

**Primary, Secondary & Sixth Form**

**“A SCHOOL FOR EVERYONE…” Ofsted 2020**

**Lead Practitioner – Maths**

**All-through Academy**

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**An Introduction to Washwood Heath Academy**

**Dear Candidate**

**I am delighted that you are considering applying for the position of Lead Practitioner – Maths Faculty at Washwood Heath Academy. Washwood Heath Academy is a successful and popular All-through Academy with learners aged 4 – 18 years. It is a large academy with 1700 learners from a range of socio-economic and cultural backgrounds.**

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**In March 2020, Washwood Heath Academy experienced its first Ofsted inspection as an All-through Academy and was graded ‘Good’ in all categories. Ofsted reported that *‘Leaders have a clear and ambitious view of what pupils should learn. They have reviewed the curriculum, and made changes in short and longer term’.***

**Since I became Headteacher in 2019, we have had a relentless focus on curriculum and teaching and we have a strong CPD programme in place to support this. In September 2019, Washwood Heath Academy embarked on its journey to develop and implement a knowledge-rich curriculum across all phases of the Academy. To date, we have embedded a knowledge-rich curriculum into Key Stage 3 and Key 4 subject areas and work is still very developmental in Primary and Key Stage 5. In addition, we have embedded Direct Instruction into Key Stage 3 and we are keen to introduce it into the Primary phase as a catch-up strategy. Staff at Washwood Heath Academy use research to help improve teaching and learning, curriculum and pastoral care.**

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Description automatically generatedTo support teaching, we have a whole school behaviour policy that teachers consistently use. This means that behaviour in lessons is good and low level disruption is rare. We want our teachers to focus on their pedagogy and practice, not managing disruptive behaviour. Our behaviour policy also promotes diversity and inclusion and we are proud to be a school that stands against bullying and discrimination. We are part of the Anti-Bullying Alliance and in November 2021 we were awarded the UNICEF Gold Rights Respecting Schools status.**

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Description automatically generatedOur pastoral system is at the heart of everything we do at Washwood, with pupils being assigned to one of seven houses within school – each with its own designated colour and name. We have one house dedicated to Year 11 pupils, so that the pastoral team, supported by Academic Mentors, can target support and guidance specifically towards the needs of these pupils as they reach this critical time in their education. In the Secondary Phase, the remaining six houses each have a range of ages within them with 2 form classes per year group making up the 8 forms in each House. The Heads of House work closely with their Guidance Managers, and SLT links to support the development of pupils through the school. Pupils remain in the same house from Year 7 to Year 10 which helps foster and develop supportive relationships between the pastoral teams, the form tutors and the pupils. Houses really become a strong factor in the pupils’ identities at Washwood Heath Academy, each one building its own identity, led by the Head of House, and developing a close family feel within the larger overall Washwood family. In addition, we are in the early stages of introducing the House system to our Primary pupils too.**

Logo

Description automatically generated**At Washwood Heath Academy, we believe in creating and sustaining a positive and uplifting culture for all of our children and we also do this for each other as well.  We are a caring and nurturing environment which aims to develop all of our core HEARTS values: Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief.  We go above and beyond to ensure that everybody within our school community feels respected, challenged, supported and safe.  We believe in being: Ready, Respectful and Safe and we expect all visitors to our school to uphold our three rules.**

**We aim to equip our pupils with the right tools for them to achieve and we aim to provide them with the most effective environment that ignites curiosity and wonder throughout our pupils’ journey with us. We have been developing the links between our Primary and Secondary phases, with a particular focus on utilising the expertise of subject specialists in Secondary and the extensive facilities in the school. Primary pupils have access to music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space – a real benefit to the all-through school.**

**We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely both emotionally and mentally.**  **Together as one school, Washwood Heath Academy provides a safe and caring environment for our pupils led by highly-effective staff whose main aim is to ensure a continuing ethos of resilience and respect in learning.**

