



**Vacancy - Head of Department (Progress Leader) for
Maths with TLR 1.1 (currently £8706)
Permanent from 1st September 2023**

This is a fantastic opportunity for someone who is passionate about school improvement, has an outstanding track record as a classroom practitioner, and shares the ambition, aspirations and values of the school. Ideally the candidate will also have had some department or whole school leadership responsibility. Up Holland is a school that encourages ambition and seeks to develop and promote a culture of leadership at all levels.

We seek a passionate, enthusiastic and committed Head of Department (Progress Leader) for Maths with the ability to deliver effective teaching and learning. You will need to be a leader and practitioner who consistently delivers high quality teaching with the ability to inspire, engage and motivate students. You will need have excellent communication skills, be ambitious and be a strong team player and above all else, you will need to be 'Dedicated to Excellence' in all that you do.

Up Holland High School is a happy and harmonious place to be where students are highly-motivated and have the opportunity to be inspired and succeed.

The improvement in teaching and learning is a key aspect of our school improvement plan. We are therefore seeking an enthusiastic, dedicated and outstanding teacher of Maths to support colleagues within the department to raise standards and outcomes.

Up Holland High is recognised by Ofsted as 'Good' in all areas of school, but with the ambition to improve still further. We believe that our strong collaboration with students, staff, parent/carers and governors continues to contribute towards the success of the school.

We consider the education of our students to be about developing the whole child, preparing them for life beyond school. Not only providing them with a good level of attainment in examination subjects but also helping them to develop the skills, values and attributes which will enable them to be strong, successful citizens when they move on from Up Holland, ready to contribute to their local community and the wider world. This philosophy is captured in our vision statement.

Personal Development

The five key skills and values that we promote through LORIC are those that employers' colleges and universities consider to be most desirable:

- **Leadership**
- **Organisation**
- **Resilience**
- **Initiative**
- **Communication**

Students develop their LORIC skills and values through our 'Character and Culture' programme. This begins in Y7 and continues through to Y11, with students participating in a range of activities and experiences. These activities are promoted and undertaken in personal development time, curriculum lessons, character and culture days and enrichment opportunities. We believe that the 'Character and Culture' programme enhances the development of the whole child, preparing them for life beyond Up Holland High School.

If appointed you can expect full-support and continuing professional development, as we promote a model of leadership at all levels and a bespoke and tailored CPD programme. We offer a professionally stimulating working environment where teachers have the opportunity to progress and most critically to positively impact on the lives of our students.

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. Successful applicants will need to undertake a DBS enhanced clearance, including checks with past employers. Please note that in line with Keeping Children Safe in Education 2022 an online search will be carried out as part of our due diligence on shortlisted candidates.

Application forms and further details of the post are available to download from the school website: <https://www.uhhs.uk/about-our-school/vacancies>

Completed application forms together with a letter of application no more than 3 sides of A4 in 12 pitch should be emailed to a.mckernan@upholland.lancs.sch.uk marked for the attention of Mr P Scarborough, Headteacher.

Closing Date: Thursday 23rd March 2023

Interviews: To be advised, but will take place as soon as possible after closing date.

UP HOLLAND HIGH SCHOOL

Sandbrook Road, Orrell, Wigan, Lancs WN5 7AL

Tel: 01695 625191,

Website: uhhs.uk

Twitter: @UHHSchool

JOB DESCRIPTION – HEAD OF DEPARTMENT (PROGRESS LEADER) MATHS

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| POST PURPOSE: | To provide professional leadership of students' progress in order to secure high quality educational experiences and high and improving standards of learning and attainment. |
| REPORTING TO: | SLT Line Manager |
| RESPONSIBLE FOR: | Designated Curriculum Area of Maths |
| SALARY RANGE: | TLR 1.1 (£8,706) |

In addition to the professional duties outlined in the Teachers' Pay and Conditions Document the holder will have responsibility for the following areas.

It is expected that the post holder will meet the appropriate Professional Standards as found at www.tda.gov.uk/standards.

