

Post title: Head of Maths

Salary and grade: MPS/UPS + TLR + SEN

Line manager/s: Headteacher



Main purpose of the job:

To lead and further develop a high-quality mathematics provision for pupils with Moderate Learning Difficulties (MLD) and associated needs across Key Stages 2, 3, 4 and 5. The Maths Lead will ensure that the Maths Mastery principles are adapted appropriately to meet the diverse learning needs of pupils while maintaining high expectations, promoting independence and preparing pupils for adulthood. The post holder will provide strategic leadership, curriculum development, coaching and quality assurance to secure outstanding outcomes and meaningful mathematical understanding for all learners.

Safeguarding

- Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.
- It is our collective responsibility to protect all children from physical, sexual, emotional harm and neglect. At The Willows there is a whole staff commitment to safeguard children. At The Willows we promote the welfare and safety of all our children and we take any suspicions, allegations or concerns about children seriously. We will follow the Sheffield Child Protection Policy. This may require us to record relevant information and liaise with appropriate agencies.

Responsibilities

The postholder will:

- Further build on the development of a whole-school vision for mathematics that reflects both the Maths Mastery principles and specialist SEND practice.
- Lead mathematics development across KS2, KS3, KS4 and KS5.
- Deliver high quality teaching of Maths modelling the expectations for other teaching staff delivering the subject.
- Monitor and evaluate the quality of mathematics teaching and learning.
- Support staff in delivering mastery-informed lessons.
- Contribute to whole-school improvement planning.
- Ensure curriculum pathways meet the needs of all learners with clear progression towards accreditation pathways including:
 - Entry Level Mathematics
 - Functional Skills Mathematics
 - Preparation for Adulthood outcomes



- Develop effective assessment systems.
- Monitor progress across all key stages.
- Analyse attainment and progress data.
- Use assessment information to inform curriculum planning.
- Contribute to the development and successful implementation of the school's assessment system.
- Support staff in identifying and addressing misconceptions.
- Work in collaboration with SLT and middle leaders to ensure effective CPD is in place for teachers and TA's.

Additional duties:

As appropriate, the post holder's duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

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Person Specification

		Essential	Desirable
Qualifications	Qualified Teacher Status	x	
	Leadership development or training (e.g. NPQ or equivalent)		x
Experience	Strong classroom practice with experience of teaching MLD students and those with associated SEND	x	
	Experience of planning and delivering a personalised, inclusive and ambitious curriculum	x	
	Experience of contributing to curriculum development or leading an aspect of provision	x	
	Experience supporting accreditation pathways	x	
	Experience contributing to staff training or coaching	x	
	Experience of teaching Maths using the Maths Mastery principles	x	
	Experience of contributing to the development and implementation of assessment systems and working collaboratively to embed best practice across the curriculum.	x	
Knowledge and Understanding	Secure understanding of SEND	x	
	Understanding of trauma-informed and relational approaches to teaching and behaviour	x	
	Understanding and experience of using the Maths Mastery approach	x	
	Understanding of Entry level and Functional skills qualifications	x	
Skills and Abilities	Ability to lead and influence others through collaboration, coaching and modelling	x	
	Ability to evaluate impact using a range of evidence and translate this into improvement actions	x	
	Strong communication and organisational skills	x	
Personal Qualities	Values-led, reflective and resilient	x	
	Committed to teamwork and multidisciplinary collaboration	x	
	Strong commitment to inclusion, safeguarding and student wellbeing	x	