

PARRS WOOD HIGH SCHOOL
A MEMBER OF GREATER MANCHESTER EDUCATION TRUST

PERSON SPECIFICATION

POST: Learning Co-ordinator of KS5 Mathematics

QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCED BY
TEACHING			
Qualified Teacher Status at Secondary Level	✓		Application
Honours degree or equivalent	✓		Application
Consistently good and outstanding teaching	✓		Application
Able to teach AS/A level	✓		Application
KNOWLEDGE/UNDERSTANDING			
Knowledge and understanding of the current OFSTED inspection framework and how this should be reflected in practice	✓		Interview
An understanding of the features of effective pedagogy including formative assessment strategies and adaptive teaching, to improve performance	✓		Application/Interview
Secure knowledge and understanding of all National Curriculum requirements	✓		Application/Interview
Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3 to KS5 and of how this relates to other Faculty subjects and the whole school curriculum	✓		Application/Interview
Knowledge and understanding of the importance of CPD for self and staff and of Quality Assurance processes	✓		Application/Interview
MANAGEMENT			
Evidence of good student management and behaviour	✓		Interview
A commitment to raising standards and evidence where this has been achieved	✓		Application/Interview
Evidence of good people management skills	✓		Application/Interview
Experience of leading a team and supporting the professional development of others		✓	Application/Interview
A commitment to positively promoting and marketing the school and the subject through open mornings, community events and partnership forums.	✓		Application/Interview
Excellent organisational and planning skills	✓		Interview
Excellent ability to analyse data	✓		Application/Interview
Experience of raising attainment and progress through effective intervention strategies	✓		Application/Interview
GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS			
A positive role model who values diversity and promotes equal opportunities	✓		Interview
An effective team player, but can think and work independently	✓		Interview
Able to motivate students and staff	✓		Interview
Commitment to undertake personal and professional development	✓		Interview
Strong interpersonal skills, with good sense of humour	✓		Interview
Enthusiastic, ambitious and resilient	✓		Interview
An effective decision maker	✓		Interview
An excellent record of attendance and punctuality	✓		Application
Willingness to support colleagues and challenge under performance	✓		Interview
Able to work under pressure and meet deadlines	✓		Interview
Commitment to school's co-operative values	✓		Interview
Behave in a way which will not bring the school into disrepute	✓		Interview
Commitment to staying fully informed of IT developments and their potential for raising standards	✓		Interview
Commitment to the school's aims and strategies for improving standards	✓		Interview

JOB DESCRIPTION

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Job Description

Role: Co-ordinator of KS5 Mathematics

Accountable to: Head of Mathematics Faculty

Grade: TLR 2B

Purpose	<p>Support the Head of Faculty in providing professional leadership and management to departmental and faculty members, and the school. To assist in securing high quality teaching across the faculty and school by sharing evidence-based practice and developing effective use of resources. Contribute to improving standards in all associated subjects and in learning and achievement for all students. To take responsibility for clear aspects of the faculty's work.</p> <p>The post holder will be expected to match the characteristics described in the Teachers' Standards Framework for a subject leader and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.</p>	Key Standards or Key Performance Indicators
Key Performance Area 1	<p style="text-align: center;">Knowledge, Understanding and Personal Development</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • safeguarding practice. • the school's aims, priorities, targets and action plans. • the relationship of the subject(s) to the curriculum and the development of Literacy and Numeracy skills. • any statutory curriculum requirements and requirements for assessment, recording and reporting of students' attainment and progress. • the characteristics of high-quality, evidence-based teaching and learning and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students. • equal opportunities legislation. • the implications of the Code of Practice for Special Education Needs and Disabilities (SEND) for teaching and learning. • the National Strategies for Learning, Behaviour and Attendance. 	<ul style="list-style-type: none"> • Half termly reports/Annual Report/School Development Plan • Professional Handbook • Faculty Development Plan
Key Performance Area 2	<p style="text-align: center;">Planning, Assessment and Evaluation</p> <ul style="list-style-type: none"> • Ensure good quality lesson plans are produced and used within the faculty. • Assist the Head of Faculty in setting expectations and targets for staff and students in relation to student achievement and the quality of education. • Work with the Inclusion Team to set subject specific targets for identified students who have SEND through the use of individual education plans. • Assist with the production of a Faculty Development Plan which contributes to delivery of the Whole School Development Plan, ensuring that it: <ul style="list-style-type: none"> ◊ contributes to whole school aims, policies and practices, including those in relation to behaviour, bullying and racial harassment. 	<ul style="list-style-type: none"> • Lesson plans in place • Target setting • IEPs and differentiated lesson plans • Faculty Development Plan

