

# JOB DESCRIPTION AND PERSON SPECIFICATION

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|-------------------|--------------------------------------------------------------------|-------------------|-----------------------------------------|
| <b>Job Title</b>  | Lead Practitioner of Mathematics                                   | <b>Location</b>   | Caister Academy                         |
| <b>Salary</b>     | Leading Practitioner Pay Range, points LP1 - LP5 £52,026 - £57,416 | <b>Hours</b>      | 32.5 hours, 52 weeks                    |
| <b>Department</b> | Mathematics                                                        | <b>Reports To</b> | Vice Principal for Quality of Education |

## JOB PURPOSE:

To provide support to the Head of Department to raise standards in the Mathematics Department. To post holder is responsible to the Vice Principal for Quality of Education.

## KEY RESPONSIBILITIES AND DUTIES:

### Strategic Direction and Development

- Promote and uphold the values and ethos of Creative Education Trust in the school, such that the highest achievements are expected from all members of the school community.
- Contribute to the development of an established and successful team.
- Successful implementation of Mathematic concepts, knowledge and skills.

### Leadership

- Support the Head of Department to establish a vision for the department and realise it through department development planning.
- Contribute to monitoring of department quality of teaching through leaning walks, book scrutiny and work moderation.
- Work with the Head of Department to ensure that teachers uphold whole school teaching in mathematics and the Vice Principal for Quality of Education to support this across the school.
- Assist in monitoring the effectiveness and impact of performance management arrangements within the department.
- Act as a role model of good classroom practice for other teachers, modelling effective strategies with them.
- Actively contribute to CPD and training both within the department, for trainee teachers and across the school.

### Teaching and Learning

- Monitor, evaluate and review classroom practice; celebrate and promote excellence, challenge under-performance at all levels and ensure appropriate action is taken in accordance with policies and procedures. Reinforce and develop a positive climate for learning with high expectations of all.
- Use ICT effectively to support learning activities and develop pupil's competence and independence in use. To ensure that all E-Safety precautions are followed in accordance with policies and procedures.
- Teach engaging and effective lessons that motivate, inspire and engage pupils using a clear learning framework.
- Maintain regular and productive communication with parents to report on sanctions, praise progress and achievements.

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- Take responsibility for rapidly raising academy standards and ensure the highest standards of learning outcomes.
- Promote and develop excellence in Teaching and Learning, with a clear focus on pupils' progress and development (moral, spiritual, physical and social as well as academic).
- Ensure that assessment for learning is embedded in all teaching so that all pupils understand what they need to do to make the best possible progress. Continue to use and develop DIRT strategies for ownership for learning.
- Promote literacy and numeracy skills.
- Ensure pupils are all informed about their Mathematics curriculum attainment and progress and are able to understand targets and improvements.

## **Pupil Welfare**

- Deliver a high-quality pastoral framework so that all pupils fulfil their potential.
- Ensuring that good conduct and discipline are consistently maintained and acceptable standards are understood and applied consistently by all.
- Create and maintain a safe atmosphere of respect, recognition, celebration and mutual support in the school, in line with our key values of the 4R's.
- Maintain an environment which feels safe and enables pupils to report any concerns or complaints.
- Promote good attendance as a subject teacher and form teacher.

## **Key Responsibilities**

- To plan and teach engaging and effective lessons that motivate, inspire and improve pupil attainment whilst reflecting the teaching standards.
- Analyse pupil performance and respond to the outcomes of assessment to ensure quality first teaching and interventions are in place to keep all pupils on track.
- Give pupils personalised feedback.
- Contribute to the curriculum planning and design within the team.
- Be fully involved and take responsibility for professional development and performance management.
- Meet Teaching Standards 1-8 and fulfil wider responsibilities.

## **Other Accountabilities**

- Play an active role in school life and make a positive contribution to the ethos of the academy.
- Understand the key academy policies and implement them when needed.
- Assist in the recruitment of the pupils to the academy by involvement with the transition programme.
- Gain experience of the primary and tertiary links.
- Support pupils in the CET Knowledge Connected days.
- Undertake other relevant responsibilities as directed by the Team Leader, Senior Leadership Team and the Principal.
- Assist the team with Curriculum Enrichment Days and be able to offer broader enrichment opportunities.

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| JOB REQUIREMENTS:                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                       |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|                                       | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Desirable                                                                                             |
| <b>QUALIFICATIONS</b>                 | <ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Qualified to degree level or above.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Evidence of continuing professional development.</li> </ul>  |
| <b>EXPERIENCE</b>                     | <ul style="list-style-type: none"> <li>• Experience of teaching across the full age and ability range of an 11-16 school.</li> <li>• Experience in the use of ICT in the classroom with the skill to impart that expertise to others.</li> </ul>                                                                                                                                                                                                                                                                   |                                                                                                       |
| <b>KNOWLEDGE AND UNDERSTANDING</b>    | <ul style="list-style-type: none"> <li>• Good knowledge of the pedagogy associated with Mathematics.</li> <li>• An understanding of the social, emotional and intellectual development of teenagers.</li> <li>• Understand working with different groups e.g. the most able, the disadvantaged and SEND.</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Knowledge of AQA GCSE Mathematics specifications.</li> </ul> |
| <b>SKILLS AND PERSONAL ATTRIBUTES</b> | <ul style="list-style-type: none"> <li>• Ability to teach to KS3 and KS4.</li> <li>• Ability to work effectively as part of a team.</li> <li>• Ability to work independently and show initiative.</li> <li>• Ability to manage workload and keep a work-life balance.</li> <li>• Ability to work under pressure and keep to deadlines.</li> <li>• Willingness to reflect on personal and professional experiences in a critical and constructive manner.</li> <li>• Willingness to share best practice.</li> </ul> |                                                                                                       |
| <b>EQUAL OPPORTUNITIES</b>            | A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                       |
| <b>SAFEGUARDING</b>                   | A thorough understanding of up-to-date safeguarding requirements and best practice                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                       |
| <b>OTHER REQUIREMENTS</b>             | High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom.                                                                                                                                                                                                                                                                                                                                                     |                                                                                                       |

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**Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.**