



## **Job Description: Head of Maths**

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*“Twickenham Preparatory School seeks to create a safe, caring and happy Christian environment in which all pupils are valued and can thrive personally, socially and academically.”*

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. They are committed to promoting the general progress and wellbeing of individual pupils and of any class or group of pupils assigned to them.

### **Job Summary**

We are looking to appoint an inspirational and innovative Head of Maths, to lead the department and deliver Maths to pupils aged 8 - 13. Working within a dynamic and supportive team the successful candidate will have the ability to inspire our pupils with the love of Maths and motivate learning in a stimulating and effective way.

You will be a self-motivated, innovative and outward-looking teacher with a desire to create exciting lessons to deliver the Maths curriculum, whilst playing a leading role in departmental development projects.

A willingness to contribute to extra-curricular activities will be advantageous.

### **1. Main Subject Responsibilities**

The Head of Maths is expected to:

- Ensure the design and delivery of a Maths curriculum that is fit for purpose
- Regularly review and revise the Maths curriculum across the School, with reference to changes in Curriculum frameworks and other initiatives, where appropriate
- Provide a vision for learning within the department in line with that of the School
- Enrich and diversify the curriculum through competitions, maths challenges and investigative tasks
- Ensure high standards of Maths teaching throughout the School, addressing any issues where teaching falls below the required standard
- Keep up to date with new teaching styles and innovations in education including statutory requirements of the National Curriculum framework and the needs of the Common Entrance (CE) curriculum
- Promote Maths through a range of extracurricular activities
- Have oversight of marking and assessment in Maths in line with school policies
- Ensure that learning is personalised through good use of assessment data and good assessment practice including focussed work for all ability levels including those identified

as SEND and Gifted and Talented

- Have a strong passion for the subject and its energetic and accessible delivery in the classroom
- Inspire confidence in the pupils so that they ask questions and articulate their own understanding
- Have a proficiency in ICT; its use in the classroom and as a data tool.

## **2. Head of Department Responsibilities**

In running the department the Head of Department is responsible to the Director of Studies regarding curricular issues and the Headmaster regarding staff matters.

Heads of Department are expected to work collaboratively with colleagues to carry out the following duties:

- Proposing annual budgets to the Headmaster
- Auditing, prioritising and ordering resources within a set budget
- Applying to the Headmaster for additional funding for special items, and liaising with the School Business Manager
- Informing staff of new developments and resources
- Organising and/or distributing resources
- Working positively and co-operatively with colleagues in operating mark schemes, researching materials, keeping abreast of new developments and developing new courses
- Completing and maintaining full subject inventories and texts of equipment, keeping the information on a shared area with the ICT network and on paper
- Attending and initiating formal and informal departmental meetings
- Attending relevant training courses and disseminating information to other staff
- Ensuring new staff are familiar with the curriculum, resources and assessment strategies of the department
- Being available to colleagues to offer support and advice
- Being available to enjoy pupils' excellent work from any class within TPS ensuring appropriate reward strategies
- Being pro-active within the subject throughout all year groups within TPS
- Keeping evidence of pupil progress and attainment as appropriate.

## **3. Monitoring and Evaluation**

The Head of Department should report to the Director of Studies on:

- Effectiveness of colleagues' planning (medium and short) and delivery of the subject
- Continuity and progression throughout the School
- Children's recording of their work; content, presentation and standardized procedures
- Strategies for pupil assessment used within the Prep and Pre-Prep departments
- The setting of appropriate targets to raise pupils' attainment.

