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## Job description

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### Lead Practitioner of Mathematics (Lead Practitioner Scale L3 – L7)

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**Responsible To:** Head of Department

This post is subject to the current conditions of employment for School Teachers contained in the School Teachers' Pay and Conditions Document and other current legislation.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

#### Summary of Role

- To support the whole school to become a professional learning community, where effective teacher to teacher peer coaching is central to the process of school improvement, and to raising standards and student achievement;
  - To take responsibility for new staff entering the department at all levels; to design and implement a comprehensive, personalised and robust programme of training and support to enable staff development.
  - To support the Assistant Principal for Teaching and Learning and Quality Teaching First Lead Coaches in the implementation of new systems and structures to share existing and developing good practice, so that the successful experiences of individual staff in exploring different approaches to teaching and learning can be shared and embedded across the school;
  - Promote a collaborative learning culture that actively engages with the department and the whole school to build an effective learning community;
  - Contribute to the range of activities that build capacity where coaching is part of the departmental and whole- school approach to CPD;
  - Support the Assistant Principal for Teaching and Learning and Quality Teaching First Lead Coaches in the planning and facilitation of CPD sessions to support the sustained improvement of teaching and learning;
  - Develop departmental staff expertise, increase self-awareness and self-confidence, improve collaboration and enhance ways of working to develop outstanding teaching and learning;
  - Work alongside others to help to create a positive climate where support, challenge and innovative practice are commonplace and a shared and collaborative process.
- With the support of the Head of Mathematics, take a leading role in improving the standards of teaching and learning, ensuring these are consistently high. This will involve working closely with all members of the Mathematics department and across the school, with the aim of raising student achievement at all levels.
- To contribute to whole school staff development. This will involve running twilight sessions and contributing to whole school training (including on the set training days), e.g.: to promote the sharing of good practice.

- To be part of the Teaching and Learning Group and as such, make active use of the Coaching/Mentoring Programme to support good quality teaching and learning.
- Working with staff throughout the school, and putting together coaching programmes for staff, so that all display consistently effective practice.

### **Detailed Responsibilities**

To work as part of a team under the direction of the Head of Department to:

- Present and describe theories, skills and strategies that promote effective teaching and learning;
- Model and demonstrate effective teaching and learning strategies;
- Provide structured and open-ended feedback as part of the mentoring and coaching process;
- Promote peer mentoring and coaching to support the application and embedding of effective practice;
- Collaborate with other staff to share and extend practice.

To use an agreed mentoring and coaching model as follows to support colleagues in developing their own classroom expertise

- a pre-lesson discussion;
  - a classroom observation;
  - a post-lesson coaching conversation;
- To maintain existing teaching commitment of lessons.
  - To model outstanding practice in Mathematics subject teaching.
  - Establish effective working relationships and set a good example through their presentation and personal and professional conduct
  - To take a lead role in departmental planning and design of curriculum materials which are in line with best practice models
  - To support the Second in Department to establish a robust home learning policy which meets the needs of all learners
  - To prioritise the development of whole school approaches to developing literacy across the curriculum in liaison with SEND coordinator and the AR and LRC coordinators
  - To research, model and evaluate strategies which promote the effective use of AfL and ensure differentiation is effective, seeking specialist advice where necessary, enabling all learners to make progress
  - Contribute to the whole school's planning activities as directed by The Assistant Principal for T&L
  - Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school

### **Whole School Responsibilities**

- To support teachers experiencing difficulties by setting targets for improvement, advising on lesson preparation and coaching to improve confidence and expertise.
- To be a member of the Teaching and Learning group which will monitor the quality of teaching and learning across the school.
- To provide training sessions on aspects of teaching and learning, according to the school calendar.
- To promote the use of lesson recording as a mechanism for improving the quality of teaching and learning and sharing good practice.

### **Accountability**

- Regular scheduled meetings with Head of Department
- Agreed meetings with the Assistant Principal for Teaching & Learning and Quality Teaching First Lead Coaches
- Provide brief notes and agreed action points of meetings to all participants
- To produce regular reports and updates on training programs and documentation for NQT, trainees and identified staff within the Department.
- To conduct regular departmental work scrutiny and lesson observations to identify areas for further development in the Department.
- To research current pedagogy for subject related teaching and learning and CPD activities, delivering these where appropriate.

