

## JOB DESCRIPTION

**Role:** **Lead Practitioner, Mathematics**

**Grade/Salary:** **L1 – L4**

**Location:** **Rushey Mead Academy**

The post holder may be requested to work from other Academies within the Trust and will be expected to travel between Academies within the Trust.

**Responsible To:** Principal

**Hours:** Full Time

**Start Date:** January 2026

**Together we make a positive difference**

### Main duties and responsibilities:

| <b>LEADERSHIP</b>  |   |
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| <p>Contribute to whole-school Teaching and Learning and Professional Learning, and student achievement in mathematics.</p> | <ul style="list-style-type: none"> <li>• To make a major contribution to the development of the academy; to develop and enhance standards and outcomes in provision in mathematics.</li> <li>• To support the Curriculum Leader in the development and provision of an appropriately broad, balanced and relevant curriculum for pupils, in accordance with the academy aims and the curricular policies determined by the Academy Council and Principal of the academy.</li> <li>• In partnership with the Curriculum Leader, monitor and support pupils to make progress and development within mathematics.</li> <li>• To support, develop, and enhance the highest standards of teaching practice of others by evaluating the quality of teaching and securing and sustaining effective teaching of the subject.</li> <li>• Where necessary, to provide targeted support to teachers in pursuit of maximising pupils' progress.</li> <li>• To lead on mentoring and development for ECTs within the department.</li> <li>• To contribute to Teaching and Learning strategy and student achievement as per the School Improvement Plan.</li> <li>• To contribute to the design and delivery of a research-informed Professional Learning programme, within and beyond the department.</li> <li>• To play a significant role in the academy's Professional Learning offer.</li> </ul> |

| <b>TEACHING</b>  |   |
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| <p>Demonstrate good subject and curriculum knowledge</p> | <ul style="list-style-type: none"> <li>• Have high levels of subject knowledge and expertise, keeping up with latest developments in the field;</li> <li>• Able to impart knowledge authoritatively, maintain learners' interest, enabling all students to achieve highly;</li> <li>• Use a variety of pedagogical approaches to build knowledge and skills progressively and cumulatively;</li> <li>• Promote the value of scholarship;</li> <li>• Able to give high quality explanations of key concepts and able to design sequences of learning which enable students to secure these;</li> <li>• Able to anticipate and elicit misconceptions and address these;</li> <li>• Confidently able to teach all groups of learners - EAL, SEN and HA, and meet different needs,</li> </ul> |

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|  | <p>challenging all;</p> <ul style="list-style-type: none"> <li>• Awareness and application of key techniques to aid retention and recall;</li> <li>• Able to model expected outcomes and thinking processes;</li> <li>• Able to use a variety of digital resources and tools to enhance learning;</li> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English</li> </ul>   |
| Set high expectations which inspire, motivate and challenge pupils   | <ul style="list-style-type: none"> <li>• Establish a safe and stimulating environment for students;</li> <li>• Treat pupils with dignity and build relationships rooted in mutual respect;</li> <li>• Set goals that stretch and challenge students of all backgrounds, abilities and dispositions;</li> <li>• Demonstrate consistently the positive attitude, values and behaviour which are expected of students</li> </ul>  |
| Promote excellent progress and outcomes by students                  | <ul style="list-style-type: none"> <li>• Be accountable for students attainment, progress and outcomes;</li> <li>• Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;</li> <li>• Guide students to reflect on the progress they have made and their emerging needs;</li> <li>• Demonstrate knowledge and understanding of how students learn and how this impacts on teaching;</li> <li>• Encourage students to take a responsibility and conscientious attitude to their own work and study</li> </ul>  |
| Plan and teach well-structured lessons                               | <ul style="list-style-type: none"> <li>• Impart knowledge and develop understanding through effective use of lesson time;</li> <li>• Promote a love of learning and children's intellectual curiosity;</li> <li>• Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;</li> <li>• Reflect systematically on the effectiveness of lessons and approaches to teaching;</li> <li>• Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul>   |
| Adapt teaching to respond to the strengths and needs of all students | <ul style="list-style-type: none"> <li>• Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;</li> <li>• Have a secure understanding of how a range of factors can inhibit students ability to learn, and how best to overcome these;</li> <li>• Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;</li> <li>• Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them</li> </ul> |
| Health and wellbeing   | <ul style="list-style-type: none"> <li>• Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people;</li> <li>• Know how to identify potential child abuse or neglect and follow safeguarding procedures;</li> <li>• Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support;</li> <li>• Know the local arrangements concerning the safeguarding of children and young people.</li> </ul>   |
| Make accurate and productive use of assessment                       | <ul style="list-style-type: none"> <li>• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;</li> <li>• Make use of formative and summative assessment to secure pupils' progress;</li> <li>• Use relevant data to monitor progress, set targets, and plan subsequent lessons;</li> <li>• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback.</li> </ul>  |
| Manage behaviour effectively to ensure a good and safe learning      | <ul style="list-style-type: none"> <li>• Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour for Learning policy;</li> </ul>   |

