



## Lead Practitioner (Maths) Job Description

Salary / grade range	Lead Practitioner Pay Scale LP1 to LP5
Location	Co-op Academy Swinton
Reports to	Head of Maths

### Purpose of role:

- i) Be the second in charge of the department and support the Head of Maths with the quality assurance of the quality of Maths education.
- ii) Develop the teaching and learning of Maths across Key Stage 3 and Key Stage 4 by taking a lead role in Maths CPD, coaching and mentoring staff.
- iii) Take curriculum responsibility for Key Stage 3 (Years 7 to 9)
- iv) Develop, lead and implement an academy-wide strategy to develop numeracy.

### Key accountabilities (and specific duties / responsibilities):

- i) Deputise for the Head of Department when absent. Use the academy's quality assurance systems to ensure that the quality of education remains high. Lead the further development and implementation of Maths dept systems in Key Stage 3 for:
  - Developing a relevant and engaging Maths Key Stage 3 curriculum;
  - tracking students' development of Maths skills within the taught curriculum;
  - identifying students who are in need of additional support with Maths;
  - providing and organise effective additional Maths support to boost students' progress;
  - and evaluating the impact of additional Maths support provided.
- ii) Model outstanding practice to the Maths dept. Maintain an excellent level of up-to-date knowledge in relation to best practice in all aspects of curriculum design and pedagogy. Ensure that departmental staff are trained to:
  - effectively implement the provisions of the Academy's Teaching, Learning, and Assessment policy;
  - implement the curriculum so that all students develop a rich knowledge and understanding of the subject.



Deliver lessons which help to close the gap in attainment between our students and students nationally. Organise and deliver support to new colleagues and colleagues in need of support.

iii) Develop the Maths curriculum and assessment systems in Year 7 and 9 so that there is an effective and rigorous Year 5 to 9 Maths curriculum in place that is compliant with the National Curriculum. Work with the Maths staff and primary school staff of the main feeder primaries to support this. Oversee the organisation of the Year 7 catch-up programme with the Maths leader in charge of transition and intervention.

iv) The post-holder will devise, implement and evaluate a research based numeracy strategy. This will entail delivering an appropriate programme of CPD to staff; engaging and securing buy-in from staff, students and parents; devising a programme of evaluation against the strategy's key performance indicators.

v) The post-holder will formulate a specific research based oracy strategy. This will entail seeking out and evaluating effective practice across schools; formulating a time-bound strategy and implementation plan; provide appropriate CPD and support to staff; engage students; evaluate the impact of the strategy.



## Person Specification

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• University graduate</li> <li>• Postgraduate teaching qualification (or equivalent)</li> <li>• Accredited leadership qualification or participation on leadership programme relevant to middle leadership eg NPQLT, NPQSL.</li> <li>• Experience as / desire to be a certified Lead Practitioner or Specialist Leader of Education (SLE)</li> </ul>	<p>D</p> <p>D</p>	<p>A</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of current teaching and learning developments in Maths.</li> <li>• Knowledge and understanding of GCSE specifications.</li> <li>• Thorough understanding of innovative and effective curriculum design at KS3.</li> </ul>		<p>AI</p> <p>AI</p> <p>AI</p>
<p><b>Skills, Ability, Knowledge</b></p> <ul style="list-style-type: none"> <li>• Previous strong and effective middle leadership experience.</li> <li>• Led teaching and learning initiatives</li> <li>• Experience of leading whole academy numeracy</li> <li>• Delivering and designing Inset programmes for whole teaching staff and selected cohorts such as ECTs and middle leaders.</li> </ul>	<p>D</p> <p>D</p>	<p>AI</p> <p>AI</p> <p>AI</p> <p>AI</p>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Motivate and inspire staff and students.</li> <li>• Analyse and interpret student data.</li> </ul>		<p>AI</p>



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<ul style="list-style-type: none"><li>• Excellent verbal and written communication skills and able to communicate effectively with a range of stakeholders.</li><li>• Resilient</li><li>• Able to work under pressure and a determination to succeed</li><li>• Passionate about teaching and learning.</li><li>• Willingness to learn and develop new skills.</li><li>• A commitment to excellence.</li><li>• Ambition for further progression</li><li>• Able to demonstrate a commitment to the behaviours and values of the co-operative movement.</li></ul>		AI
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.