**Job Description**

**Job Title:** Lead Practitioner of Mathematics

**Location:** Lodge Park Academy

**Job Purpose:** We are looking for an outstanding Mathematics teacher to provide both excellent teaching and also to lead on aspects of teaching and learning in the academy. A Lead Practitioner is a consistently good or an outstanding teacher, with the results to prove it, who is ambitious and highly motivated to lead others. The Lead Practitioner will do everything possible to raise the quality of teaching and learning in Mathematics and join the teaching and learning team across the Academy.

**Background:** The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.

**Reporting To:** Assistant Principal for Maths and Progress

**Salary:** L8 (£45,421) to L13 (£51,372)
The Academy is committed to equality, safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment.

Lead Practitioner for Mathematics Job Description and Person Specification (March 2017)
all students

- Carrying out the day to day duties of a classroom teacher on an exemplary basis in line with the School Teacher Pay and Conditions Document and Teachers Standards

Leadership and Management

As directed by the Assistant Principal for Maths and Progress and the Assistant Principal for Teaching and Learning to provide dynamic and inspirational leadership in the Department and lead the development and implementation of key curriculum, and department initiatives by:

- Enthusiastically leading colleagues within a positive and supportive working atmosphere, with a common vision for success
- Assisting in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department
- Contributing to the department’s plan and its implementation
- Planning and preparing courses and lessons
- Taking a lead role, working closely with other Lead Practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole Academy improvement
- Analysing national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Assistant Principal for Maths and Progress
- Using local and national data and other information in order to provide: a comparative baseline for evaluating learners’ progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning
- Taking a lead role in improving the effectiveness of assessment practice in the department in evaluating the effectiveness of teaching and learning
- Researching and evaluating innovative curricular practices and drawing on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- Leading and supporting the development of post 16 courses in the department and across the Academy in liaison with external organisations

Teaching and Learning

Developing a high quality ethos of learning amongst students based on high expectations and a shared vision

- Leading and developing innovation in teaching and learning, embedding this across the department and whole Academy
- Developing, implementing and reviewing support programmes, CPD and intervention to improve teaching and learning
- Delivering high quality support, mentoring, coaching, induction and CPD that improves teaching and learning and support professional development of colleagues
- Acting as an exemplary role model teaching good and outstanding lessons and supporting colleagues to develop their own practice
- Personalising and planning and teaching to ensure the achievement of students including those with SEND and Pupil Premium and other key groups
- Keeping up to date with new teaching and learning strategies and implement as appropriate to further develop the quality of teaching and learning across the department and the Academy
- Supporting underperforming colleagues to improve and develop good practice across the

The Academy is committed to equality, safeguarding and promoting the welfare of children and young people.
All staff and volunteers are expected to share this commitment

Lead Practitioner for Mathematics Job Description and Person Specification (March 2017)
The Academy is committed to equality, safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment.

Lead Practitioner for Mathematics Job Description and Person Specification (March 2017)
the teaching and planning of lessons and sequences of lessons, including SEN and EAL needs

- Ensure coverage of the relevant examination syllabus and National Curriculum programmes of study

Teaching and Class Management:

Ensure the effective teaching of classes and individuals, so that teaching objectives are met and best use is made of available teaching time

- Establish and maintain a purposeful working atmosphere
- Set high expectations of students’ behaviour through well focused teaching and consistent application of the Behaviour Policy and other school systems
- Establish a safe environment, which supports learning and in which students feel secure and confident
- Use teaching methods which sustain the momentum of students’ work and keep all students engaged through:
  I. matching the approaches used to the subject matter and students
  II. clear structure and presentation of content
  III. effective use of resources and time
  IV. providing opportunities for students to consolidate their knowledge and skills, both in the classroom and the setting of well-focused homework
- Meet the requirements of the Code of Practice, implement and keep records on pupil profiles and report progress and concerns as required
- Evaluate own teaching critically, including taking responsibility for professional improvements targets and monitoring progress

Assessment, Recording and Reporting:

Mark and monitor students’ class work and homework as required by subject and school policies

- Assess and record student progress as required by subject and the Academy’s policies, including National Curriculum and other standardised tests, and baseline assessment where relevant
- Write reports and profiles as required, including the National Record of Achievement
- Participate in appropriate meetings with colleagues, parents/guardians and other external agencies as appropriate

Other:

Act as form tutor or co-tutor as required, and follow the routines and procedures outlined in the Staff Handbook

