

## HOD - MHA

### **Core Purpose:**

**To be responsible for establishing and promoting the Maths Department as a beacon of good practice within The Academy through the provision of high quality teaching and learning**

- Strategic overview – all aspects of educational provision
- Departmental Vision – Creating a Culture
- Hold teachers and leaders to account for learner progress.
- Performance/Line management
- Raise standards and improve outcomes - learners
- Curriculum (appropriate, balanced, broad, differentiate)
- Support the delivery of the outcomes of both subject and academy improvement plans
- Support Maths leaders in carrying out their core purpose and key responsibilities.
- To provide reports on predictions and current performance across the key stages.

### **Key responsibilities**

- All quality assurance processes
- Learner progress
- To lead meetings where performance of learners/classes are discussed and action plans where necessary created.
- To ensure all reports coming out of the department are accurate
- Intervention (keep an intervention map)
- Impact of intervention programmes
- Assessment – is data accurate, robust and reliable
- Maths handbook (continuity)
- Behaviour System (rewards)
- Staffing
- Communication – staff and learners
- Communication – Vision
- Communication – Stakeholders where progress or performance is above or below exp.
- Budget
- Stock orders
- Setting of students with LOL.
- Assessment calendar
- Exam entries
- Timetabling and rooming (LOL)
- Implement all academy policies and procedure
- Second and final line of behaviour

Priorities:

### **Teaching and Learning Leader - MHA**

**Core Purpose:**

**To develop and enhance the quality of teaching among all staff within department thereby helping to promote the Maths Department as a beacon of good practice within the academy through the provision of ever improving high quality teaching and learning.**

Identifying and tackling inconsistencies in the quality of mathematics teaching between different groups of pupils, key stages, sets and classes, including those taught by non-specialist teachers of mathematics.

**Key responsibilities:**

- Regularly watch lessons within the department
- To be observing lessons outside of maths and bring pedagogy into the department
- Create a T&L CPD programme for Maths Training
- Setting up a peer observation programme for all staff in department
- Collaborative planning and monitoring
- Identification of staff in need of support and support programmes put in place
- Identification of staff who should be leading CPD.
- All quality assurance processes and use of QA processes to inform CPD programme
- To lead meetings where performance of staff is discussed and action plans created of support.
- Impact of support programmes
- Implement all academy policies and procedure

### **Key Stage 4 Coordinator – LOL**

**Core purpose:**

**To lead the development and provision of an outstanding maths curriculum for Key Stage 4 drawing on the skills, talents and interests of the department.**

- Ensure SOW is up to date
- Exemplar lessons and resources
- KS4 Assessments with MHJ
- Setting up spreadsheets with MHJ for KS4 for the internal data of the department
- Set new intake and update on data trackers at KS4
- Data Analysis – Performance with MHJ
- Interventions (waves, groups, map)
- To be part of meetings with maths leadership where performance, predictions and impact of interventions is discussed, and action plans created.
- Improve department prediction rate and correct 'tiering' of students
- Embedding numeracy in KS4 with numeracy coordinator
- To incorporate problem solving tasks and activities
- To ensure all reports coming out of the department at KS4 are effective.
- QA processes – Teaching and Learning (particularly at KS4 and KS5)
- First line of behaviour at KS4
- Timetabling and rooming
- Implement all academy policies and procedure

### **Key Stage 3 Coordinator – (SAN)**

#### **Core purpose:**

**To lead the development and provision of an outstanding maths curriculum for Key Stage 3 drawing on the skills, talents and interests of the department.**

- Ensure SOW is up to date
- Exemplar lessons and resources
- KS3 Assessments with MHJ
- Setting up spreadsheets with MHJ for KS3 for the internal data of the department
- Set new intake and update on trackers as KS4.
- Data Analysis – Performance with MHJ
- Interventions (waves, groups, map)
- To be part of meetings with maths leadership where performance, predictions and impact of interventions is discussed, and action plans created.
- Improve department prediction rate and correct 'tierring' of students
- Embedding numeracy in KS3 with numeracy coordinator
- To incorporate problem solving tasks and activities
- To ensure all reports coming out of the department at KS3 are effective.
- QA processes – Teaching and Learning (particularly at KS3)
- Overseeing implementation of Teams and SharePoint
- First line of behaviour at KS3.
- Implement all academy policies and procedure

### **Assessment and Progress Project - MHJ**

#### **Core Purpose:**

**To lead and co-ordinate all aspects of the tracking of student performance in all key stages. To ensure that through our assessments and RPQ lessons data coming out of the department is robust, reliable and fit for purpose.**

