

Class Teacher & Mathematics Lead Practitioner (TLR2a)

JOB DESCRIPTION

JOB TITLE	Class Teacher & Mathematics Lead Practitioner (TLR2a)
EMPLOYER	University of Brighton Academies Trust
LOCATION (Academy)	Dudley Infant Academy
SALARY	Main Teachers Pay Range/UPR plus TLR2a £3214
RESPONSIBLE TO	Principal
RESPONSIBLE FOR	N/A
MAIN PURPOSE OF THE JOB	<ul style="list-style-type: none"> • To plan, monitor and assess all areas of Mathematics across the Academy, in order to promote effective teaching and learning that has a positive impact upon pupil achievement and progress. • To support colleagues to deliver high quality sequences of learning through effective and inclusive teaching. • To undertake the professional duties and responsibilities of a Teacher holding a Leadership Responsibility, as set out in the current School Teachers’ Pay and Conditions document and The University of Brighton Academies Trust’s Teacher Pay Policy.
MAIN TASKS / KEY RESPONSIBILITIES	
1	To support the development of long-term, medium term and short term Mathematics planning across the school, in order to: ensure a standard planning format is being utilised across the academy; meet current National Curriculum requirements; provide a broad and balanced curriculum which encourages development of maths throughout other subjects and areas of learnings.
2	To ensure that all teachers’ long, medium and short term plans for Mathematics are compliant with the current National Curriculum, the academy’s chosen scheme of learning, school and national policies and initiatives and are responsive to the school’s development needs and current improvement plans. To ensure that basic skills for Mathematics are included in the planning of other curriculum areas where applicable.

3	To monitor Mathematics medium term planning and weekly planning to ensure compliance with points 1 and 2. To ensure that Mathematics planning across the school identifies daily mental arithmetic, fluency and problem solving activities.
4	To undertake Maths work scrutiny, learning walks, assessment and moderation of all aspects of Mathematics across the school as required and provide relevant reports. To provide teachers, SLT members and the Local Governing Body with an analysis of strengths and areas for development as required.
5	To analyse the progress and attainment of pupils in Mathematics across the school on a termly basis, identifying evidence of impact and a positive effect upon achievement and progress.
6	To monitor the quality of teaching and learning in Mathematics, under the direction of the Principal, external consultants and other SLT members.
7	To use school, national and other data and information to inform strategic planning and identify improvement areas for Mathematics across the age range in consultation with other SLT members, class teachers and Inclusion Leader.
8	To role model exemplary classroom practice and behaviours in line with the Teacher Standards (Part 1 and Part 2). To uphold and promote the University of Brighton Academies Trust Mission, Vision and Values, as well as the Dudley Infant Academy Personal Development Awards.
9	To manage allocated resources efficiently within the school for the Mathematics curriculum, to ensure that teaching and learning is supported effectively.
10	To attend Mathematics faculty meetings organised by the University of Brighton Academies Trust and report back to/train the SLT/staff as appropriate. To lead and arrange Mathematics CPD or support for teachers as required.
11	To attend senior leadership meetings as required after school and report upon the quality of standards and provision in Mathematics across the academy in accordance with Academy Improvement Plan priorities.
12	To produce a Mathematics action plan and report to the SLT regarding the progress of Mathematics against the Academy Improvement Plan, carrying out all identified actions and measuring the impact
13	To analyse school data against school set targets/milestones and national benchmarks, identifying strengths and areas for development. Communicate these to the academy staff members where relevant.
14	To annually revise the Mathematics Calculation Policy to ensure it is in line with current expectations and practice and present to the SLT, staff and Local Governing Body for approval.
15	To be responsible for the presentation and organisation of learning environments and active promotion of spaces relevant to Mathematics e.g. display boards, maths cupboards, maths working walls and promote the subject through special events to children and parents e.g. Maths Week, demonstrating progression in calculation strategies.
16	To annually audit all maths resources and re-order to meet class, individual pupil and school improvement needs as required.
17	To support staff members with the implementation of Mathematics assessments and to monitor Maths assessment across the school. To ensure that Mathematics data is complete for all pupils and entered onto Target tracker in line with the academy's assessment strategy.
18	To support teachers by offering advice and ideas on Mathematics teaching methods, classroom management and organisation.
19	To keep own subject knowledge up to date through reading, relevant courses, internet research and liaising with other Mathematics subject leaders.
20	Through monitoring, to ensure that teachers' Mathematics planning challenges the more able children on a daily basis in each class.
21	To lead/arrange Mathematics parent information sessions at least annually/ and certainly with any changes to the curriculum or assessment practice.
22	To implement all school policies, with particular regard to Child Protection and safeguarding, Health and Safety, Single Equalities and Performance Management & Capability.

23	Be a strong advocate for change and champion school improvement. To convey a positive “can do” attitude, motivate and inspire staff and present a ‘united front’ to secure successful outcomes of school initiatives
<p>This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.</p> <p>There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.</p>	
Date: Sept 2022	
Additional Information	
<ul style="list-style-type: none"> • All Support Staff posts within the Academy are subject to a one year probationary period. • This post is subject to a Disclosure and Barring Services (DBS) check. • This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act. 	
<p>The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.</p>	

PERSON SPECIFICATION

EDUCATION AND QUALIFICATIONS

- Qualified Teacher status
- Degree/PGCE
- Evidence of recent relevant professional development

KNOWLEDGE AND EXPERIENCE

- Minimum of three years recent successful experience in a Primary/Infant School
- Outstanding Key Stage 1 practitioner
- Strong understanding of the National Curriculum and the teaching of Mathematics.
- Experience in leading one or more subject areas, including identifying needs, planning, monitoring and evaluation of standards.
- Proven ability in leading staff teams / curriculum development and measuring progress
- Experience of / involvement in whole-academy self-evaluation and ADP processes
- Experience of policy development and review
- Experience of management and leadership of a team of teachers and/or support staff: coaching/mentoring/performance management would be desirable.
- Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the Academy’s resources and the individual child.
- Knowledge of current educational issues and their relationship to the inclusion behaviour support and education welfare services.
- Experience of operational planning

KEY SKILLS AND ABILITIES

- Excellent teacher
- Ability to work cooperatively as a leader and member of a team
- Proven ability to implement strategies for raising pupil achievement including monitoring and evaluation of the work of others

- Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best
- Knowledge of data management – ability to use assessment data to report on pupils’ performance to the SLT
- Excellent ICT skills for teaching, learning and management
- Confidence, clarity and decisiveness in making and carrying out decisions
- Experience in working with other partners – Secondary / pre-academy / extended services / ITT provider

PERSONAL ATTRIBUTES

- Approachable with excellent interpersonal and communication skills to a wide audience
- A commitment to inclusive education and willingness to respond to the needs of individual learners with sensitivity
- An ambitious and diligent professional who can motivate and inspire others including pupils, teachers, parents and governors.
- Commitment to safeguarding and promoting the welfare of children.
- Ability to promote and develop positive relationships within and beyond the academy
- Ability to analyse, prioritise and meet deadlines
- Resilient. Having the ability to remain positive with a cheerful disposition and retain your sense of humour
- Proven track record of achieving targets - tenaciously ensuring projects are seen through to completion
- Ability to demonstrate commitment to Equal Opportunities
- Willingness to participate in and development opportunities offered by the Academy, to further personal knowledge