**A person playing cricket

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**Washwood Heath Academy really is *‘a school for everyone’* and a significant number of staff have remained at Washwood for many years because they enjoy being part of a family and working in a caring and supportive community that wants the best for all of its young people and staff.**

**Mathematics Faculty**

**The Mathematics Faculty plays a pivotal role in the success of Washwood Heath Academy, and it is very highly regarded by parents and pupils alike. Results are consistently good at both GCSE and A Level but staff are not complacent and are consistently striving for further improvement.  The Department’s clear and aspirational vision underpins all the work that we do.**

**We want every student to reach a level of numeracy that allows them to follow the career or further education path of their choice when they leave us. We want them to reach a level of numeracy that enables them to realise their full potential and carry out day-to-day numerical tasks with ease.**

**The opportunities for Professional Development afforded to staff within the Department have been considerable and are ongoing, and teachers within the Department continue to enjoy significant opportunities to develop their capacity to be ‘outstanding’ practitioners. In any academic year, teachers are afforded many opportunities tailored to meet their individual needs.**

**Key Stage 3 Curriculum - The focus in Years 7-8 is on teaching pupils explicitly the core skills of numeracy, as well as application problem solving skills, through a broad and balanced curriculum which offers continuity and progression to pupils of all abilities.**

**Key Stage 4 Curriculum - Pupils at Washwood Heath study Edexcel GCSE Mathematics. The curriculum is structured to enable all pupils to aspire to the very best grades possible and to build on the skills learned at Key Stage 3.**

**Key Stage 5 Curriculum – Pupils are offered the opportunity to take Edexcel A Level Mathematics. We also offer re-take Mathematics GCSE.**

**There is also the opportunity to work with Primary phase colleagues to develop Maths teaching and learning in Key Stage 2.**

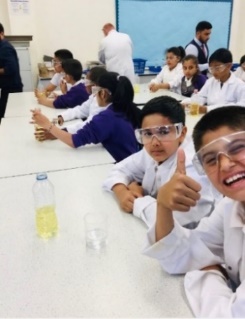
**Teaching & Learning at Washwood Heath Academy**

**At Washwood Heath Academy Teaching & Learning is research informed and we are guided by cognitive science. Interleaving, spaced retrieval practice and cognitive load theory underpin all our work and inform the choices we make for learners in our classrooms. Through this, and our commitment to an exceptional climate for learning and great pedagogy, we make learning the foundation of every lesson so that learners may thrive, achieve and flourish. Whilst our developing knowledge-rich curriculum is designed to ensure the very best academic outcomes for our young people using the latest research in how the brain and memory work, it is about so much more than simply securing great results. It is about our academy’s determination to achieve excellence with equity and integrity, where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of our most able.**

**In order to acquire, develop and master the knowledge and skills required from a unit of work pupils will experience a ‘learning sequence’. They will not be masters immediately and will require continual practise. We have identified 6 key steps for this learning sequence, rooted in Rosenshine’s Principles of Instruction, that pupils will be guided through in their lessons (or series of lessons). We focus on the principle of the teacher being the expert in the room and have designed our learning sequence and strategies to ensure that pupils are able to experience quality teacher instruction and questioning to enable them to make sense of their learning. In order to create supportive classrooms focussed on learning we use SLANT in lessons (and assemblies) as a non-negotiable. Teachers are expected to embed the use of SLANT in their teaching.**

**We firmly believe that feedback has the most impact when it is given as work is produced and as such we have a feedback policy and not a marking policy. Teachers are expected to give meaningful live feedback to pupils whilst they are carrying out a task. Any written feedback to pupils is given in the form of whole class feedback.**

**The opportunities for Professional Development afforded to staff at the Academy have been considerable and are on-going, and teachers within Washwood Heath continue to enjoy significant opportunities to develop their capacity to be ‘outstanding’ practitioners. In any academic year teachers are afforded many opportunities tailored to meet their individual needs.**