### **Other responsibilities**

- As per classroom teacher job description

### **Personal Characteristics**

In order to fulfil this role effectively, the following qualities and characteristics are required in addition to those outlined in the teacher's job description:

- enthusiasm for the subjects you teach
- the ability to manage classes and deal with challenging behaviour
- the ability to amend the ways in which you teach to include all learners
- a sense of creativity and risk in how you will choose to challenge students
- an acceptance of the positive way you can influence the lives of young people
- good organisational and time-management skills
- excellent communication skills
- patience and a good sense of humor.
- a willingness to continue learning
- the ability to develop good working relationships with a wide range of people
- the ability to work in a team as well as use your own initiative
- showing due respect for the individuals you teach, mentor and coach

### **Relating to Others**

- Impact and influence: the ability and the drive to produce positive outcomes by impressing and influencing others.
- Team working: the ability to work with others to achieve shared goals.
- Understanding others: the drive and ability to understand others, and why they behave as they do.
- Flexibility: the ability and willingness to adapt to the needs of the individual and the situation.

### **Developing People**

- Act as role models to demonstrate leadership in effective approaches to teaching, learning and staff development, in line with the school's ethos and values
- Holding others to account for ensuring they meet high standards of reflection, self-evaluation and for the delivery of high quality, engaging lessons; encouraging all departmental staff to take ownership of their professional development
- Encourage staff to work together and share expertise within and across teams

- Passion for learning: the drive and ability to support pupils and staff in their continuous learning journey, and to help them become confident and independent learners.
- Use coaching and mentoring skills to help staff achieve their potential

### **Reflecting**

- Use feedback from all levels of the school to help improve the way you develop staff.
- Reflect on the coaching conversations that you have with individual members of staff to identify your own strengths, areas for development and ways forward as a facilitator of professional learning and development.
- Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance.

### **Inspiring**

- Be able to inspire staff and pupils with the highest standards and expectations.
- Be able to act upon your own initiative and lead by example.

### **Special Conditions**

- A teacher on the upper pay scale shall meet the performance threshold standards as specified in the School Teacher' Pay and Conditions Document.
- The duties required of a teacher under this job description shall be such as require the exercise of a teacher's professional skills and judgement.
- Whilst every effort has been made to explain the main duties of the post, each individual task undertaken by the post holder may not be identified.
- The job description is current at the date of issue, but following consultation, may be changed by the Principal to reflect changes in the job which are commensurate with the salary and job title.
- Given the religious designation of the school, all staff are expected to uphold the school's Christian ethos at all times.

### **Safeguarding Children**

Blue Coat Church of England Academy is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including with past employers and the Disclosure and Barring Service (DBS). If we have any concerns with regards to safeguarding relating to our children, we have a duty of care to report it to the Safeguarding Designated Leads.

Print Name: .....

Signed: ..... Date: .....

## **Personal Specification**

### **Professional Knowledge and Understanding**

- A thorough understanding of what constitutes effective teaching and learning.
- A thorough knowledge and understanding of effective monitoring, evaluation and assessment.
- A thorough knowledge and understanding of effective practice in teaching across key stages
- Understand when and how to seek advice and support.
- A thorough knowledge and understanding of effective inclusive practices
- The ability to teach mathematics to A level

### **Skills**

- Well-developed interpersonal skills.
- Able to communicate effectively orally and in writing to a range of audiences.
- Able to plan, organise and prioritise.
- Able to manage good communication systems.

### **Abilities and Attributes**

- Able to focus on the needs of the children in all aspects of their professionalism.
- Able to lead, support and challenge others, co-ordinating their work.
- Able to think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Able to inspire the confidence of others.
- Able to develop and maintain good relationships with staff, parents, pupils, governors and the community.
- Committed to own development as a professional.
- Able to reflect on own practice and identify areas for improvement.

### **Experience**

- Successful teaching within the relevant Key Stage(s).

### **Qualifications**

- Qualified Teacher Status (QTS)
- Evidence of further professional development.