**Job Outline and Person Specification**

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| **Position Title** | Lead Practitioner Mathematics |
| **Location** | Okehampton College |
| **Reporting to** | Head of Mathematics/Head Teacher |
| **Hours** | Full time, permanent |
| **Grade / Salary** | L4 to L6 |
| **Organisation** | Dartmoor Multi Academy Trust |
| **Effective date of JD** | September 2023 |

There are 17 schools within The Dartmoor Multi Academy Trust.

Your main place of work will be Okehampton College but you may be asked to work across all the schools within The Dartmoor Multi-Academy Trust at any time as directed by the Executive Team.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

**Job Purpose**

To have a direct, positive impact on the quality of teaching, learning and student progress across the School.

In consultation with the Head of Department, lead, manage and develop the use of Mathematics across the School, ensuring a consistent approach to quality and standards.

To secure outstanding Teaching, Learning and Assessment across the School that produces outstanding outcomes for students and to be accountable for high standards of teaching and learning, student progress, improved attainment, support and challenge for students across all key stages.

To contribute to policy development at Senior Leadership level.

**Anticipated Outcomes of Post**

Students, regardless of their social or cultural background, are motivated to succeed and make outstanding progress through creative, relevant and innovative teaching and learning.

## Main Responsibilities

1. Teach Mathematics across the age and ability range in such a way as to challenge and inspire all students, with clear objectives, delivered in line with department schemes of work and school policies.
2. To develop, implement and evaluate policies and practice that will underpin and drive school improvement and to promote collective responsibility for implementation of policies and practice.

1. To provide practical support for teachers that enables them to improve their teaching skills resulting in positive impact on student progress and attainment.
2. To keep up to date with subject knowledge and to ensure that Mathematics is in line with and covers the National Curriculum and that teaching and learning in that subject is innovative, engaging and relevant to the needs of the students, typical activities will normally include:
	1. modelling aspirational teaching, team teaching, observing lessons and advising teachers how to improve the quality of their teaching;
	2. scrutinising teachers’ planning, students’ work and marking and giving feedback for improvement;
	3. leading training sessions;
	4. ensuring that colleagues are kept up to date with new initiatives;
	5. coaching, mentoring and induction of teachers, NQTs and trainees;
	6. advising on practice, research and continuing professional development opportunities;
	7. advising on the use of assessment for learning and its impact on student progress;
	8. overseeing assessment of the subject;
	9. evaluating the learning environment and supporting colleagues in developing an engaging and interactive environment that promotes learning for all;
	10. advising teachers on the effective deployment of additional adults in the classroom for the best impact on student outcomes;
	11. providing support to teachers who are experiencing difficulties in performance including those being supported through a managerial support programme or going through a capability process.
3. Plan and deliver lessons to students according to their educational needs and with reference to prior attainment, SEN and EAL as required, striving to ensure equal opportunities for all and no gaps in achievement between particular groups.
4. To introduce and deliver new initiatives and support others to integrate recent developments.
5. To support colleagues in providing learners, parents and carers with timely, accurate and constructive feedback on attainment, progress and areas for development;
6. To provide advice to colleagues on the development and well-being of students;
7. To research and draw on research outcomes and other sources of external evidence to inform and extend own practice and that of colleagues.
8. To take a lead in planning with colleagues in order to promote effective practice and identify and explore links within and between subjects/curriculum areas.

1. To support colleagues to understand school, local and national statistical data as a basis for improving teaching and learning.
2. To work effectively as a team member and promote collaboration, supporting others to develop such skills.
3. To contribute to the professional development of colleagues using a broad range of techniques and skills e.g. coaching and mentoring, demonstrating enhanced and effective practice, and effectively providing advice and feedback.
4. To be able to make sound judgements of standards of teaching and give constructive feedback and advice to colleagues.
5. To work effectively with colleagues at all levels, acting as a key link in supporting the senior leadership team to implement new policies and practice across the school.
6. To undertake outreach work in other settings and locations as required.
7. To maintain the Teachers’ Standards as set out by the DfE.

## Other Duties

1. All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.

1. The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
2. The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
3. The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
4. The post-holder must comply with the Trust’s Health and Safety requirements specifically for the school they are working at.
5. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
6. To undertake additional duties as required, commensurate with the level of the job.
7. To attend Awards Evenings and Celebration Events.

## PERSON SPECIFICATION

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|  | Essential / Desirable | Evidence |
| Qualifications and Professional Development: |  |  |
| An appropriate, good honours degree | E | A, C,  |
| QTS | E | A, C |
| Evidence of further professional study  | D | A, C, R |
| Experience |  |  |
| Recent and relevant teaching of good lessons at Key Stages 3 and 4  | E | A, I, R |
| A track record of excellent student progress demonstrated by examination outcomes | D | A, R |
| Knowledge |  |  |
| Wide knowledge and understanding of Mathematics within the curriculum context and wider world.  | E | A, I, R |
| Knowledge of current educational issues, an awareness of recent developments in the Key Stage 3 National Curriculum and changes to all GCSE specifications in the Key Stage 4 curriculum  | E | A, I, R |
| Ability to use data effectively to support student progress  | E | A, I, R |
| Know and use a range of teaching and learning styles  | E | A, I, R |
| Show an awareness of what constitutes outstanding pedagogy and practice  | E | A, I, R |
| Understand changes to exams and whole school accountability measures  | D | A, I, R |
| Other skills |  |  |
| Enthusiasm, drive and a love for the job  | E | A, I |
| Commitment to a high-profile presence in and around the school  | E | A, I |
| Excellent communication skills, both verbal and written  | E | A, I, R |
| An ability to organise, plan and prioritise time effectively  | E | A, I, R |
| A willingness to challenge others to produce positive outcomes  | D | A, I, R |
| Flexibility and adaptability  | E | A, I, R |
| Be a role model and contribute to sharing high quality practice within the team  | E | A, I, R |
| Ambitions to lead an aspect of the department or in another school context  | D | A, I, R |
| Other |  |  |
| Committed to equality of opportunity and the safeguarding and welfare of all students | E | I, R |
| Effective use of ICT packages e.g. Word, Excel or equivalent. | E | A, I, R |
| Ability to fulfil all spoken aspects of the role with confidence and fluency in Mathematics. | E | A, I, R |
| This post is subject to an enhanced DBS disclosure | E | A, I, R |

**Key to Evidence:**

A – Application Form & Letter

C – Certificates

I – Interview

R - Reference

**All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the**

**welfare of children and young people.**

**The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure**

**Barring Service (DBS).**