

Job Description

ROLE TITLE	Lead Practitioner Mathematics
CONTRACTED HOURS	Full-time
GRADE / SCALE POINT – SALARY	MPR/UPS
PENSION SCHEME	Teachers' Pension Scheme
REPORTING TO	Trust Secondary Lead for Mathematics

INTRODUCTION

Unity Schools Partnership is a partnership of schools at the heart of our communities, working together so every child is known, included and receives a brilliant education that prepares them for empowerment, fulfilment and success.

Our schools aim to be places where children belong, enjoy learning and develop the confidence, knowledge and fluency they need for the next stage of life. We want all pupils, regardless of starting point, to flourish as kind, confident citizens who celebrate difference and achieve beyond reasonable expectations. Teaching is informed by evidence, expert subject knowledge and a strong curriculum, so that pupils make progress every day.

Our staff know their work matters. We nurture ambition through clear pathways, high-quality professional development and opportunities to grow, lead and extend their impact across the Trust. Rooted in civic responsibility and inclusion, our leaders work with others to remove barriers, address inequity and improve life chances for children and families. We collaborate deliberately, innovating and sharing practice for the benefit of pupils within our schools and beyond. Our staff bring the Trust's values of Integrity, Inclusion and Kindness to life through the way we work with pupils, families, colleagues and communities, ensuring they are visible in our decisions, relationships and everyday practice.



The Trust's ambition is for its schools to become routinely strong over the next three years, underpinned by high performance, strong collaboration and the capacity to support improvement across the wider education system.

CORE JOB PURPOSE

The Lead Practitioner for Mathematics provides leadership and strategic direction in mathematics across the Trust, with the primary purpose of raising standards and improving

pupil outcomes. The role extends expert-led mathematics teaching to larger numbers of pupils, particularly at KS3, while strengthening the subject knowledge and classroom practice of non-specialist teachers. Working with curriculum leaders and teachers, the postholder secures consistently high-quality teaching and learning across Trust schools, models excellent practice, and provides expert mentoring, challenge and support. The postholder is jointly accountable for standards and attainment in mathematics across the Trust.

KEY RESPONSIBILITIES

- Develop colleagues' subject knowledge and classroom practice, with a particular focus on strengthening non-specialist delivery, so that pupil progress and outcomes improve.
- Teach key groups across Trust academies where required, extending pupils' access to expert-led mathematics teaching, modelling excellent practice and securing rapid improvement in standards.
- Track and analyse pupil and subject performance data across the Trust, sharing effective practice and supporting timely intervention to raise standards through high-quality CPD.
- Advise, challenge and support curriculum leaders to improve outcomes, including through self-evaluation, improvement planning, curriculum documentation, schemes of learning, assessment and review.
- Develop, launch and embed evidence-informed initiatives and innovative practice in mathematics.
- Work in Trust academies as directed by the Trust Secondary Lead for Mathematics or Secondary Director of Education, liaising closely with headteachers, senior leaders, subject leaders and mathematics departments.
- Maintain current knowledge of examination board training and marking requirements, and support accurate moderation across Years 7 to 13.
- Work with the central team to improve the accuracy and usefulness of Trust-wide mathematics performance information and use it to identify targeted professional development.
- Promote mathematics and work collaboratively to improve the quality of teaching across the Trust.
- Promote equality of opportunity for all pupils and staff.
- Maintain excellent teaching practice through research, professional learning and awareness of current developments.
- Develop enrichment and extracurricular mathematics programmes with curriculum leaders.
- Represent and promote mathematics through local and national forums.
- Where required, review departmental provision and provide clear feedback, reports, action plans and intervention strategies that support rapid improvement.
- Lead curriculum development and the delivery of the Unity Code in mathematics.

- Contribute to Trust curriculum-area hubs, conferences, workshops and other collaborative opportunities.
- Advise on and support the procurement of appropriate resources for departments and teachers.
- Develop and deliver high-quality revision and intervention resources with curriculum leaders.
- Lead and support external reviews of mathematics provision across the Trust.
- Comply with UK GDPR and data protection requirements and maintain confidentiality.

