



Person Specification Lead Practitioner- Maths

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • A degree in Maths or other related subject. 	<ul style="list-style-type: none"> • Middle leader training.
Experience	<ul style="list-style-type: none"> • Outstanding teacher. • Delivery of exceptional attainment for all pupils • Demonstrate effective use of AFL. • Developing appropriate curriculum plans at both KS3 and KS4. • Successfully implemented a key departmental project/initiative which involved people management skills. • Working effectively as a Form Tutor. 	<ul style="list-style-type: none"> • Developing partnerships with other schools and outside agencies. • Experience of successfully leading of a Key Stage. • Experience of writing department or whole school policy. • Experience of mentoring ITT pupils. • Experience of leading a team.
Knowledge	<ul style="list-style-type: none"> • Effective use of assessment and attainment data to improve departmental standards and practices. • What 'outstanding' teaching and learning looks like. • Understand the wide variety of courses available for pupils across KS3 & 4. • How to get the best out of others. • Understand the Health & Safety regulations within Maths. 	<ul style="list-style-type: none"> • Teaching and learning pedagogy. • Leading people effectively.
Skills and Abilities	<ul style="list-style-type: none"> • Initiate and manage change and improvement in pursuit of strategic objectives. • Excellent communicator. • Competent user of ICT. • Ability to interpret data effectively and implement intervention strategies where necessary. • Ability to adapt to ever changing priorities. • Make a significant contribution to the professional development of colleagues in your department and across the school through coaching and mentoring. • Ability to identify skills within the team and utilise those skills to the benefit of an Academy, individual and department. • Understand and have the ability to differentiate for the wide range of SEND pupils within an academy. 	<ul style="list-style-type: none"> • Ability to develop others. • Ability to observe teaching, highlighting strengths and accurate areas for development. • Ability to put together teaching action plans that lead to outstanding outcomes.



<p>Professional Development</p>	<ul style="list-style-type: none"> • Ability to provide evidence to show a commitment to professional development. 	<ul style="list-style-type: none"> • Have taken a lead role in the delivery of school INSET.
<p>Values</p>	<ul style="list-style-type: none"> • Committed to the Academies values. • Committed to achieving the best for every pupil. • Support the Academy ethos and values at all times both within an Academy and the wider community. • Committed to inspiring pupils and staff in the development of teaching initiatives and strategies, promoting 'Maths' as a subject. • Active contribution to the wider part of Academy life. 	<ul style="list-style-type: none"> • Active contribution to the wider part of academy life.
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Inspirational, dedicated and motivated individual. • Desire to be the best you can be. • Passionate about the education of young people. • Passion for Maths. • Ability to stay calm under pressure. 	<ul style="list-style-type: none"> • Potential senior leader.



**Job Description
Lead Practitioner- Maths**

RESPONSIBLE TO	Leader of Maths
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MAIN AREAS OF RESPONSIBILITY

- An outstanding Lead Practitioner to inspire, guide and advise on best practice within an Academy.
- A Lead Practitioner of Maths who can promote and enhance the quality of Maths teaching and learning across all key stages.
- An excellent Maths practitioner to work collaboratively to achieve 'outstanding' Maths across an academy.
- To share your practice with others in a constructive and collaborative manner both in Maths and across a whole academy.
- To support teachers when teaching, Maths is not yet 'good' by accurately highlighting strengths and areas for improvement and formulating support plans/coaching plans to support improvement.
- To support leaders to plan, implement and report on their area of responsibility.
- To contribute to the strategic development of an academy by implementing both department and whole school initiatives that promote outstanding outcomes for pupils.
- To support the Leader of Maths to maintain an overview of work being completed and progress, target and actual levels at all key stages.

Strategic

- Contribute significantly in developing and articulating a coherent vision for teaching and learning, showing a commitment to continuous improvement and short-, medium- and long-term planning in line with the Academy Development Plan.
- Communicate any developments and educational initiatives/strategies to the Maths department.
- Contribute to the development of curriculum, assessment and teaching and learning policies within the department in line with changes to the National Curriculum.
- Identify the strategic & departmental training needs for individual team members Continued Professional Development.
- Developing and securing approaches to maths across the curriculum.

Leadership and Management

- Contribute to the overall strategic direction and delivery of an academy's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.
- To initiate and participate in departmental and whole school coaching including observation to assist colleagues' performance and aid collaboration and sharing of good practice.
- Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across a maths department.



- Champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect and encourage commitment to raising standards.
- To provide consistent professional support, guidance and encouragement and act as a role model for colleagues within the Maths department and the academy as a whole.
- Contribute to Maths Development Plans and Self Evaluation.
- Setting aspirational targets for all pupils and plan provision to achieve them.
- Demonstrate strong leadership through strategic and analytical capabilities, in the development of all aspects of an academy, including its policies and their implementation.
- Keep a high profile, taking command of areas at change of lessons and being visible and active during non-structured time.
- Work alongside a member of SLT (Assistant Headteacher or Deputy Headteacher) on a whole school strategy to improve Teaching & Learning for a specific group of pupils e.g. disadvantaged, KS3, low prior attainment, etc.
- Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
- Implement academy assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in Maths.

