

Job Title:	NCETM Regional Lead
Reports to:	Director for System Leadership
Department:	NCETM
Location:	Home-based
Travel:	Extensive travel in specified region, plus some national travel. Approx 70% of time.

Job summary:

The eight Regional Leads (based around each of the Regional Schools Commissioner regions*) will provide credible, authoritative mathematics school improvement and professional development expertise to facilitate a coherent strategy for mathematics across each region and enhance the work of the Maths Hubs Programme.

The NCETM, working alongside, and leading, England's Maths Hubs, aims to ensure that all teachers of mathematics, in all school and college phases, have access to high quality professional development opportunities so that pupils and students have the best chance of acquiring a deep and lasting understanding of maths.

Tribal's vision is to empower the world of education and we make it our mission to provide the software and services which underpin student success.

*www.gov.uk/government/organisations/schools-commissioners-group

Job details:**Maths Hubs**

- Act as the principal NCETM link to the Maths Hub leadership teams in the region, supporting, equipping and enabling them to develop and implement plans that address key regional issues in mathematics education and support national mathematics education priorities by:
 - developing a deep understanding of the work of the Maths Hubs;
 - monitoring their work and providing professional challenge;
 - brokering and strengthening relationships and partnerships with key regional stakeholders;
 - representing the NCETM on Maths Hubs' Strategic Boards;
 - holding half-termly review meetings with Maths Hub leadership teams;
 - reporting any issues that arise to the Director for System Leadership and Programme Manager and taking immediate follow-up actions including brokering relevant support;
 - producing an evaluative half-termly report on the progress of the Maths Hubs;
 - working with the NCETM team to ensure effective practice in the work of the Maths Hubs is efficiently shared across the Maths Hub Network.
 - participating in Regional Lead team meetings and Maths Hub Forums;
 - contributing to the development and evaluation of the Maths Hub programme.
- Supporting the Maths Hubs to identify and support local leaders of mathematics education, including SLEs, PD Leads, and Work Group Leads

Mathematics School Improvement

- Work with key regional stakeholders, and representatives of national government programmes supporting mathematics and STEM more widely, to develop and support the implementation of a coherent strategy for mathematics school improvement in the region:
 - building the requisite strategic relationships with key stakeholders in the region, including the Regional Schools Commissioner, Teaching School Council

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This job description sets out key elements of the role but it is not intended to be exhaustive and does not constitute a contractual document.

- representatives, and, where relevant, Opportunity Area Boards, to support the development and operation of the strategy;
- ensuring the region is kept abreast of policy changes, funding opportunities and priorities within mathematics education and that these are incorporated effectively, as appropriate, in strategic and operational plans.
- Contribute to the overall profile, development and evaluation of the NCETM, including participation in NCETM team meetings.

There will be an opportunity for two of the appointees to be designated as senior Regional Lead. The extra aspects involved will include some line management and team coordination, as well as oversight of specific aspects of the Regional Leads' work with Maths Hubs.

Indicative Role deliverables:

- Maths Hubs design, deliver and evaluate plans that address the Maths Hubs Programme's strategic priorities effectively: 100% of regional Maths Hubs' annual reports demonstrate delivery of agreed annual priorities, and include evidence (as agreed individually) relating to quality, change delivered by schools, and reach in terms of total number of schools.
- Maths Hubs are supported to develop and extend their leadership and management capacity in order to reach effectively into areas of greatest need (Target for reach to be set)
- Regional partners demonstrate a clear understanding of the role of Maths Hubs and the NCETM through their strategic plans and in other settings, and are supported in developing coherent mathematics improvement work.

Qualifications and experience:

Essential:

- Degree in mathematics or a related area and a teaching qualification or equivalent experience, with substantial successful mathematics teaching experience;
- Substantial senior leadership experience in a school, academy trust or local authority setting;
- A successful track record of leading and implementing strategies to drive continuous improvement in more than one school with evidence of leading and managing change;
- Excellent understanding of the context in which schools work and strategies to overcome under achievement;
- High aspirations for achievement in mathematics, striving for continuous improvement
- Strong communication skills, oral and written, with the confidence to present effectively to a range of audiences;
- Effective analytical and problem-solving skills;
- Understanding of how to use school data and other management information systems to drive school improvements;
- Deep understanding of the needs of mathematics teachers and leaders and the issues, challenges and opportunities they face;
- Strong understanding of the current education policy landscape;
- Enthusiasm for mathematics and teaching and the ability to motivate and enthuse others;
- Strong interpersonal skills, including the ability to work effectively in a team and the ability to be an effective coach who can influence others;
- Experience of observing learning, giving constructive feedback and developing strategies to support the improvement of performance.

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- Confidence in using online communication such as managing webinars and animating online communities.
- Ability to work effectively under pressure, to balance competing priorities and meet tight deadlines.

Desirable:

- Proven track record of school improvement work at regional level
- Member of one or more of the professional associations for mathematics education;
- Experience of contributing to key developments in mathematics education;
- Well respected by the major stakeholders in mathematics education;
- Knowledgeable about recent relevant research;
- An appropriate management qualification.

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