**NW1 ASSISTANT MATHS HUB LEAD: PRIMARY**

**Part time (0.6 FTE)**

Fixed Term until 31 August 2021

**Required for September 2020**

**MPR/UPR plus TLR 2a**

The Bright Futures Educational Trust (BFET) is a partnership of schools based in the North West. The Trust’s vision is the best *for* everyone, the best *from* everyone. Our values of community, passion and integrity are at the heart of everything we do. There are currently seven schools within the Trust. BFET is committed to providing all staff with the training and support they need to be the best in their profession. Benefits include: working cross-phase, knowledge exchange between our schools and the opportunity to work with some of the most inspiring colleagues in their profession.

Altrincham Grammar School for Girls (AGGS) was in the first cohort of schools to be designated a National Teaching School in 2011. AGGS is the lead school in the “Alliance for Learning”. Our teaching school alliance comprises schools of every type and phase, plus universities, throughout a wide geographical area. The impact of teaching school activities is felt within the Trust and far beyond. We have a reputation for excellence regionally and nationally, of which we are very proud.

The Maths Hub is part of the Teaching School offer and the Maths Hub programme brings together mathematics education professionals in a collaborative national network to develop and spread excellent practice for the benefit of all students. Our Maths Hub is called the North West One Maths Hub (NW1). There are an ever-increasing number of primary schools, secondary schools and colleges joining the Maths Hub and its work has increased in scale year-on-year. We are now looking to expand our team to include an assistant maths hub lead (AMHL) with responsibility for the primary phase.

The successful candidate must be willing to engage in the school’s commitment to developing AGGS as a

centre of excellence for teaching and learning.

# Job Summary

The AMHL primary will lead the strategic and operational development and management of the NW1 Maths Hub primary phase directly reporting and liaising with the MHL. The post holder will be expected to lead and be part of an expert team delivering maths teacher professional development and contributing to improvement in maths education, leadership and achievement across a wide region of the North West. The role will include: responsibility for recruitment of schools/educational settings and participants; work group programme design and delivery; management of and support for work group leaders and deliverers/trainers; monitoring, evaluating and quality assuring all aspects of the Maths Hub’s primary provision. The post holder will need to identify and support the development of local leaders of mathematics education (LLME). The post holder will be required to communicate and liaise with senior leaders in schools/educational settings, the National Centre for Excellence in Teaching Maths (NCETM), the Department for Education (DfE) and other strategic partners and leaders, for example the Teaching Schools Council and the Regional Schools Commissioner.

**Primary Duties and Responsibilities**

**Relationships**

* Establish and maintain excellent working relationships and effective communications with all staff and stakeholders of the AFL Teaching School and NW1 Maths Hub.
* Maintain highly effective relationships with the NW1 Maths Hub Administrators and professional services staff in AFL teams to ensure the smooth running of the Maths Hub operations and partnership and timely reporting to external bodies.
* Communicate effectively with the MHL and senior leadership link.
* Liaise closely with school and workgroup leaders to engage them in the strategic development of the Maths Hub provision and monitoring and evaluation, including through the Maths Hub Strategic Leadership Group.
* Manage relationships with colleagues from other Maths Hubs, HEIs, local Teaching Schools and other stakeholders.
* Liaise and work collaboratively with the TfMS primary and all their TRG schools, in the Mastery Readiness, Development, Embedding and Sustaining phases.