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| environment                                | <ul style="list-style-type: none"> <li>• Have high expectations of behaviours, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly as part of school devised systems;</li> <li>• Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;</li> <li>• Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>   |
| Fulfil wider professional responsibilities | <ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the school, adapting a Growth Mindset;</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;</li> <li>• Deploy support staff effectively;</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being;</li> <li>• Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of the school, including those designed to promote equality of opportunity;</li> <li>• Support the school's vision to "Make a Positive Difference", reflecting the ethos every day through conduct and interactions with students, families and colleagues</li> </ul> |
| General Duties                             | <ul style="list-style-type: none"> <li>• To be a Form Tutor of an assigned tutor group and</li> <li>• to carry out related duties in accordance with the general job descriptions of Form Tutor as required by the needs of the pastoral structure;</li> <li>• To participate in the appropriate meetings with colleagues and parents relative to the above duties;</li> <li>• To undertake any task felt appropriate, reasonable and necessary by the Principal;</li> <li>• To be prepared to renegotiate one's role if and when necessary</li> </ul>   |
| Health and Safety                          | <ul style="list-style-type: none"> <li>• It is an Employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions.</li> </ul>   |

## JOB DESCRIPTION

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**Role:** **Lead Practitioner, Mathematics**

**General:** 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 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 date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: \_\_\_\_\_ **Employee**

Signed: \_\_\_\_\_ **Principal**

Date: \_\_\_\_\_

## PERSON SPECIFICATION

**Role:** **Lead Practitioner, Mathematics**

**Essential Personal attributes:**

Throughout the selection process the applicant will be assessed for the essential personal attributes for this role, these are:

- Forward thinking
- Energy and enthusiasm
- Adaptability to changing circumstance and ideas
- Imagination and creativity
- Reliability and integrity

| Attributes                  | Requirements:   | Essential or desirable | Assessment Method* |   |   |
|-----------------------------|---|------------------------|--------------------|---|---|
|                             |   |                        | 1                  | 2 | 3 |
| A. Training and education   | Qualified Teacher Status  | Essential              | ✓                  | ✓ |   |
|                             | Appropriate degree  | Essential              | ✓                  | ✓ |   |
|                             | A further qualification, degree, diploma, certificate in relevant subject                       | Desirable              | ✓                  | ✓ |   |
| B. Experience               | Experience of curriculum with Key Stage 3 and 4 students  | Essential              | ✓                  |   | ✓ |
|                             | Experience of teaching mathematics at KS3 and KS4   | Essential              | ✓                  |   | ✓ |
|                             | Up-to-date subject and assessment knowledge   | Essential              | ✓                  |   | ✓ |
|                             | Excellent communication skills  | Essential              | ✓                  |   | ✓ |
|                             | ICT skills appropriate to teaching, assessing and promoting learning                            | Essential              | ✓                  |   | ✓ |
|                             | Ability to offer expert teaching in all areas of mathematics                                    | Essential              | ✓                  |   | ✓ |
|                             | Teaching experience, preferably in more than one academy  | Desirable              | ✓                  |   | ✓ |
|                             | Evidence of continued engagement with thinking and research in mathematics education            | Desirable              | ✓                  |   | ✓ |
| C. Professional Development | Evidence of a commitment to continuing professional development                                 | Essential              | ✓                  |   | ✓ |
|                             | Willingness to participate in professional learning   | Essential              | ✓                  |   | ✓ |
| D. Key Skills               | Ability to establish effective working relationships with individuals, groups and organisations | Essential              | ✓                  |   | ✓ |
|                             | Ability to communicate effectively through a range of media in a range of contexts              | Essential              | ✓                  |   | ✓ |
|                             | Ability to work effectively as an individual and in a team                                      | Essential              | ✓                  |   | ✓ |
|                             | Ability to remain calm and diffuse situations   | Essential              | ✓                  |   | ✓ |
|                             | Effective administration and time management skills   | Essential              | ✓                  |   | ✓ |
|                             | Ability to analyse information and make sound judgements  | Essential              | ✓                  |   | ✓ |
|                             | Knowledge of psychology of learning and related fields  | Desirable              | ✓                  |   | ✓ |

**\*Assessment method:**

1 = From the written application  
2 = Documentary evidence

3 = The selection interview-panel  
4 = References

5 = Test