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| i. | <p>The strategic direction and development of the subject</p> <p>The Progress Leader will:</p> <ol style="list-style-type: none"> 1. Implement and promote the aims, policies and procedures of the school. 2. Create, implement and monitor curriculum area policies and procedures, which reflect the school's commitment to high achievement. 3. Plan, implement and evaluate the Faculty Improvement Plan. 4. Model whole school standards and expectations to the rest of the Faculty team particularly the commitment to an enriched and extra-curricular provision programme. 5. Be responsible for ensuring that Schemes of Work and assessment procedures are produced and reviewed by the department on an annual basis. 6. Seek to ensure that the curriculum areas meet statutory and examination board requirements, and that the curriculum develops students' literacy, numeracy and ICT skills alongside the development of SMSC. 7. Contribute to the development of overall improvement policies and school self evaluation, including the production of a curriculum area SEF's. 8. Monitor and Quality Assure student progress and evaluate the standards of teaching and learning across all subject areas. 9. Contribute to the whole school behaviour policy ensuring that all department members follow the levelled intervention matrix consistently and fairly. 10. Co-ordinate all administration associated with the curriculum area, liaising with the appropriate support staff. 11. Seek to ensure that effective liaison is maintained with feeder schools, post 16 institutions, and the staff member responsible for careers education, most able SMSC and citizenship. 12. Have a firm commitment to CPD and professional development, ensuring that the Faculty has the breadth of skills and experience to raise standards still further as a group. 13. Show ambition, enthusiasm, drive, and clarity of vision that will permeate the culture of the Faculty thus positively impacting on the work and attitude of both staff and students. |
| ii. | <p>Learning and teaching</p> <p>The Progress Leader will:</p> <ol style="list-style-type: none"> 1. Seek to ensure, sustain and promote effective learning and teaching within the curriculum areas appropriate to the needs of all students – sharing good practice where appropriate, intervening where not. 2. Collaborate closely with colleagues to promote and encourage the highest standards of teaching. 3. Evaluate the quality of teaching and its impact on student progress and use the findings to inform planning and classroom practice. 4. Employ and evaluate effective strategies to ensure school and curriculum area attainment targets are met, analysing student progress and ensuring any intervention required is rapid and effective. |

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| | <ol style="list-style-type: none"> 5. Have a relentless focus on closing the progress gap with identified groups that are underachieving, particularly those that are classified as Student Premium and/or SEN. 6. Evaluate the standards of student achievement using evidence (performance data, lesson planning, observation and students' work scrutiny for staff within the Curriculum Area) and set clear targets for improvement. 7. Work collaboratively with colleagues to promote highest standards of learning and behaviour and communicate effectively with Personal Development Managers 8. Seek to ensure that the School Rewards and Sanctions Policy is embedded into the curriculum area practice. 9. Have an extensive, well informed and critical understanding of current initiatives in teaching and learning and where possible implement or delegate their implementation when appropriate. 10. Incorporate whole school PIXL strategies to compliment other teaching and learning and strategies, particularly those that enable effective identification of gaps in student knowledge and understanding, leading to the most appropriate and specific individual intervention. 11. Ensure that all learners are fully prepared for both internal and external assessments and examinations with clear strategies, hints and tips outlined to support exam success. |
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| iii. | <p>Leading and managing staff The Progress Leader will:</p> <ol style="list-style-type: none"> 1. Have a vision for the development of the curriculum area. 2. Lead staff within the curriculum area through example, model the highest standards of teaching and provide clear feedback, and give good support and sound advice to others with the aim of raising standards of teaching. 3. Lead and promote the ongoing professional development of staff through training and through setting consultative performance management targets. 4. Lead colleagues in evaluating the impact of their teaching on raising students' achievement. 5. Involve staff in the creation and implementation of curriculum area plans and policies. 6. Take the lead in motivating, supporting and mentoring colleagues in the adoption of good practice and encourage collaboration and mutual support between colleagues. 7. To work collaboratively with the SLT to ensure the successful delivery of policies, plans, priorities and targets. 8. Seek to ensure that all members of the curriculum area fulfil all aspects of their job description. |
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| iv. | <p>Efficient and effective deployment of staff and resources The Progress Leader will:</p> <ol style="list-style-type: none"> 1. Manage the efficient deployment of teaching and (where appropriate) technical staff and support staff. 2. Identify and employ appropriate resources for the subject(s) and seek to ensure their effective use. 3. Seek to ensure a safe, secure and stimulating environment for the learning and teaching of the subject. 4. Be responsible for efficient management of curriculum finance. 5. Be responsible for ensuring that appropriate work is available whenever a member of the curriculum area is absent. 6. Seek to ensure all relevant Health and Safety regulations are observed. 7. To take overall responsibility for the appearance of curriculum area rooms, and to direct appropriate support staff to produce high quality displays. |
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It is assumed that the Progress Leader works closely with the Headteacher, via the Line Manager, in each of the key areas.