**People Management**

* Lead an effective communications strategy to promote the aims and activity of the Maths Hub to a wide regional audience of prospective participants, leaders, beneficiaries and stakeholders.
* Lead the recruitment and training of work group leaders and deliverers/trainers, preparing them to deliver excellent training and support for participants in Maths Hub provision.
* Manage the work and performance of the Maths Hub Administrators specifically with NW1 primary phase activities.
* Contribute to regular meetings of the Maths Hub management team to ensure excellent operations, provision and delivery.
* Develop and contribute to the Maths Hub Strategic Leadership Group to ensure excellent partner/stakeholder engagement in the strategic development of the work groups, provision, monitoring, evaluation and quality assurance.
* Work with the MHL and NCETM to review, evaluate and agree the annual action plan through regular Progress Review Management meetings.
* Work with the AGGS Finance Manager and MHL, to review the Maths Hub annual budget and management accounts.
* Take a role in the positive promotion of the NW1 Maths Hub and representation at local, regional and national networks.
* Work with colleagues in the Alliance for Learning team to provide high quality professional development for staff across the alliance and, in particular, maths teachers and leaders.

**Resource Management**

* Take a lead role in NW1 Maths Hub external reviews of primary phase, including from the NCETM and DfE.
* Manage the staffing and resourcing of the Maths Hub provision to support the training and development of high-quality maths teachers and leaders.
* Report to the MHL and SMHL and the Maths Hub Board on the effective deployment of resource to secure the highest quality of provision, including careful management of the Maths Hub funding.

**Decision Making**

Take responsibility for recruitment and assessment decisions, manage cause for concern, performance and capability processes, seeking advice or escalating issues when appropriate and in the case of appeals or complaints.

Identify evidence based best practice from within and beyond the AFL, nationally and internationally leading to informed developments in maths teacher training and professional development.

Prepare reports, self-evaluation and improvement documents for stakeholders and data requirements for the NCETM/DfE to secure allocation and funding.

Organise, prioritise and manage own workload independently.

**Work Demands**

* Be able to manage workload to ensure specified deadlines are met but also flexible to deal with adhoc requests.
* Ensure that strict confidentiality in relation to personal records and conduct is maintained at all times.

**Physical Demands**

* Normal physical effort is required.

**Working Conditions**

* The post holder will be required to travel to schools/educational settings across the NW1 defined region and to meetings held at national locations.

**Expectations of Jobholder**

* Be aware of and comply with BFET policies as well as AGGS policies and procedures.
* Be committed to safeguarding and promoting the welfare of children and young people.
* Ensure that the equal opportunities policy is adhered to and promoted in all aspects of the post holder’s work.
* Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.
* Demonstrate professionalism towards sensitive and confidential information and adhere to data protection legislation.
* Comply with and promote health and safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
* Commit to professional self-development, such as through participation in inset training and professional services network as necessary for the successful carrying out of the job.
* Undertake such other duties as are commensurate with the grade of the post.

NB: This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive list of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.

This role is a fixed-term role for one academic year, carried out over three days per week.

# School-wide Responsibilities

* Being aware of and acting upon relevant school policies and, in particular, those associated with child protection/safeguarding children and health and safety issues.
* Being responsible for maintaining a clean and tidy environment.
* Attending relevant meetings as required.
* Acting as a role model for the pupils in school.
* Acting as an ambassador for school and ensuring that the school’s high standards are promoted at all times.

# General Duties

* Carry out a share of supervisory duties in accordance with published schedules. Fulfil the conditions of employment of school teachers as laid down in the Pay and Conditions Document.
* Any other relevant duties requested by the Principal.

# Probationary period

Your appointment is subject to a six month probationary period. At the end of this period, providing your service has been satisfactory, your appointment will be confirmed. If your service is not satisfactory your employment may be terminated within the probationary period.

Copies of the job description and application forms are available from the school website or by email

(recruitment@aggs.bfet.uk). The closing date for applications is Monday 22 June 2020 @ 12 noon. Applications are welcome electronically or by post and should be emailed to recruitment@aggs.bfet.uk and addressed to Mrs C Williams. Interviews are to be held as soon as possible after the closing date. Applicants who are not contacted during this period may assume that they have not been successful but are thanked for their interest. Unfortunately, we are unable to provide feedback to unsuccessful applicants who are not called for interview.

