

POST: LEAD PRACTITIONER (MATHEMATICS)

RESPONSIBLE TO: HEAD OF FACULTY (MATHEMATICS)

SCALE: LP1 – LP5 (£50,025 to £55,209 pa)

KEY PURPOSE To ensure the continued delivery of high-quality learning and teaching of maths and to therefore raise attainment in maths in all relevant year groups.
To lead strategies to enhance curriculum and pedagogical progression for defined group(s)
Responsible for reporting on data and assessment for the whole school.

DUTIES AND RESPONSIBILITIES

The duties and particular expectations of this post are detailed below and are in addition to those specified in the latest School Teachers' Pay and Conditions Document. All reflect the National Teachers' Standards introduced on 1 September 2012.

- To set high expectations, contributing to the leadership and management of an effective team.
- To lead and manage an area of curriculum development.
- To raise standards in the faculty through high quality learning and teaching.
- To contribute to CPD for staff as appropriate.
- To assist in the induction of ECTs and teachers new to the faculty, including the provision of CPD and demonstration lessons.
- To work as part of a coaching team in supporting colleagues in the development of their learning and teaching
- To contribute to the assessment of teachers against professional standards, including the assessment of ECTs and recently qualified teachers.
- To develop high-quality materials for teaching which offer exemplar material to other teachers within the faculty, including ICT materials.
- To participate in the development of ICT use across the faculty, including individual staff development and use of ICT in learning and teaching.
- To initiate, lead and evaluate specific projects to extend outstanding practice
- To participate in other faculty or whole-school school improvement activity as identified by the Leadership Team of the school.
- To support the development of other members of staff outside of the faculty.
- To support learning beyond the classroom; recognising the needs of all students and the importance of enhancing the learning environment and experience.
- To take an agreed lead in the assessment, recording, reporting and monitoring of student progress
- To recognise the importance of, and ensure, equality of opportunity.
- To take responsibility for promoting and safeguarding the welfare of children and young people.

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INCORPORATING: Caludon Castle School, Hill Farm Primary, Kingsbury School, Foxford School and Richard Lee Primary

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DUTIES

1. Ethos/Vision

- Contribute to curriculum vision, and enhance support for teachers in their delivery of Mathematics
- Set high expectations of staff and students.
- Promote a positive climate for learning and maintain effective arrangements for managing student behaviour for success.
- Lead by example to help motivate and inspire staff and students.

2. Planning

- Contribute to prioritising, planning and organising the development of maths through objective/target setting.
- Ensure the productive use of assigned meeting time to focus on learning, teaching, inclusion and student progress in terms of your responsibility.
- Contribute to maintaining a consistent approach to lesson planning for maths in line with school learning and teaching policy

3. Curriculum

To take an agreed lead in:

- Ensuring staff are kept up-to-date with appropriate faculty, curriculum and examination development information and implement school policies.
- Monitoring arrangements for a specific group as agreed for maths, and to ensure that grouping criteria help to raise attainment.
- Ensuring that teaching, management, and organisation within maths promotes equality of opportunity.

4. Learning and Teaching

To take an agreed lead in:

- Maintaining a framework for the monitoring and evaluation of teaching and learning, to include work scrutiny, classroom observation, discussion with students and staff, and analysis of results with a particular focus on your area of responsibility.
- Disassembling good learning and teaching priorities in line with your area of responsibility.
- Ensuring that students' special educational needs are recognised and met.
- Promoting and developing different learning styles for students.
- Ensuring effective deployment of Inclusion Support Mentors/support staff/technicians to support the development of Mathematics
- Co-ordinating the development and review of schemes for learning.
- Maintaining an environment which promotes high quality learning.
- Promoting consistent improvement in examination results by using data to monitor and track student progress, including effective intervention strategies particularly in line with your area of responsibility.
- Ensuring good record keeping with respect to teaching and learning.

5. Assessment/Recording and Reporting

To lead on agreed aspects of:

- Using comparative data, together with prior attainment, to establish benchmarks and set targets for students and the development of maths.
- Ensuring the effective assessment of students' performance.
- Ensuring consistency in the formative use of assessment.
- Ensuring the effective use of performance data to promote achievement.
- Ensuring the school's assessment policy is adhered to.
- Ensuring that the School's Recording and Reporting procedures are implemented effectively.

6. Staff Development

To take an agreed lead in:

- The school's performance management/appraisal process.
- Identifying training needs and to promote the continuous professional development of staff particularly in relation to your area of responsibility.
- INSET activities
- Being a group tutor/mentor
- Attending relevant scheduled meetings, training and briefings as appropriate
- Leading by example.

7. Management of Resources

To take an agreed lead in:

- Effectively and efficiently utilise all resources available
- Supporting the faculty to effect change and to maximise potential.
- Participating in the smooth running of the faculty/faculty and to assist in maintaining an effective team.
- Extra-curricular activities and Intervention.

8. Equality of Opportunity

- To ensure, along with key leaders, that everyone within the learning environment is valued as an individual.

9. Safeguarding

- To be accountable for promoting and safeguarding the welfare of students responsible for, and in contact with.

Safeguarding

Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students, who they are responsible for or in contact with, from discrimination and avoidable harm. All staff, where paid or voluntary, have a duty to keep young people safe and to protect them from harm. When an individual accepts a role that involves working with children and young people they need to understand acknowledge that the responsibilities and trust are inherent to that



role. There will be a requirement that staff observe their obligations in accordance with the Trust's safeguarding procedure and report any concerns in accordance with the procedure to the appropriate person.

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the post holder after enhanced DBS clearance has been acquired, must be disclosed to the headteacher by the post holder. Failure by the post holder to do so, or the obtaining by the post holder of a relevant conviction caution or reprimand, may be managed in accordance with the Trust's disciplinary procedure.

Health and Safety

The post holder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the post holder's role or circumstances. Which must be observed.

Confidentiality and Data Protection

The post holder is expected to comply with the provisions of the Data Protection Act 2018. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy.

Equality and Diversity

The Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

Training

The Trust has a shared responsibility with the post holder for identifying and satisfying training and development needs. The post holder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing post holder and will be commensurate with the grade for the job. The post holder is expected to comply with any reasonable management requests.

Copies of all relevant policies are available through the post holder's line manager and the Trust HR team.