## **4. Teaching, Learning and Classroom Management**

- Teach Maths lessons to Year 4 through to Year 8
- Promote Maths across the curriculum
- Plan, prepare and deliver appropriate learning experiences based on agreed and published curriculum policies

- Ensure that work planned is suitably differentiated to meet the needs of all pupils in the class
- Manage lessons in such a way as to provide a suitable learning environment
- Maintain records of children's achievements and progress in line with the Recording Policy
- Bring to the attention of the Deputy Head/Director of Studies children with perceived Special Educational Needs
- Display children's work and information in the classrooms and around the School
- Monitor and be responsible for the use and maintenance of teaching resources provided for the lessons and/or individual pupils
- Ensure that classrooms are kept tidy and attractive
- Adhere to the Behaviour Management Policy of the School and, in general:
  - Set high expectations for pupil behaviour
  - Maintain good order and discipline among pupils and safeguard their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
  - Contribute positively to ensuring that pupils are taught in a safe and supportive learning environment.

## **5. Recording and Assessment**

- Mark and monitor pupils' work, providing constructive feedback and setting targets for future progression
- Set and mark homework as appropriate
- Assess, record and report on the development, progress and attainment of pupils
- Check that pupils have understood and completed work set
- Monitor pupils' strengths and weaknesses
- Plan, as appropriate, to ensure that pupils can continue to make demonstrable progress
- Be responsible for monitoring and reporting to parents (as appropriate) on the progress of pupils in the lessons.

## **6. Other Requirements**

- Uphold and at all times adhere to all school policies and procedures, including those relating to Child Protection and Safeguarding
- Set a good example to the pupils through their presentation, personal and professional conduct
- Take responsibility for their own professional development
- Liaise with parents, carers and other Agencies, as appropriate
- Work collaboratively within the department and wider school
- Work in close collaboration with the Pre-Prep Department and Class Teachers for Year 3
- Participate in meetings, briefings and other school activities and/or carry out any other duties that the Headmaster, Deputy Head or Head of Pre-Prep reasonably requires and considers to be relevant to the role.

### **Additional Note**

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The 'Teachers' Standards' define the minimum level of practice expected of all teachers. The Standards will be applied as appropriate to the role and context within which a teacher is practising. The Job Description should, therefore, be read in conjunction with the following 'Teachers' Standards'.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283566/Teachers\\_standard\\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf)

## Candidate Profile

The experiences, skills and qualities set out below capture the ideal requirements for successful fulfilment of the role described. In practice, if a candidate does not meet all these requirements but demonstrates the potential, adaptability and ambition to grow into the role, this may still enable them to be successful.

<b>Qualifications and Experience</b>	<ul style="list-style-type: none"> <li>• Good academic education to degree level (ideally in a related subject)</li> <li>• Qualified teacher status (essential)</li> <li>• Strong subject knowledge required to deliver the CE Curriculum and CE Scholarship Curriculum</li> <li>• Experience of teaching Maths at KS3, CE Curriculum and CE Scholarship Level</li> <li>• Experience as an excellent classroom teacher</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Hard working, with a positive and enthusiastic attitude</li> <li>• A team player, with a sense of humour</li> <li>• Proactive - ability to follow and lead new initiatives</li> <li>• Eager to improve personal professional skills</li> <li>• Understand and respect the principles of confidentiality</li> <li>• High professional standards for yourself and pupils</li> <li>• Ability to think creatively and demonstrate initiative, dealing calmly with different situations as they arise</li> <li>• Personal warmth, good rapport with pupils, colleagues and parents</li> <li>• A personal love of Maths and of learning and an ability to convey this effectively to pupils, delivering inspiring lessons</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Excellent communication skills, particularly when addressing staff, pupils or parents directly</li> <li>• ICT literate, confident in the use of ICT and/or the ability to learn quickly when using unfamiliar packages</li> <li>• Excellent time management and organisational skills</li> <li>• A commitment to getting to know each pupil as an individual learner</li> <li>• The ability to work flexibly, using own initiative and prioritising effectively</li> <li>• The capacity to work accurately under pressure with attention to detail</li> <li>• Strong problem solving skills</li> </ul>
<b>Philosophy and Ethos</b>	<ul style="list-style-type: none"> <li>• A commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>• A commitment to the ethos and strategic direction of the School</li> </ul>