



## Trust Maths Leader

### Key Roles and Responsibilities

**Responsible to:** School Improvement Team

**Contract Term:** Permanent

The following is an outline of the range of duties that can be expected of the Trust Math Lead working across our Trust. It is not a comprehensive or exclusive list and duties may be varied from time to time, according to the needs of the Trust, schools and pupils, which do not change the general character of the role or the level of responsibility entailed.

#### **PURPOSE OF THE ROLE**

- To focus on developing leadership capacity and capability across the Trust within Maths leadership.
- To improve the quality of teaching and provision within maths across the Trust and harnessing existing capacity and skills to drive improvement, especially for disadvantaged pupils.
- Support practitioners to identify and remove barriers for disadvantaged pupils in order to improve outcomes for these pupils.
- To model, share and promote best practice based on research and latest developments.
- To contribute to the Trust's strategic direction and ensure impact of actions.
- To establish programmes of support to individuals, teams or leaders
- Raise progress and attainment in identified schools
- Develop a Trust wide pedagogy and approach to maths teaching, informed by research and best practice.
- To be an outward facing professional representative of the Trust, building on established links with local subject Hubs and Teaching School providers as relevant to the subject.

#### **Main Duties**

To carry out the responsibilities of the role through one to one or group support including:

- Coaching teachers to improve provision and practice
- Leading Trust maths networks
- Support and coaching maths subjects leaders through undertaking joint monitoring and action planning.
- Facilitating and training staff, including support staff
- Data analysis to identify school and Trust wider priorities
- Acting in the role of Maths Leader or Senior Leader when needed
- Modelling best practice

### **Data Analysis**

- Use data effectively to inform strategic improvement planning at a Trust and school level.
- Use data to identify key areas of strength and areas for development.
- Make recommendations for the continued development of the area of expertise across the Trust, including policy development and action planning.

### **Teaching and Learning**

- Be aware of, and support, difference and ensure all pupils have equal access to opportunities to learn and develop and promote and support the inclusion of pupils, including those with specific needs, both in learning activities and within the classroom.
- Keep up to date with developments in the area of specialism, including latest research and Ofsted findings.
- Be able to identify effective features of Maths curriculum and practice and develop these at scale.
- Make recommendations for schools to be able to organise and safely manage appropriate learning environment and resources, which make a positive impact on outcomes and provision.
- Be able to receive, act upon and give constructive feedback that improves provision in the classroom.
- Work with and alongside teachers, mentoring and coaching to improve the quality of teaching and provision.
- Be able to identify barriers to achievement for disadvantaged pupils and take action to remove these.

### **Monitoring and Assessment**

- With linked leaders and teachers, evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, assist teachers and school leaders to modify methods to meet individual and/or group needs.
- Use monitoring and assessment outcomes to inform strategic plans.

### **Mentoring, Supervision and Development**

- Assist leaders in offering mentoring support and guidance to other staff.
- Contribute to the overall ethos, work and aims of the Trust by attending relevant meetings and contributing to the development of policies and procedures within the Trust and its schools.
- Participate in, and lead, staff meetings and training days/events as requested.
- Be an active and positive member of the Trust, contributing to the development of the School Improvement Model and the Graduated Response within the area of expertise.
- Leading subject Peer Reviews within the area of specialism.

### **Behavioural and Pastoral**

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual(s) involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities. Responsibilities as Deputy Designated Safeguarding Lead.

**Other**

- Any other duties required by the School Improvement Team, CEO or Board, which is in the scope of the post.
- At all times carry out duties with due regard to the Trust and individual school's Health and Safety policy.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies.

This list is not exhaustive and may require additional work commensurate with the role.

**Acceptance of this Role**

<b>On behalf of St Christopher's C of E (Primary) Trust:</b>	<b>On behalf of the Employee:</b>
<b>Signed:</b>	<b>Signed:</b>
<b>Printed Name:</b>	<b>Printed Name:</b>
<b>Position:</b>	<b>Position:</b>
<b>Date:</b>	<b>Date:</b>