If successful, candidates are requested to provide original copies of the following documents which we need to have sight of (probably by video link):

* Degree Certificate
* QTS Certificate
* National Insurance Card (or letter from HMRC)
* Photo identification (passport and driving licence)
* Two other forms of identification that verify your name, address and date of birth e.g. birth certificate, marriage certificate, bank or credit card statement, utility bill.
* Evidence of current pay - recent payslip and school salary notification letter stating where you are on the pay scale (if applicable)
* Evidence of threshold/upper pay range (if applicable)

**ADDITIONAL INFORMATION**

Further information about the school, a copy of the school’s prospectus and the most recent OFSTED inspection are available from the school’s website.

***BFET is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the DBS. This post is exempt from the Rehabilitation of Offenders Act 1974.***

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Category** | **Essential** | **Desirable** |
| Qualifications | * Degree. * Qualified teacher status. * Recent and relevant leadership development/ training, e.g. SLE. * Must be a Teaching for Mastery Specialist and have a complete understanding of the Teaching for Mastery program at the primary phase. * Must hold the Primary PD Lead accreditation. | * Master’s degree. * Further relevant teaching/leadership qualifications, e.g. NPQSL. |
| Knowledge, understanding and skills | * A clear understanding of the impact of professional development and teacher training on school improvement. * Knowledge and understanding of current policies, innovations and evidence in mathematics education. * Knowledge and understanding of effective pedagogy in mathematics. * Knowledge of the Ofsted framework and external assessment measures. * Able to understand, analyse and make effective use of a wide range of data. * Understanding of the principles and practice of effective self-evaluation, improvement planning and preparation for inspection/external scrutiny. * Able to ensure rigor and accountability through strong line management of a team and accurate reporting. * A track record of successful mathematics teaching across a significant age/phase range. | * Ability to lead subject knowledge enhancement in mathematics across a significant age/phase range. * Work group lead experience for an NCP or TRG. * Teaching school designation as an SLE with school to school improvement experience. * Good working knowledge of all the primary phases: EYFS, KS1 and KS2. |
| Experience | * Current successful experience of raising standards of achievement in mathematics. * Experience of strategic leadership in a school or team, leading to evidence of improvement. * Experience of leading successfully within a school or team through inspection / other external scrutiny processes. * Experience of developing staff and building and leading teams. * Experience of effectively challenging under-performance in staff. * Experience of leading innovation and/or change management in a school environment, with evidence of positive impact on school improvement, staff performance and/or student outcomes, including for vulnerable students. * Experience of leading improvement in quality of mathematics teaching and learning in a school environment. * Experience of working with a range of external agencies / other partner organisations and stakeholders to develop new approaches and to accelerate improvement. | * Successful experience of leading curriculum development and/or whole school initiatives/CPD. * Successful experience of partnership working. * Experience of carrying out school reviews related to mathematics. |
| Interpersonal and communication skills | * Excellent interpersonal and communication skills (including written, oral and presentation). * Able to engage and present to a variety of audiences in a range of contexts with confidence, accuracy and emotional intelligence. * Able to maintain regular communication with colleagues, staff and leaders. * Able to produce high quality written reports, concise and effective briefings and guidance, and to contribute to corporate communications as a visible senior leader. | * Engage actively with staff/ student voice. * Developed professional learning communities beyond their own setting/school. |
| Safeguarding | * Committed to safeguarding and promoting the welfare and success of all students and young people. |  |
| Personal qualities | * Demonstrates enthusiasm, vision, drive, adaptability and a strong sense of moral purpose aligned with BFET values. * Demonstration of commitment to own on-going professional development. * Leads by example setting and holding high expectations of self, staff and learners. * Displays the highest levels of personal and professional integrity. * Self-motivated and resilient. * Highly organised with excellent time management skills. * Flexible in approach in order to meet the demands of the role. * Ability to work collaboratively. * Approachable and sensitive to the needs and concerns of others. * Able to develop and maintain effective relationships and partnerships with staff, stakeholders and external agencies, representing and as an ambassador for the AGGS. |  |