

Assistant Curriculum Leader: Maths TLR 2a

Job Description & Person Specification

The Latin motto of the Marden High School community is **Carpe Diem!**

Which means: “Rejoice...seize the day; live life to the fullest; make the most of what you have.”

So we will:

- Put the learning and progress of students first
- Inspire them to be happy, healthy, confident, unique and tolerant individuals who flourish and achieve
- Guide all of them to fulfil their potential academically, socially and spiritually
- Promote their responsibility and resilience, diligence and determination, independence and enterprise
- Encourage their originality and creativity
- Care for them in a safe and equal environment

We expect all educators at Marden to:

- Be committed to raising standards and continuous improvement
- Help fulfil the Every Child Matters outcomes
- Relate well to our students
- Put student needs first
- Be self starters and aim for the best in what they do
- Have confidence and competence in the use of ICT
- Be team players
- Communicate well
- Be positive and cooperative, especially in times of change
- Review what they do regularly
- Be punctual

...and always to support, implement and develop our House Style of teaching.

What Assistant Curriculum Leaders Do

Roles and responsibilities: assist the curriculum leader:

- To promote the highest possible standards of achievement
- To ensure that students achieve or exceed their targets
- To raise the quality of curriculum and teaching by defining and implementing appropriate improvement targets
- To lead, manage and develop staff and visitors who contribute to teaching

At Marden we believe that a good assistant curriculum leader:

- Helps make decisions for one reason : LEARNING
- Helps take responsibility for what happens in the subject
- Knows what is happening in the subject
- Knows what needs improving
- Helps create a culture where teaching and learning come first
- Helps lead staff through support and challenge
- Sets a professional example

A good assistant curriculum leader must assist the curriculum leader with:

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- clear, written aims, plans and objectives
- an agreed RAP
- agreed schemes of work which include all students
- an agreed SEF evaluating strengths and weaknesses
- high quality assessment and feedback
- clear, simple records on pupils' progress
- analysis of standards and how well different groups are doing
- regular, minuted meetings
- planned professional development
- well deployed resources, including support staff

- Plentiful, accessible and high quality resources, often available on the learning platform

| Key Criteria | Essential | Desirable | Evidence |
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| Qualifications and training | <ul style="list-style-type: none"> • Qualified teacher status • Substantial recent training in relevant areas | <ul style="list-style-type: none"> • Willingness to undergo further training and development • Leadership training • Teaching and learning styles training | Application |
| Experience | <ul style="list-style-type: none"> • Objective data based evidence of securing better than expected pupil progress in maths teaching • Objective evidence of the use of high quality data analysis in impacting on and improving learning and progress in maths teaching | <ul style="list-style-type: none"> • Objective data based evidence of leading or co-leading a significant improvement in final outcomes at GCSE at subject level • Objective evidence of the use of high quality data analysis in impacting on and improving learning and progress • Participation in a successful initiative to improve teaching and learning | Application/ references |
| Competence | <ul style="list-style-type: none"> • Clear understanding of the impact good Maths teaching on personal and academic development • Good/outstanding standard of classroom practice, evidenced by lesson observations and pupil data • Very effective time management and organisational skills • High skill in behaviour management • Good level of ICT literacy • Very effective communication in speech and writing • Good understanding of safeguarding | <ul style="list-style-type: none"> • Delivery of staff training • Monitoring and evaluation • Strategic planning • High level of understanding of teaching and learning and AFL • Ability to help create simple, effective systems which aid consistency | Application/ lesson observation/ presentation/ interview |
| Personal qualities | <ul style="list-style-type: none"> • Core values are consistent with those of Marden High School • Passionate about maths • Positive attitude, even at times of change and challenge • Flexibility • Team player • Insightful • Reflective | <ul style="list-style-type: none"> • Prepared to “go the extra mile” • Aspires to subject leadership and above | Interview/ presentation/ references |

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| Other requirements | <ul style="list-style-type: none">● Good record of attendance● Smart appearance | | Interview/ references |
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