

## JOB SUMMARY

<b>Post Title</b>	<b><i>Maths Teaching and Learning Improvement Officer</i></b>						
<b>Job Family</b>	<i>Service Delivery</i>	<b>Pay Range</b>	13	<b>Line Manager to others?</b>	No	<b>Role profile ref</b>	SD13
<b>Service Area</b>	<i>Children's Services</i>						
<b>Line Manager</b>	<i>School Improvement Officer &amp; Team Lead</i>						
<b>Location</b>	<i>County Hall / Agile</i>						

<b>Job Purpose</b>
<ul style="list-style-type: none"> <li>To work as part of a team to improve the quality of education within schools across the Island.</li> <li>To lead mathematics within the school improvement team.</li> <li>To report into the School Improvement Lead/Service Manager on all national and regional updates related to mathematics.</li> </ul>

<b>Job Context</b>
<ul style="list-style-type: none"> <li>To work with teachers and middle leaders to improve mathematics outcomes of children and young, in individual schools and ultimately people across the Island, through planning and advising with staff.</li> <li>To ensure that schools develop and embed a well sequenced and progressive mathematics curriculum.</li> <li>To ensure robust leadership of mathematics across Islands schools through advice and delivering networks</li> <li>To offer a variety of training/continued professional development opportunities including subject network meetings to a variety of stakeholders.</li> <li>To keep up to date with the latest thinking related to your subject.</li> <li>Willingness to teach and demonstrate best practice to others as part of a plan, do review coaching approach.</li> <li>To be part of the assessment and moderation of mathematics across Island schools.</li> </ul>

<b>Knowledge, Skills and Experience</b>			
<b>Role Profile requirements.</b>	<b>Job specific examples.</b> (if left blank refer to left hand column)	<b>Essential</b>	<b>Desirable</b>
Proven ability to influence based on facts and evidence, a range of audiences with differing competence and abilities. Ability to communicate one to one and with specific client groups.	<i>Ability to consult with stakeholders to identify requirements and influence practice.</i>  <i>Ability to manage difficult customers/ stakeholders or sensitive issues.</i>	<b>E</b>	
Significant relevant experience managing service delivery in a similar environment, with expert knowledge of the service area, the authority and wider sector / external influences.	<i>Experience of being a subject leader or part of a teaching and learning team.</i>  <i>An exceptional teacher.</i>  <i>Experience of driving up standards.</i>  <i>Ability to work through others.</i>	<b>E</b>	
Strong and demonstrably effective communication, interpersonal and presentation skills. Ability to understand and explain complex information to a range of audiences. Proven ability to negotiate with, persuade and influence others in complex or politically sensitive situations.	<i>Ability to command credibility with partners and stakeholders and build trusting relationships that can demonstrate improved outcomes.</i>  <i>Ability to understand and successfully navigate through sensitive situations.</i>	<b>E</b>	

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Good ICT skills including both standard Microsoft applications and specialist systems.	<i>Need to write reports for external clients.</i> <i>Need to create presentations for external clients.</i>	<b>E</b>	
Expert knowledge of the specialist work area and relevant legislation, regulations, processes, systems, procedures and standards. Wide reaching knowledge of other areas of the authority relevant to the service and of wider sector / external influences. Experience of contributing to the design and development of strategies, procedures and practices.	<i>Excellent understand of pedagogical approaches within subject area and ability to influence practice of others.</i> <i>Excellent subject knowledge and ability to influence practice of others.</i> <i>Ability to keep up to date with the latest practice and thinking within subject area.</i>	<b>E</b>	
<b>Qualifications</b>			
<b>Role Profile requirements.</b>	<b>Job specific examples.</b> (if left blank refer to left hand column)	<b>Essential</b>	<b>Desirable</b>
May require relevant certifications including evidence of fluency in English language.		<b>E</b>	
Educated to degree standard or equivalent.	<i>Degree level qualification in a relevant subject or equivalent experience.</i>	<b>E</b>	
Relevant professional / vocational qualification	<i>Qualified Teacher Status, along with evidence of continuous professional development.</i>	<b>E</b>	
<b>Other Requirements</b>			
<i>May be required to work out of normal working hours for staff training</i>			
<i>Maintain professional knowledge and expertise in own field, ensuring that continuous professional development is undertaken for self and the team</i>			
<i>Able to travel to mainland meetings as required</i>			
<i>Enhanced DBS with children's barred list</i>			