**Data analysis therefore to be a clear department strength and to be used to inform our teaching.**

#### **Key responsibilities:**

- Setting up spreadsheets for the internal data of the department
- Analysing the data with MHA and KS3 and KS4 coordinators suggesting intervention groups based on the data
- Keep an intervention map of all waves in all year groups
- Impact of intervention through data analysis
- To hold meetings with KS3 and KS4 coordinators where performance is discussed and action plans created
- To provide reports on predictions and current performance across KS3 and KS4 with KS coordinators
- Improve department prediction rate
- Analysis of data with KS coordinators to guide setting and tier of entry
- To take over and coordinate the assessment calendar
- Q&A processes in standardisation and moderation of marking
- Implement all academy policies and procedure

## **Numeracy Coordinator - BGR**

### **Core Purpose:**

**To ensure the school meets its requirements to develop a common and consistent approach to numeracy across all subjects.**

**(Embedding numeracy across the curriculum).**

**To identify and put in place interventions with regards to numeracy skills to help ensure all pupils in Mathematics are making progress.**

### **Key responsibilities:**

- To lead the planning, implementation, monitoring and evaluation of the whole school approach to numeracy.
- To work with Heads of Department initially and the numeracy links for each department to manage all aspects of this role.
- To set high expectations and, with the departmental numeracy links, promote the teaching of numeracy within and through all subjects.
- To liaise with parents, teachers, SEND, subject leaders, progress leaders (HOY) and other agencies as may be necessary to promote numeracy skills.
- To provide advice and guidance to staff on approaches to numeracy (training).
- To make records of, and reports on, the development of numeracy across the school.
- To communicate and consult with feeder primary schools to ensure a smooth transition in the teaching and approach to numeracy.
- To organise and lead meetings for any of the leadership purposes above.
- To provide or contribute to oral and written reports and references relating to the development of numeracy throughout the school.
- To organise a programme of structured activities for use by tutors which will contribute to the development of numeracy.
- To monitor progress towards targets set for the development of this area. (baseline?)
- To support the furtherance of the math department's vision and mission statement.
- To promote student and staff participation.
- To support department numeracy links and senior staff in monitoring and reviewing the impact of the curriculum and the quality of tutoring, teaching and learning with reference to numeracy.
- To share responsibility with others for specific aspects of our environment and department culture.
- To support colleagues in sustaining outstanding behaviour and attitudes to learning amongst students.
- QA processes at KS3 and KS4 – Teaching and Learning and Numeracy

## **Key stage 5 Leader – (MHA)**

### **Core purpose:**

**To lead the development and provision of an outstanding maths curriculum for Key Stage 5 drawing on the skills, talents and interests of the department.**

- Ensure SOW is up to date
- Exemplar lessons and resources
- KS5 Assessments and end of topic assessments with LOL
- Setting up spreadsheets with LOL for KS5 for the internal data of the department
- Data Analysis – Performance with LOL
- Interventions (waves, groups, map)
- To be part of meetings with maths leadership where performance, predictions and impact of interventions is discussed, and action plans created.
- Improve department prediction rate
- To incorporate problem solving tasks and activities into SOW at end of year
- To ensure all reports coming out of the department at KS5 are effective.
- QA processes – Teaching and Learning (particularly at KS5)
- First line of behaviour at KS5.
- Implement all academy policies and procedure

## **QA processes – Teaching and Learning**

### **Core Purpose:**

**To help support the development and enhancement of the quality of teaching among all staff within department. Thereby helping to promote the Maths Department as a beacon of good practice within the academy through the provision of ever improving high quality teaching and learning.**

Identifying and tackling inconsistencies in the quality of mathematics teaching between different groups of pupils, key stages, sets and classes, including those taught by non-specialist teachers of mathematics.

### **Key responsibilities:**

- Regularly watch lessons within the department (as feasible)
- To be observing lessons outside of maths and bring pedagogy into the department
- Feedback on lessons watched
- Use of QA processes and documentation to identify staff in need of support and guidance on action plans created of support
- Collaborative planning and monitoring
- Use of QA processes to inform CPD programme

### **Resources Lead –**

**Core purpose:**

**To support colleagues and leaders within the department in establishing and promoting the Maths Department as a beacon of good practice within The Academy through the provision and support of resources**

- Preparation of booklets/resources for parents' evenings and information evenings
- Provide all staff and students with logins for MyMaths and Mathswatch
- Provide login credit cards and stickers
- Ensure all data is entered for Mymaths end of chapter assessments and hold to account where necessary
- Work with KS Leaders and LOL in analysis of MyMaths end of chapter assessments

### **Numeracy Links – Multiple Subjects**

**Core purpose:**

**To ensure the humanities departments meet their requirements to develop a common and consistent approach to numeracy across all humanities subject areas. Thereby embedding numeracy in their SOW and across the school.**

- Sharing best practice with departments on numeracy approaches
- Referencing numeracy on SOW
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