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| <ol style="list-style-type: none"> 1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. 2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed as necessary as part of the appraisal process and it may be subject to modification or amendment at any time after consultation with the holder of the post. 3. Every member of staff has a responsibility to safeguard and promote the welfare of children. |
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Person Specification

To be assessed through application, reference and interview

| | | Essential | Desirable |
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| 1. | Qualifications and experience | | |
| 1.1 | First degree or equivalent | ✓ | |
| 1.2 | Qualified teacher status | ✓ | |
| 1.3 | Experience of further leadership CPD | | ✓ |
| 1.4 | Successful experience at senior leadership level | | ✓ |
| 1.5 | A proven track record in school improvement | ✓ | |
| 1.6 | Recent and relevant professional and leadership development | ✓ | |
| 1.7 | Successful experience of leading and managing change | ✓ | |
| 1.8 | Leadership experience in a range of settings | | ✓ |
| 1.9 | Experience of working or transitioning into an Academy setting | | ✓ |
| 2. | Personal qualities | | |
| 2.1 | First class communication skills | ✓ | |
| 2.2 | Excellent inter personal skills | ✓ | |
| 2.3 | The ability to inspire, enthuse and motivate | ✓ | |
| 2.4 | Presence and the ability to provide strong and visible leadership | ✓ | |
| 2.5 | Excellent organisational and time management skills | ✓ | |
| 2.6 | The ability to prioritise and multi task | ✓ | |
| 2.7 | Determination and the ability to cope well under pressure | ✓ | |
| 2.8 | Ambition for oneself, students and the school community | ✓ | |
| 2.9 | Empathy with young people from all backgrounds | ✓ | |
| 2.10 | A sense of humour and a sense of proportion | ✓ | |
| 2.11 | Evidence of interests outside the work place | ✓ | |
| 2.12 | To have an outstanding attendance and punctuality record | ✓ | |
| 2.13 | To model a work ethic that demonstrates clearly a commitment to raising standards and outcomes for students at Up Holland | ✓ | |
| 3. | Personal circumstances | | |
| 3.1 | Willingness to attend a broad range of out of hours events | ✓ | |

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| 3.2 | Commitment to working flexibly but with an established work life balance | ✓ | |
| 3.3 | Commitment and capacity to give freely of one's own time out of school hours | ✓ | |

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| 4. | Professional skills and knowledge | | |
| 4.1 | Sound understanding of educational thinking, recent developments key research and teaching methodology | ✓ | |
| 4.2 | Ability to use a range of leadership and management styles | ✓ | |
| 4.3 | Commitment to collaboration and team work | ✓ | |
| 4.4 | Ability to develop and take forward a shared vision for the school | ✓ | |
| 4.5 | Ability to challenge and support all members of the school community to drive up standards | ✓ | |
| 4.6 | Experience of curriculum planning and the development of cross curricular working | ✓ | |
| 4.7 | Clear understanding of what an outstanding school looks and feels like | ✓ | |
| 4.8 | Ability to develop, implement and evaluate strategic plans and priorities | ✓ | |
| 4.9 | Ability to create and maintain effective partnerships with parents and other stakeholders | ✓ | |
| 4.10 | A fundamental concern for the safety, security and wellbeing of students and staff | ✓ | |
| 4.11 | Ability to work effectively and creatively with the Headteacher and governing body | ✓ | |
| 4.12 | Ability to deal effectively with young people of all backgrounds | ✓ | |
| 4.13 | Ability to be both a team leader and a team player | ✓ | |
| 4.14 | Strength in all aspects of LORIC: Leadership, Organisation, Resilience, Initiative, Communication | ✓ | |
| 4.15 | An unrelenting dedication to excellence in all aspects of your professional life | ✓ | |



School Priorities 2022-2024

- Improving the **attendance** of students, particularly those that are persistently absent
- Improving the **attitude** to learning and promoting the resilience of students
- Embedding high quality **teaching** within a challenging curriculum
- Increasing the rate of **progress** and attainment in all subjects
- Developing a **culture** of equality, diversity, and inclusion

Impact

- Attendance is 95% (above the national average) and a reduction in the percentage of persistent absence (below the national average)
- Performance of students to be comparable, or better than similar students nationally, most notably disadvantaged, boys, and in science
- Progress 8 score to be consistently zero or better across all subjects
- Basics: 9-4 80% 9-5 60%
- Lancashire Equality Mark status achieved

Vision Statement

We continually strive to:

- Provide outstanding educational standards and outcomes, driven by our Dedication to Excellence.
- Develop the whole child, enhancing their character through our LORIC skills and core values.
- Promote a culture of inclusion, equality, and diversity.