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	<ul style="list-style-type: none"> ◇ is based on a range of comparative information and evidence, particularly the attainment of students. ◇ identifies realistic and challenging targets for improvement. ◇ is understood by all those involved in putting the plan into practice. ◇ clearly specifies action to be taken, timescales and criteria for success. <ul style="list-style-type: none"> • Assist the Head of Faculty in analysing school data including prior attainment and or achievement, always ensuring high expectations. • Contribute to the production of half termly reviews of data and performance. • Follow whole school policies for Assessment, Recording and Reporting. • Thoroughly implement faculty practice ensuring progression towards becoming a self-evaluating faculty. • Contribute to the implementation and management of a systematic self- evaluation programme. • Contribute to the production of the faculty SEF. • Contribute to the evaluation of the teaching of the subject(s) in the faculty through a rigorous programme of lesson observation/visits to include paired observations/visits and take appropriate action to improve further the quality of teaching. • Contribute to the evaluation of examination performance, both internal and external, and understand the issues influencing performance within the faculty. • Carefully monitor the quality of student work by conducting a regular trawl of students' books, learning walks and student voice activities. 	<ul style="list-style-type: none"> • Half Termly Reports/Annual Report • Exam analysis of teaching groups/subject residuals and performance • Half termly progress data • Regular review of student targets • Implement whole school ARR Policy • Lesson observation/visit programme • Programme of Quality Assurance processes in place.
Key Performance Area 3	<p style="text-align: center;">Teaching, Learning and Achievement</p> <p>Provide support to ensure:</p> <ul style="list-style-type: none"> • full curriculum entitlement for all students, including differentiation and personalised learning plans. • regular contact with Heads of Year to ensure their full involvement in the support of student achievement. • lessons have clearly communicated objectives, have pace differentiation and challenge, demonstrating a variety of evidence-based pedagogy. • the school's literacy and numeracy strategies are implemented. • faculty subject(s) contribute to PSHRE where appropriate. • all aspects of the school's equality policy are observed. 	<ul style="list-style-type: none"> • Schemes of Work • Minutes of all meetings • Lesson observation evidence. • Targets set and revised (planner) • Personalised

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	<ul style="list-style-type: none"> • strategies for the delivery of personalised learning are implemented, • data is used to identify students who are underachieving and design personalised plans to support those students • intervention sessions for underperforming students are set up that would take place outside of the school day • students from KS4 to KS5 have a smooth transition in mathematics by working with feeder schools and provide a stimulating and challenging curriculum to support this in year 12 	learning plans
Key Performance Area 4	<p style="text-align: center;">Strategic Leadership and Resource Management</p> <p>Assist the Head of Faculty by:</p> <ul style="list-style-type: none"> • promoting an ethos of teamwork and a culture of sharing of good practice. • contributing to the agenda for and supporting in faculty meetings. • providing an effective role model in terms of leadership and own classroom practice, helping to ensure the faculty is fully aware of local and national agendas. • developing and implementing policies and practices for the faculty which reflect commitment to high achievement and effective pedagogy. • supporting a comprehensive and effective programme of CPD ensuring that it reflects faculty and school priorities, as identified in the School Development Plan. • establishing a clear, shared understanding of the importance and role of the subject(s) in contributing to wider student development and preparing students for adult life. • establishing staff and resource needs and advising on likely priorities for expenditure. • allocating resources efficiently and achieving value for money. • ensuring the effective and efficient management and organisation of learning resources, including ICT. • developing new resources from internal and external sources. • ensuring a safe working and learning environment in which risks are properly assessed. • ensuring classrooms and surrounding areas are interesting and attractive places with educationally stimulating displays including students' work, regularly checking for damage/graffiti and that the area is kept clean and litter free. • contributing to an annual review of the Faculty Development Plan. • achieving challenging, professional goals. 	<ul style="list-style-type: none"> • Minutes of faculty meetings • Half Termly Reports/Annual Report • Sharing good practice (through minutes of team meetings) • Attendance at CPD opportunities • Professional Handbook • Effective deployment of resources – through minutes and capitation statement • New resources in use • Risk Assessments • Display and classroom organisation
Key Performance Area 4 (continued)		

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	<ul style="list-style-type: none"> taking responsibility for own professional development. prioritising and managing own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development. 	
Key Performance Area 5	<ul style="list-style-type: none"> Managing and Developing Others and Wider Responsibilities <ul style="list-style-type: none"> Assist the Head of Faculty by: promoting positive classroom management supporting constructive working relationships with students. establishing clear expectations and support collaborative working amongst faculty members. contributing to the management and monitoring of the use of Teaching Assistants in the faculty. contributing to the management and monitoring of the use of attached support staff in the faculty. contributing to the completion of the Appraisal process within the faculty. leading professional development through example and support, by such means as coaching, mentoring, leading INSET etc. contributing to the training, monitoring, support and assessment of trainees and Early Careers Teachers. contributing to the management and monitoring all aspects of learning in the faculty. establishing partnerships with parents/carers to facilitate student learning. developing effective links and communication with governors, external agencies the local community, including business and industry. ensuring the maintenance of acceptable patterns of student behaviour and attendance both within the faculty and around the school, accepting responsibility for the upholding of high standards of whole school behaviour and attendance; regularly giving full credence to student voice; contributing to the impact of the school's co-operative values; prioritising and managing own time effectively, particularly in relation to balancing demands made by teaching, faculty management and involvement in whole school development. 	<ul style="list-style-type: none"> Sharing good practice Appraisal process Staff developed to take on new roles Records of mentoring and observation of trainees and Early Careers Teachers Consultation evenings Record of parental interviews Evidence of evaluation of questionnaires.
Key Performance Area 5 (continued)		

This job specification may be reviewed by the headteacher as necessary and may be amended at any time after consultation with you.