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**JOB DESCRIPTION**

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| --- | --- | --- |
| **Post Title** | Lead Practitioner | |
| **Purpose** | * To assist the Assistant Headteacher for Teaching and Learning and the Head of Faculty for Maths in ensuring that staff adhere to the Teaching and Learning policy. * To undertake a strategic leadership position on the Teaching and Learning Team, to develop, implement and evaluate the quality of Teaching and Learning at Washwood Heath Academy. * To lead on Maths Teaching and Learning as well as one specific departmental responsibility, as directed and agreed with the Assistant Headteacher for Teaching and Learning and subject to change according to Academy priorities. * To have a whole school responsibility linked to improving outcomes for pupils. * To contribute to raising standards of pupil attainment by developing and improving the quality of teaching and learning both within the designated curriculum area and across the whole school. * To promote innovative and creative approaches to teaching and learning to ensure pupil engagement and progress, via all the different Teaching and Learning Teams’ platforms and in their own practice. * To contribute to the development and implementation of whole school policies relating to teaching and learning. * To provide model lessons to a whole class, or target group of pupils with staff observing. * To support other teachers to develop their practice and expertise in planning, preparation, assessment and impact evaluation through a variety of strategies including within and between subjects/curriculum access and curriculum enrichment. * To support other colleagues through the observation of their lessons, advice on lesson planning and teaching methods and to contribute to whole school teaching and learning quality assurance. * To Support the Lead Practitioner for CPD in leading on and contributing to T&L CPD both within the department and for the whole school. To communicate effectively with a variety of audiences including leading pupil and staff CPD sessions within and between schools and relevant local, regional and national networks. * To provide support to colleagues who require specific coaching, development and/or who are experiencing difficulties in any area of teaching and learning, through leading coaching support and Performance Improvement Plans if required for those members of staff. * To support the Senior Mentor in coaching, mentoring and inducting new staff, ITTs (including PGCE pupils), Teach Firsts and Early Career Teachers, as required. * To undertake the role of ITT/ECT mentor if required and fulfilling professional development activities with mentees, including weekly mentor meetings, termly objective setting and review, lesson observations, monitoring the progress of mentees and maintaining appropriate records. This will also involve developing other members of staff abilities to become mentors for these members of staff. * To support the development of Leads for Teaching & Learning at the Academy. * To actively undertake research and evaluate innovative teaching and learning, behaviour management and literacy and numeracy strategies and draw on research outcomes and a range of external evidence to inform their own practice and that of colleagues so that all learns achieve their potential. * To acquire an extensive knowledge and understanding of their subject/curriculum area and related pedagogy gained through the whole school or wider professional networks associated with their subject/curriculum area or ones they are supporting. * To demonstrate the analytical, interpersonal and organisation skills necessary to work effectively with all staff and leadership teams within and beyond our school. * To evaluate the quality of Teaching and Learning in their faculty area and support the Assistant Headteacher in evaluating the quality of T&L across the school. * To be a leading role model within the life of the Academy, being an active member of relevant working group(s) and liaising with colleagues within the Multi Academy Trust and the East Birmingham Network as appropriate and with the Academy’s creative partners. * To undertake any other Teaching and Learning duties as directed by the Assistant Headteacher for Teaching and Learning. * To support colleagues in developing their skills and experience, through the sharing of best practice ideas and approaches within the designated curriculum area (faculty). * To collaborate with the Head of Faculty and post-holders to organise, carry out and review all aspects of the monitoring of teaching and learning. | |
| **Reporting to** | Assistant Headteacher (Teaching & Learning) | |
| **Liaising with** | Headteacher/Senior Leadership Team, teaching and support staff, Multi Academy colleagues, external agencies and parents. | |
| **MAIN (CORE) DUTIES** | | |
| **Teaching:** | | * + To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.   + To use teaching strategies which will stimulate learning appropriate to pupil needs and demands of the syllabus and curriculum   + To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required   + To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils   + To ensure that ICT, Literacy and Oracy, Numeracy, cross-curricular aspects and school subject specialism(s) are reflected in the teaching/learning experience of pupils   + To undertake a designated programme of teaching   + To ensure a high-quality learning experience for pupils which meets internal and external quality standards.   + To prepare and update subject materials.   + To maintain good order, discipline and respect for others; to promote understanding of the school’s rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To safeguard health and safety and to develop relationships with and between pupils conducive to optimum learning   + To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures   + To mark, grade and give written and verbal and diagnostic feedback to pupils of individual work and group work they have undertaken according to the Feedback policy. |