Values - Work alongside the Head of Department to:

- Promote the work and image of the Maths department to visitors, pupils, potential pupils and parents.
- Ensure staff uphold the expectations and standards and principles of good classroom practice; encourage the sharing of good practice.
- Establish and foster effective working relationships with other departments where appropriate.
- Promote the department in a positive light at appropriate academy functions including Parents' Evenings, Open Evening, and Presentation Evenings etc.

Teaching and Learning

- Assist with the training and development of ECT's and student teachers.
- Undertake regular teaching and learning reviews; completing reports and returns, including annual reports to the senior leaders, as required.
- Maintain a stimulating working environment in all areas of the department ensuring a high standard of presentation, tidiness and display; monitor the condition of furniture and fabric, follows up misuse and reports damage, wear and hazards to the premises staff.
- Monitor and evaluate, on a regular basis, the teaching and learning occurring within the department through classroom observation for performance management purposes.
- Promote teaching and learning styles which ensure pupils realise their maximum personal and public examination potential.
- Ensure effective learning by developing and monitoring the appropriate use of marking to include clear target setting in classwork, coursework and homework.



Curriculum

- Keep abreast of National developments and take appropriate action to maximise the chance of success for every pupil.
- Provide appropriate syllabuses, schemes of work, homework programmes and activities all of which are properly differentiated, stimulating and stretching for each pupil; co-ordinate and monitor delivery to each year group.
- Contribute to the produce of schemes of work which relate directly to the programmes of study at Key Stage 3 and 4. These schemes of work must contain information on the knowledge, understanding, skill, attitudes and experiences required of the pupils; how pupils will develop or acquire the knowledge etc. and how acquisition will be assessed.
- Ensure complete familiarity with the range of examination syllabuses in the subject.

CPD

Personal

- Lead Practitioner' training given.
- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in an Academy Improvement Plan taking full advantage of any relevant training and development available.
- Develop skills and knowledge for mentoring and coaching colleagues.
- Maintain a professional learning log and portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
- To keep up-dated in subject knowledge and new developments in your subject.
- Keep up to date with methodologies in the subject you teach to ensure teaching approaches engage pupils.
- Be aware of CPD offered through subject specific organisations.

Staff

- Contribute to, and take a leading role in, the provision of high-quality professional development through an effective programme of lesson observation and feedback.
- Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
- Work with other teachers to develop practice by:
 - Leading professional development activities;
 - Assist colleagues in matching teaching approaches to learning styles;
 - Provide demonstration lessons for (departmental) colleagues to observe within a framework of mutual trust and support.
 - Establish a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
 - Act as consultant to teams that develop strategies for pupils experiencing difficulties;



- Support staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
- Trial teaching procedures, reporting back on successes and areas for further development and be open to colleagues' contributions and judgments.
- Network with professionals at other / similar / feeder schools to enhance learning opportunities for staff;
- Mentor and coach members of the team to support and improve practice;
- Support government and local initiatives.

Subject Teacher

- Prepare, develop and deliver lessons in the timetabled subject, according to the schemes of work agreed within the department.
- Monitor and record the performance of pupils.
- Foster and maintain high standards of effort and discipline amongst the pupils and follow appropriate procedure when pupils fail to follow academy rules
- Encourage effective learning by the appropriate use of formative assessment, clear target setting in both school and homework, and developing teaching and learning styles which enable participation by the pupils and which enable maximum performance in personal development and in public examinations.
- Build a working relationship with form tutors to enable effective communication on matters which concern members of their Tutor Group.
- Foster an atmosphere of mutual respect with pupils in all classroom activities.
- Develop and foster good working relationships with all staff - teaching, support staff and external service providers.
- Be involved in all development work undertaken by the department, in producing schemes of work, programmes of study, schemes of assessment, or any such similar materials.

Form Tutor

- Maintain an accurate record of attendance for each pupil in the tutor group.
- Be responsible for the day-to-day pastoral care of each pupil in the tutor group:
 - To build relationships based on mutual trust, confidence;
 - To be aware of any pupils with special needs;
 - To build good working relationships with parents;
 - To offer advice on all aspects of the child's behaviour or work;
 - To monitor the health and welfare of each member of the tutor group;
 - To monitor the performance of each child and set goals via action plans developed from the review procedure.
- Attend meetings organised by the HOY and/or other members of staff, as appropriate.
- Maintain accurate records on the pupils' progress in all subject areas and to store and to have available all information related to the pupils in your form group.
- Provide information to maintain the accuracy of academy databases.
- Ensure that the personal file of the pupil contains copies of all documents relevant to the pupil.
- Write or to be involved in writing such references as may from time to time be required.
- Monitor the personal appearance, standard of uniform, progress and behaviour of members of the Form Tutor Group.
- Check Pupil Planners regularly (at least weekly) and to take the appropriate action in the case of incompleteness.
- Check circulated information closely to ensure that the pupils are kept well informed.



- Attend assemblies as appropriate and take registers.
- Attend Parents' Evenings relating to members of their tutor group as appropriate.
- Undertake such other tasks as may from time to time be required within the overall purview of the post.

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Data Protection and Safeguarding

- To work and process personal and sensitive information in accordance with the Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.
- To ensure that you are kept updated with the requirements of Keeping Children Safe in Education and have responsibility for promoting and safeguarding the welfare of children and young people.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

Candidates must also be willing to undertake any other responsibilities in line with their grade as requested by an academy.