
Job Description Lead Practitioner: Mathematics

Responsible to: Faculty Leader and Assistant Headteacher (Learning and Teaching)

Salary: School Leadership Scale – L4 – L8

OVERALL PURPOSE OF THE POST

- To raise standards and develop teaching and learning in Math's.
- To ensure that the School's TLE (Teaching Learning excellence) model is effectively translated into high quality classroom practice within Math's.
- To assist the Faculty Lead in developing, implementing, monitoring and evaluating:
 - Teaching and learning
 - Curriculum planning
 - Continuing professional development
 - Team building
- To promote and ensure positive pupil approaches to learning through:
 - High expectations
 - Exceptional teaching
 - A stimulating learning environment
 - An emphasis on learning
- To be a key leader in establishing systems and procedures to develop teaching and learning.
- To consistently deliver high quality lessons, promote proven strategies, and support colleagues both on a 1-2-1 basis and in groups, to develop pedagogy and practice in order to improve the quality of learning and teaching with the specific aim of securing outstanding teaching and student outcomes.
- To work with the Lead of Faculty on all aspects above and to respond to school priorities within faculty as directed by the senior leader responsible for Math's.

KEY AREAS OF RESPONSIBILITY

Staff

- To support the Faculty Leader in Math's in sustaining a learning and achievement culture within the specific area, aligned to School/Trust mission and values.
- To ensure systems are in place to promote high quality teaching and learning from all faculty members of staff that result in good and outstanding outcomes for students.
- To oversee the professional development of staff in Math's and provide advice on appropriate means of CPD.
- Ensure that staff are kept well-informed of recent pedagogical developments in Math's.
- Observe the teaching of Math's teachers, give constructive feedback and monitor this to ensure that it leads to improved standards in the classroom.
- Allocate responsibilities and duties so as to ensure continuing professional development.

- Design, implement and evaluate an in-house, blended approach to teachers learning through strategies such as coaching, in-class training and 1-2-1 mentoring sessions.

Curriculum

- To support the Head of Faculty in developing and reviewing the Math's curriculum and schemes of work at KS3, KS4 and KS5.
- Provide curriculum pedagogical innovation, working alongside key Math's leaders and other classroom practitioners.
- Coordinate preparation, delivery and evaluation of schemes of work for the school in accordance with the National Curriculum requirements; with a particular focus on challenge, pace, high order questioning and thinking skills.
- Provide leadership and guidance on production of learning resources.
- Monitor and evaluate to ensure that there is a consistency in terms of learning experiences for students within each of the small schools in accordance with the Trust policy and the school's criteria for effective teaching and learning.
- Provide guidance on exam specifications and delivery time frames, and additional related qualifications that could be included in the curriculum offered at the school.
- Lead and encourage critical professional dialogue within the Math's faculty.
- To liaise with agencies outside the school to enrich and broaden the curriculum.

Assessment

- To issue guidance in order to develop rigour and accuracy in grading at KS3, KS4 and KS5 in Math's.
- To ensure that there are appropriately regular opportunities for students' work to be accurately graded throughout each half term.
- Identify and implement strategies for raising standards at all key stages in line with the latest accountability measures.
- To develop assessment for learning with Math's staff across the school in line with Trust policy.
- To ensure that there are appropriate and accessible graded examples of students' work from across the school to be used for the purposes of moderation, training, and as evidence of standards in your subject area.

Teaching and Learning

- Be part of and attend teaching and learning excellence team (driver group) meetings to collate good practice and share with colleagues across the school/Trust.
- Support the development and implementation of the school's teaching learning excellence model including the designing and delivery of CPD resources and materials.
- Undertake any necessary instructional coaching training as directed.
- Further develop the instructional coaching model that exists within the Trust, working with other Teaching for Learning Leads.
- Provide instructional coaching for identified staff both within the Math's faculty and in the wider school.

Leadership Pay Scale

Scale will be assessed with an extended portfolio of responsibility.

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the School/Trust, and only after consultation with you.

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the School/Trust 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 by the School as relevant to their role.

The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, 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 the Trust's responsibilities under the Health and Safety Act.

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

Person Specification for Lead Practitioner: Mathematics

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 3 years' teaching experience. An outstanding practitioner. 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. 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. 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 School 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.