| **Operational/ Strategic Planning** | | * + To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of pupils   + To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Faculty and Academy   + To contribute to the Faculty/Department Improvement Plan and its implementation.   + To contribute to the whole school’s planning activities   + To contribute to the faculty process of self-review and evaluation and Improvement Plan activities   + To contribute to faculty and whole school enrichment opportunities   + To contribute to faculty intervention and revision opportunities |
| **Curriculum Provision and Development:** | | * + To support the Head of Department/ Head of Faculty in the development of the curriculum and ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives |
| **Staffing**  **Staff Development:**  **Recruitment/ Deployment of Staff** | | * + To take part in the school’s staff development and professional growth programmes by participating in arrangements for further training and professional development   + To continue personal development in the relevant areas including subject knowledge and teaching methods   + To engage actively in the Performance Appraisal Review process   + To work as a member of a designated team and to contribute positively to effective working relations within the school. * To provide high quality mentoring and coaching to the subject teams regarding learning and teaching and curriculum planning and delivery, particularly to those members new to teaching. |
| **Quality Assurance:** | | * + To adhere to and to help to implement school quality procedures   + To contribute to the process of monitoring and evaluation of the faculty in line with school procedures, including evaluation against quality standards and performance criteria. To implement modifications and improvement where required   + To review from time-to-time methods of teaching and programmes of work   + To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school |
| **Management Information:** | | * + To ensure all members of the team adhere to policies relating to teaching & learning.   + To maintain appropriate records and to provide relevant accurate and up-to-date information for the school’s management information system   + To complete the relevant documentation to assist in the tracking of pupils.   + To track the progress of your assigned pupils and use this information to inform your teaching and learning. * To adhere to the academy’s procedures for recording, monitoring analysing and acting upon a range of data to track pupil overall progress and achievement on a regular basis. * Evaluate data and identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required) and implement departmental strategies to close these gaps in learning. |
| **Communication:** | | * + To communicate effectively with the parents of pupils as appropriate   + Where appropriate, to communicate and co-operate with persons or bodies outside the school.   + To follow agreed policies for communications in the school   + Attend meetings according to the school’s Directed Time policy.   + Attend Teaching & Learning meetings as directed by the Assistant Headteacher and Head of Academy |
| **Marketing and Liaison:** | | * + To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with other schools in the Multi Academy Trust   + To contribute to the development of effective subject links with external agencies/schools. * To lead on exhibitions and display of pupils’ work from within the subject areas and supporting with academy events across the curriculum for the benefit of our wider community. |
| **Management of Resources:** | | * + To assist the Assistant Headteacher and Head of Faculty to identify resource needs and to contribute to the efficient and effective use of resources. |
| **Pastoral System:** | | * + To be a Form Tutor to an assigned group of pupils   + To promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole   + To liaise with a Head of House and Guidance Manager to ensure the well-being and educational development of your assigned pupils   + To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life   + To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required   + To contribute to the preparation of action plans, progress files, individual education plans, and other reports   + To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved   + To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff   + To contribute to PSHE and Citizenship and Enterprise according to school procedures   + To apply the behaviour management procedures so that effective learning can take place   + To support with the Whole School Reading and Literacy Programme |
| **Other Specific Duties**: | | |
| * to play a full part in the life of the school community, to support its Strategic Commitment, Purpose and Intent and to encourage staff and pupils to follow this example * to promote actively the school’s policies * to continue personal, professional development * to actively engage in the school’s self-review and evaluation processes * to actively engage in the school’s Appraisal of Performance processes * to comply with the school’s Health and Safety Policy and undertake risk assessments as appropriate * to attend meetings as determined in the meetings policy and as directed by the Executive Principal * to undertake any other duty as specified by School Teachers’ Pay and Conditions Document, not mentioned in the above * to comply with the school’s procedures concerning safeguarding and to ensure that training is accessed | | |
| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to pupils. | | |
| This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. | | |