- Staff undertake academic and pastoral tutoring as required
- Deliver PSHEE as required
- Participate in curriculum, pastoral, administration and organisation meetings
- Contribute to the work of curriculum and pastoral teams
- Take responsibility for own professional development and keep up to date with research and development
- Cover for absent colleagues in accordance with the Academy policy
- Contribute to examination arrangements
- Implement Academy policies consistently and follow the procedures outlined in the Staff Handbook
- Undertake any other duties reasonably required by the Subject Leader and the Assistant

The Academy is committed to equality, safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment
Principal for Teaching and Learning

• Undertake any appropriate duty as requested by SLT which supports the overall aims and objectives of the Academy Development Plan

Key Responsibilities – all staff

To support the academy ethos

To contribute to Academy wide events including curriculum focused events as part of the wider curriculum team, as and when required
To support and contribute to the Academy’s commitment to ‘Every Child Matters’ to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
To be aware of the academy’s duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times
To be aware of and comply with the codes of conduct, regulations and policies of the academy and its commitment to equal opportunities

Knowledge/skills/expertise
Use of comparative data
Up to date knowledge – subject, national, pedagogy, classroom management, research/inspection findings
Statutory requirements
ICT
Commitment to own development

Academy level
Contribute to Academy policy (e.g. the spiritual, moral, social and cultural development of students)
Liaison with external agencies, governors and parents
Support school ethos and policies

Pupil outcomes
Results
Other examinations/accreditation

Resources
Accommodation – ambience conducive to learning
Risk assessment
Value for money
Safety

Performance Management
Your annual performance review is based on this overall job description and with particular emphasis on your individual annual targets. These are set in discussion with your Line Manager.

The Academy is committed to equality, safeguarding and promoting the welfare of children and young people.
All staff and volunteers are expected to share this commitment
Person Specification

Qualifications and Professional Development

Essential

- Degree or equivalent
- Qualified Teacher Status
- A sound academic background in Mathematics
- Exemplary, outstanding practitioner
- Excellent classroom practitioner
- Good communication and
- Effective team member and leader

Desirable

- Evidence of professional development relevant to the AST or Lead Practitioner Standards/PM
- Experience of providing professional development to teachers, including coaching, mentoring and training
- Experience of preparing and leading training sessions
- Experience of providing support, advice, coaching and guidance to colleagues to improve the teaching practice of others

Knowledge, Skills and Competencies

Essential

- Mathematics National Curriculum and GCSE Mathematics syllabus
- Excellent knowledge of classroom skills and Teacher Standards
- Excellent understanding of the Ofsted framework and what constitutes effective teaching and learning
- Contemporary pedagogy
- Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour
- Familiar with recent developments in the teaching and learning of the subject including strategies for raising achievement
- Experienced in using a range of teaching and learning styles
- Able to use assessment data to improve achievement
- Equal opportunities
- Able to use ICT across the curriculum and for administrative purposes
- Understand how the National Curriculum applies to all students
- Accepting of how the Academy Specialisms can be incorporated into the subject

Desirable

Knowledge and understanding of the International Baccalaureate

Experience

Essential

The Academy is committed to equality, safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment
Experience of teaching in a UK school

Desirable

Experience of contributing to curriculum development within subject area

Leadership skills, knowledge and experience

• Be flexible and responsive to a changing educational environment
• Contribute to whole school initiatives

Communication skills, knowledge and experience

• Committed to working co-operatively with young people; able to communicate sensitively, imaginatively and effectively with them
• Able to create a team ethos across a team
• Able to motivate and encourage problem solving
• Able to communicate effectively with parents to represent the Academy positively and feedback information as appropriate

Professional Development

• Able to seek and understand development opportunities for self and others
• Committed to career progression and own professional development
• Willing to contribute to the professional development

Attitude and Motivation

• Well motivated, enthusiastic and prepared to work hard
• Honest
• Good organisation and time management skills

Academy Ethos

• Have high expectations of what students and staff can achieve
• Fully supportive of the aims and ethos of a successful Academy
• Able to develop and co-ordinate a sustainable strategy towards extra curriculum activities

Equal Opportunities

• Have regard to provide equality of opportunity for all

Health and Safety

• Aware of Health and Safety and Safeguarding as appropriate to role

Health and Appearance

• Good attendance and punctuality record

The Academy is committed to equality, safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment
• A willingness to dress professionally in accordance with the culture of the organisation.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

This post requires an Enhanced DBS Clearance check.