
Job Description for Lead Teacher; Mathematics

Responsible to: Curriculum Lead

OVERALL PURPOSE OF THE POST

The Lead Teacher role is to work alongside the Curriculum Team Leader providing leadership support with improving the quality of learning and teaching within the curriculum area and leading aspects of whole school practice. Effective Lead Teachers contribute significantly to the success and progression of students and the Academy's teaching and learning improvement agenda. They play a critical role in setting high standards for teaching and establishing and maintaining high expectations. They nurture the talent and performance of staff, they identify, celebrate and share good practice and they provide robust challenge and support when staff do not meet expectations.

The tasks of Lead Teachers are therefore two-fold; involving, leading pedagogical practice within the curriculum area and playing a leading role as part of the Academy's teaching and learning team who define and develop whole school practice.

CORE DUTIES

Deliver Good Learning

- To plan and prepare courses and lessons so that teaching and learning has due regard to up-to-date knowledge of the subject and teaching methodology.
- To plan with reference to the schemes of work for each Key Stage.
- To teach students according to their educational needs, including the setting and marking of work.
- To keep methods of teaching and learning, and programmes of study, under regular review.
- To teach other subjects from time to time as may be required by timetable constraints, including covering for absent colleagues.
- To provide guidance and advice to students on educational and appropriate social matters and, as far as is practicable, on their further education and future careers. This is likely to include information about sources of more expert advice on specific questions and is partly, but not exclusively, related to the work that many teachers perform as form tutors.

Student Progress

- To provide and contribute to oral and written assessments, reports and references relating to individual students or groups of students. This will be in the context of helping to raise their standards of achievement, or for purposes of public examinations and assessments, and will be according to reasonable expectations established within the practices of the Academy.

- To assess, record and report on the development, progress and attainment of students, and to maintain accurate records of student attendance.
- To support and encourage all students to achieve the highest standards that they can. In some cases this encouragement will extend to independent learning and student involvement in extra activities beyond the classroom.
- To communicate and consult with parents and others outside the Academy when necessary (including appropriate meetings) according to the routines of the Academy.

Performance

- To participate in current arrangements for performance management.
- To identify personal development needs and seek ways of meeting them.
- To participate in arrangements for further training and professional development. This includes activities on Academy in-service training days or related to those days.
- To participate in induction arrangements where appropriate.

Team Working and Collaboration

- Work with team members and as a team member; identify opportunities for working with colleagues and sharing effective practice with them.
- Participate in school meetings and contribute to the use and development of appropriate specifications/syllabuses, schemes of work, assessment strategies and teaching and learning approaches.
- To advise and co-operate with the Head teacher and other staff on the preparation and development of courses, materials, teaching programmes, methods of teaching, assessment and 'deep support' arrangements.

Additional Duties

- Contribute to and participate in continuous professional development activities and whole staff meetings/CPD within the Academy and Trust wide.
- To maintain good order and discipline among the students, using the scope of the Academy Behaviour for Learning Policy and the expectations of conduct as specified by the Head teacher.
- To endeavour to create a safe and attractive environment for teaching and learning.
- To participate in the Academy's agreed pattern of meetings.
- To participate in arrangements for supervision during examinations where necessary.
- To contribute to a regular programme of supervisory duties assigned in an equitable way.
- To perform particular duties in accordance with directions given by the Head teacher, allocated from time to time on a reasonable basis.

SPECIFIC RESPONSIBILITIES FOR THE LEAD TEACHER ROLE:

Curriculum area focused:

- To support the Curriculum Team Leader in sustaining a learning and achievement culture within the specific area, aligned to Academy/Trust mission and values.
- To support the Curriculum Team Leader in ensuring systems are in place to ensure high quality teaching and learning from all faculty members of staff that result in good and outstanding outcomes for students.
- Use of strategic leadership skills to ensure that staff within the specific area are aware of the required expectations regarding the Academy's teaching and learning excellence model.
- To keep up to date with national developments in the subject area and teaching practice, pedagogy, methodology and qualifications.
- To ensure the effective operation of quality control systems in adherence to those within the Academy/Trust.
- To ensure that the Academy/Trust quality procedures are implemented within the specific area.

- To ensure that the specific area's quality procedures meet the requirements of self-assessment.
- To contribute to the Academy/Trust procedures for lesson observation.
- To challenge underperformance within the specific curriculum area, delivering support where needed ensuring the implementation of all relevant HR policies.

Whole Academy focus:

- Play a lead part in the delivery of the teaching and learning model across Wingfield Academy that codifies 'teaching excellence'.
- To be a custodian of the TLE model and to consistently promote outstanding teaching and learning in the Academy including ensuring that their own lessons consistently model best practice.
- Devise accessible professional development materials that sit alongside the TLE model to ensure colleagues have easy access to relevant support.
- Working alongside the teaching expertise lead, support the delivery of the teacher improvement strategy.
- Deliver professional development sessions to the whole staff team via Tuesday morning Teaching and Learning briefings, inset and twilights.
- To advise on best practice in marking, methods of assessment and constructive feedback to develop individual and school practice
- To help to create a climate in which teachers are motivated and are encouraged to develop their professional practice
- Sharing good practice and support colleagues in the development of a learning culture amongst professionals
 - Be responsible for the collation of and sharing of evidence informed practice across the Academy which includes being part of the Teaching and Learning team and publishing of a termly 'sharing good practice journal'.

All staff have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Academy's procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified as relevant to their role.

The post holder's duties must at all times be carried out in compliance with the Equality Opportunities Policies of the Academy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting our responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust/Academy mission and strategic objectives and to demonstrate the values through their behaviour.

Person Specification for Lead Teacher of Maths

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> At least one year of successful teaching experience within a relevant subject area. A proven track record students making good progress Use of systems for monitoring student progress. 	<ul style="list-style-type: none"> Experience of teaching across the ability and age range.
Education and Training	<ul style="list-style-type: none"> Qualified Teacher Status (QTS). Degree or equivalent in subject or related subject. Evidence of continuous professional development and the ability to reflect on teaching practice and personal performance. 	<ul style="list-style-type: none"> Evidence of further and continuing professional development.
Personal Skills and Qualities	<ul style="list-style-type: none"> Thorough knowledge of National Curriculum Requirements in the subject. An ability to teach up to and including GCSE level. Knowledge of systems for monitoring student progress. A philosophy centred upon the individual learner's value, potential, aspirations and needs. An ability to encourage, inspire and motivate learners and demonstrate high standards and expectations of self and learners. A passion for the subject(s) and for teaching and learning. Can work collaboratively and supportively with other staff. Skills of communication, organisation and accuracy. Ability to work flexibly and respond positively to change. Strong commitment to student welfare, achievement and support. A passion for teacher improvement and the role that research based theory plays in that improvement. Knowledge of Social Inclusion issues. 	
Teaching and Learning	<ul style="list-style-type: none"> A willingness to use a range of teaching and learning techniques which engage and support learners. Appreciation of the benefits of e-learning and ICT inside and outside of learning. Openness to developments in approaches to teaching and learning. Knowledge of how assessment and data support learning. An understanding of how students learn. An understanding of the methods for effective teaching including the most up to date research. Providing an effective environment through classroom management. 	

Additional Factors	<ul style="list-style-type: none">• Commitment to the principles of comprehensive education.• Commitment to high standards of behaviour.• Commitment to continuous improvement and willingness to learn from experience and practice in this Academy and elsewhere.• Commitment to equal opportunities and safeguarding the welfare of students.	<ul style="list-style-type: none">• Willingness to travel across trust sites if the need arises (if not already in a shared post).• A willingness to offer an extracurricular activity for students.
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