**January 2023**

**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Knowledge/Qualifications** | | | |
| Qualified Teacher Status | ✓ |  | Application |
| Further professional qualification (e.g NPQ or MA) |  | ✓ | Application |
| A willingness to undertake further relevant training and to pass those skills on to other members of staff as appropriate | ✓ |  | Interview |
| Sound knowledge of the developments in the current curriculum for the subject taught | ✓ |  | Application/Interview |
| Evidence of professional development in the fields of coaching and mentoring staff |  | ✓ | Application |
| A degree in Maths | ✓ |  |  |
| **Experience** | | | |
| Enthusiasm and passion for teaching | ✓ |  | Application/Interview |
| Experience of coaching and mentoring staff | ✓ |  | Application/Interview |
| Imagination and creativity in the classroom | ✓ |  | Application/Interview |
| Evidence of extended curriculum opportunities in subject area taught. |  | ✓ | Application/Interview |
| A commitment to safeguarding and promoting the welfare of children and young people | ✓ |  | Application/Interview |
| A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning | ✓ |  | Application/Interview |
| Evidence of improved learner outcomes. | ✓ |  | Application/Interview |
| Middle Leadership experience. |  | ✓ | Application |
| Evidence of further subject knowledge based professional development. |  | ✓ | Application |
| Minimum 3-6 years teaching experience. | ✓ |  | Application |
| A commitment to the school’s Strategic Purpose, Commitment and Intent | ✓ |  | Application/Interview |
| Experience of having led departmental CPD | ✓ |  | Application/Interview |
| Experience of having led whole school CPD |  | ✓ | Application/Interview |
|  |  |  |  |
| **Personal Skills** | | | |
| Exceptional classroom practitioner | ✓ |  | Interview |
| An effective team leader who maintains professional standards. | ✓ |  | Application/Interview |
| Ability to use ICT to enhance the teaching and learning process | ✓ |  | Application/Interview |
| Excellent communication skills and ability to motivate staff and learners and maintain good personal relationships. | ✓ |  | Application/Interview |
| The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all pupils | ✓ |  | Application/Interview |
| Approachable and willing to help pupils both in and outside of lessons | ✓ |  | Application/Interview |
| The ability to set consistently high expectations for all pupils through class work and homework | ✓ |  | Application/Interview |
| Ability to set own targets and meet own and other  people’s deadlines | ✓ |  | Application/Interview |
| Has the ability to translate vision into practice and be willing to inspire, challenge, motivate and empower a team of teachers to believe in a vision of excellence | ✓ |  | Application/Interview |
| Promote individual teachers and nurture a team that contributes to the improvement of the school and its development | ✓ |  | Application/Interview |
| Be willing to listen and reflect on feedback from others | ✓ |  | Application/Interview |
| Demonstrates the ability to drive projects forward and successfully completes projects | ✓ |  | Application/Interview |
|  |  |  |  |
| **Equal Opportunities** | | | |
| Must have an understanding of and commitment to the Trust’s equal opportunities policies and procedures | ✓ |  | Application/Interview |
| To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting | ✓ |  | Application/Interview |

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**Primary, Secondary & Sixth Form**