-teacher relationships and of pupil behaviour/attitudes to learning, liaising with pastoral and senior staff as appropriate;
- To ensure that colleagues have access to the material resources they need to teach (e.g. department handbook, schemes of work, department planning);
- To ensure the induction and support of new staff, including lesson observation and academic guidance in collaboration with senior staff;
- To hold regular department meetings, with an agenda which meets the needs of the department. To record and share minutes/action points in line with school requirements;
- To attend Heads of Department meetings, as required, initiating action within the department;
- To engage in on-going personal and professional development in order to provide high quality and innovative educational leadership;
- To effectively promote the department through emerging and established school communication channels: social media and the Yearbook, for example;
- To engage in school-based research and development into Teaching and Learning in order to improve own practice and that of teachers within the Department;
- To effectively communicate whole School changes to the Team, coaching teachers to develop their understanding and skill base surrounding new learning strategies;
- To ensure Department compliance with agreed School policies for assessment, recording, contacts with parents etc;
- To promote the School's ethos of 'Work Hard, Play Fair' and the 'Holme Grange Way';
- To implement all school policies, having particular regard for matters of safeguarding including Health and Safety and Child Protection, delegating departmental responsibility as appropriate;
- To work co-operatively with the Senior Leadership Team and all colleagues;
- To participate in the appointment of Department staff where required;



- To promote the School and its training courses and activities, including participation in external and internal marketing activities;
- To uphold the good reputation of the School with pupils, parents and other stakeholders;
- To ensure that the principles and practices of the School's Equal Opportunities Policy are promoted through the curriculum;
- To carry out any such duties as may be reasonably requested by the Head.

Academic:

- To co-ordinate and communicate the academic goals for the department and review where appropriate;
- To lead the formulation of an annual department development plan and to communicate and oversee the plan and its associated responsibilities;
- To be responsible for the implementation of department and relevant whole-school policies;
- To co-ordinate the selection and development of appropriate KS3 and KS4 courses and syllabuses and related resources;
- To support and work with the KS2/KS1 departmental academic leads in meeting the Maths' department aims and objectives;
- To set appropriate but challenging targets for the department as a whole and individual targets for those who learn and work within it;
- To keep up to date with curriculum change and reform. To lead department planning in the light of change and reform at KS3 and 4;
- To ensure the appropriate setting of pupils within the department in KS3 and 4;
- Ensure that effective tracking of students' progress is in place throughout all Key Stages and through accurate identification, supporting underperformance through intervention programmes whose impact are closely monitored;
- Ensure that at KS3 and 4, appropriate revision resources and sessions are in place to fully support each student in achieving their best possible outcome;
- Ensure that regular and appropriate homework contributes to learning;
- Ensure that live and engaging Schemes of Work are in place for all year groups which can be accessed by all students, thereby enabling each student to fulfil their potential, which dovetail at transitions between Key Stages to best support pupil outcomes;
- In conjunction with the SENCo/Head of ALC, to make sure that SEND requirements are met;
- With senior staff, to co-ordinate the department timetable, allocating staff and pupils to teaching sets, and classrooms;
- To liaise with the Exams Officer and senior staff on all aspects of public exam entry;
- To be responsible for the submission and moderation of coursework where appropriate;
- To co-ordinate the setting and assessment of internal school exams;
- To monitor performance in internal and public examinations and coursework and to identify and address any teaching and learning matters arising;
- To ensure the prompt, consistent and effective assessment of pupil learning by department staff;
- To co-ordinate the department's recommendations for the awarding of prizes
- To oversee the provision of relevant and up to date advice and support for pupils on education courses beyond Holme Grange related to the subject area;



- Coordinate non-classroom supplementary learning experiences for student groups, including field trips and outdoor education classes, in support of the development of skills and knowledge to complement curriculum study.

Infrastructure:

- To prepare and manage an annual department budget
- To plan for, provide and maintain the physical resources necessary for learning and the delivery of chosen syllabuses and courses (including for example, books, past papers, file shares, department websites, furniture, equipment). Where necessary, this will be in conjunction with other departments.

Subject Specific tasks *(current items listed for transparency):*

- To lead the Maths Challenge for primary school aged children annually;
- To encourage, support and inspire pupils to enter academic competitions;
- To develop numerical skills across the school through opportunities to engage in maths related activities;
- To lead the development of numeracy across the curriculum;
- To lead and organise effective marking of entrance exam papers;
- To be available to look at entrance exam papers and comment on suitability of candidates.

The performance of all the duties and responsibilities shown on the following pages will be under the reasonable direction of the Headteacher or other Senior Manager if appropriate, who will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation.



Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good Honours degree in Maths • Qualified Teacher status 	<ul style="list-style-type: none"> • Evidence of continuous INSET and commitment to further professional development
Experience	<p>The Teacher should have experience of:</p> <ul style="list-style-type: none"> • Teaching Maths to, at least, GCSE level • Experience of providing relevant, differentiated and inspired teaching for all pupils • A proven track record of delivering on academic performance 	<ul style="list-style-type: none"> • Evidence of working in partnership with parents. • Experience of A-Level/Oxbridge teaching to inform KS4 teaching and working with our brightest students • Experience of middle management
Knowledge and understanding	<p>The Teacher should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); • Curriculum requirements at the appropriate age • The monitoring, assessment, recording and reporting of pupils' progress; • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children; • The positive links necessary within school and with all its stakeholders; • Effective strategies to engender effective learning. 	<p>In addition, the Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the preparation and administration of 11+ and 13+ examinations; • links between feeder primary and secondary schools, and links to education 16+
Skills	<p>The Teacher will be able to:</p> <ul style="list-style-type: none"> • promote the school's aims positively, and use effective strategies to monitor motivation and morale; • develop good personal relationships within a team; • establish and develop close relationships with parents, governors and the community; communicate effectively (both orally and in writing) to a variety of audiences; • create a happy, challenging and effective learning environment. • willingly and competently run extra-curricular activities • lead, inspire, motivate and support pupils and colleagues • work in a leadership role in a successful and dynamic school • Excellent organisational, administrative and ICT skills 	<p>In addition, the Teacher might also be able to:</p> <ul style="list-style-type: none"> • develop strategies for creating community links.



Personal characteristics	<ul style="list-style-type: none">• Organised, resourceful, an excellent time keeper, approachable, committed, empathetic, enthusiastic.• High levels of personal and professional integrity and the ability to exercise discretion and confidentiality• Personal warmth to gain the confidence of pupils, staff and parents• Positive rapport with pupils• High standards of personal presence and presentation and attention to detail• Ability to communicate concisely and sensitively, both orally and in writing, to a variety of audiences• A healthy sense of humour• An enthusiastic team player with strong leadership qualities• A reflective and flexible approach and the ability to think creatively and imaginatively• Organised and able to self-direct• Positive, enthusiastic and energetic approach to life, with a can-do attitude• High expectations for pupil attainment, personal development and conduct• Committed to the Holme Grange ethos and to representing the strategic vision for the School• Ambitious and aspirational for oneself and for the School• Committed to professional development and show a willingness to undertake appropriate training for this role
---------------------------------	--