**Job Description: UPR**

 **Subject Leader Mathematics**

**Introduction**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Roles and Responsibilities**

**TLR**

* To provide strategic leadership for the MATHS department, to ensure a continuous focus on raising standards and to support the school’s Progress From Day One strategy.
* To ensure that the curriculum in the MATHS department is broad, balanced and well informed by current research and development in the subject; that the curriculum matches pupils’ needs and ensures effective continuity and progression in pupils’ learning.  Developing an appropriate program of study at both KS3 & KS4.
* To ensure that teachers have a clear understanding of the value of their subject and communicate it effectively to pupils.
* To ensure that the MATHS department teaching team uses an appropriate range of resources and teaching strategies to promote at least good learning across all aspects of the subject.
* To ensure that processes of self evaluation of all aspects of the department’s work are robust and systematic, leading to effective improvement planning.
* To ensure that the assessment practices of the department are in keeping with school policy and support the learning and progress of students.
* To ensure that performance management processes align with whole school and department priorities and objectives and that CPD supports both individual and team development.
* To support the Gold Classroom Team in embedding gold classroom standards.

**Roles and responsibilities associated with UPR standards**

**Leading and managing staff**

* To enable all teachers to achieve expertise in planning for and teaching in Maths through example, support and by leading or providing high quality professional development opportunities;
* To demonstrate an excellent ability to advise and support other teachers;
* To provide clear feedback, good support and sound advice to others;
* To provide examples, coaching and training to help others become more effective in their teaching;
* To help others to evaluate the impact of their teaching on raising pupils' achievement;
* To ensure that the head teacher, SLT and governors are well informed about policies, plans, priorities and targets for the area and that these are properly incorporated into the school development plan.

**Curriculum Development**

* To undertake any agreed whole school or departmental responsibility.
* Contribute significantly, where appropriate, to implementing whole school policies, and promote collective responsibility for their implementation.
* To develop and implement policies and practices which reflect the school’s commitment to high achievement through effective teaching and learning;
* To develop plans for the area / aspect of work which identify clear targets, timescales and success criteria for its development and/or maintenance in line with the school development plan;

**Planning, Teaching and Class Management**

* To be responsible for a teaching commitment including assessment and reporting; ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
* Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
* To plan learning sequences/lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
* Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
* To undertake a review of teaching of the subject area and to participate in further training and professional development.
* To ensure continuity and progression in the area / aspect of teaching by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan;

**Monitoring, Assessment, Recording, Reporting**

* To assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
* To mark and monitor pupils' work and set targets for progress;
* To assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
* undertake assessment of students as requested by examination bodies, departmental and school procedures;
* To prepare and present informative reports to parents.
* Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs.
* To monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
* To evaluate the teaching in the area / aspect of work by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching.

**Pastoral Duties**

* To fulfil responsibilities within a negotiated whole school pastoral role.

**Team working & Collaboration**

* To promote collaboration and work effectively as a team member.
* To contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

**Signatures:**

Post Holder  .......................…………………………………………  Date: ………………

Head Teacher / Line Manager  ………………………………………. Date: ……………….

**PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and

  maintain high standards in their own attendance and punctuality.

• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and  responsibilities.