ROLE INTERFACES

- **Works closely with:** Secondary Director of Education, headteachers, academy senior leadership teams, heads of subject, curriculum leaders, mathematics teachers and the central team.
- **External relationships:** Examination boards, Maths Hub networks and relevant subject organisations and providers, including AMSP, MEI, The Royal Society and Cambridge Maths School.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young people at all times. All postholders are responsible for promoting and safeguarding the welfare of children they come into contact with, in line with the Trust's and schools' safeguarding policies, procedures and statutory guidance.

The postholder must be alert to signs that may indicate vulnerability, harm or risk, and must respond promptly to any concern. This includes sharing information appropriately, following the Trust's safeguarding procedures and working with designated safeguarding and pastoral colleagues so that concerns are recorded, supported and escalated without delay.

Where the role involves direct work with children, families or external agencies, the postholder must maintain accurate records, professional boundaries and safe working practices at all times.

The postholder is required to hold a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos, values and reputation of the Trust and its schools.
2. Participate in training, professional development and performance review as required.
3. Maintain high standards of professionalism, tact and diplomacy in dealings with pupils, parents, staff, governors, partners, media contacts and visitors.
4. Maintain confidentiality and exercise discretion in relation to sensitive information, safeguarding matters and the Trust's business at all times.

5. Act as an ambassador for the Trust within local communities and beyond, promoting a positive and professional image.
6. Undertake any other reasonable duties commensurate with the grade of the post, as requested by the line manager.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	• First degree or recognised teacher training qualification. • Qualified Teacher Status. • Recent professional development relevant to curriculum leadership in an educational setting.	• Higher degree or postgraduate qualification in curriculum, leadership or management.
Knowledge	• Strong knowledge of mathematics curriculum, pedagogy, assessment and examination requirements across KS3 and KS4. • Understanding of effective school self-evaluation, improvement planning and curriculum review. • Knowledge of strategies that strengthen teaching, learning and pupil outcomes. • Understanding of data analysis, target setting and the use of evidence to plan improvement. • Knowledge and understanding of safeguarding, equality, diversity and risk management. • Understanding of leadership, performance management and accountability in schools.	• Knowledge of KS5 mathematics curriculum and assessment. • Awareness of national mathematics networks, research and professional development opportunities.
Experience	• Proven successful track record of curriculum leadership in mathematics. • Successful, sustained experience of teaching mathematics at KS3	• Successful, sustained experience of teaching mathematics at KS5 to at least a good standard.

	and KS4 to at least a good standard. • Experience of monitoring and evaluating teaching and learning, setting targets and analysing performance data accurately. • Experience of developing colleagues and improving teaching practice and pupil outcomes. • Experience of working effectively with a range of internal and external stakeholders. • Experience of contributing to school self-evaluation, improvement planning and curriculum development. • Experience of moderation and supporting accurate assessment.	• Experience of working in challenging educational contexts. • Experience of raising the profile of mathematics within a school or wider community. • Experience of leading or supporting reviews across more than one school.
Skills and Aptitudes	• Ability to model excellent mathematics teaching and inspire high expectations. • Ability to lead, influence, mentor and motivate colleagues across different settings. • Strong analytical skills, with the ability to interpret data and translate findings into effective action. • Excellent written and oral communication skills for a range of audiences. • Ability to plan and prioritise a complex workload and work effectively across multiple schools. • Confidence in providing constructive challenge, feedback and clear improvement planning.	• Effective financial and resource management skills. • Experience of developing Trust-wide professional development, enrichment or collaborative subject networks.

	• Ability to build effective relationships with pupils, parents and carers, colleagues and external partners. • Commitment to the Trust's vision, values and the maintenance of excellent standards. • Commitment to equality, diversity and safeguarding, with appropriate professional boundaries and conduct. • Integrity, resilience, reliability and the ability to remain effective in challenging situations. • Ability to use technology effectively to support teaching, learning and collaboration. • Understanding of the importance of a sustainable work-life balance for self and others.	
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