

Lead Practitioner - Mathematics

Salary: L2 – L6

Reporting to: Head of Mathematics

Liaising with: Senior Leadership Team, teaching/support staff, external agencies and parents

Responsible for: The provision of a full learning experience and support for students

Purpose

- To develop the pedagogy of the mathematics team to fill gaps, check understanding and build foundational knowledge, mathematical fluency and problem solving, so that all students make good progress
- To raise attainment and achievement in mathematics for all students
- To develop and implement teaching and learning initiatives and strategies within the mathematics department to raise and enhance the teaching practice of others
- To support improved teaching and learning practices across the school
- To be a model of excellent practice

Main Responsibilities

- Overall responsibility for leading and developing high-quality teaching and learning in relation to our Principles of Teaching, including modelling and sharing outstanding teaching and learning
- The preparation and delivery of departmental and whole school professional learning
- Contribute to the school's cycle of developmental drop-ins as an instructional coach
- Develop and implement a programme of support and guidance for all teachers, tailored to their experience and expertise, to help them develop our Principles of Teaching.

Main (core) duties

Leadership and Management

- To develop high-quality teaching and learning throughout the Mathematics department and as directed across the school
- To design, implement and monitor interventions
- Work with King's Academy Brune Park's Teaching and Learning team
- To be an instructional coach and develop the school's Teaching and Learning Principles
- Lead and deliver INSET and PL across the school
- Promote the school's and MAT's vision, culture and ethos of teaching and learning
- Create a culture of sharing best practice in school and across the MAT
- Maintain an up-to-date knowledge of new ideas regarding teaching and learning pedagogy
- Be proactive in seeking out networks and research to identify best practice and the latest developments in pedagogy
- Use the outcomes from internal reviews to inform the delivery of school PL
- To contribute to the school procedures for DDIs and learning walks
- Support the continual development and implementation of the Mathematics curriculum 7 - 11
- Be proactive in monitoring the impact of the Mathematics curriculum on student outcomes and make improvements
- To ensure data is accurate through standardisation and moderation procedures within the Mathematics department

Teaching and Learning

- Model outstanding teaching and learning in one's own lessons.
- Carry out action research to inform teaching and learning
- Support teaching staff to consistently and effectively plan lessons or adapt prepared lessons and sequences of lessons to ensure student progress targets are met.
- To model / team teach and disseminate examples of effective planning practice within the school
- To take steps to ensure that feedback from DDIs, work scrutiny and analysis of assessment data is appropriately reflected in teacher's planning and supports effective practice.

Quality Assurance

- Quality assure teaching and learning across the department and across the school as directed
- To evaluate and report on the effectiveness of practice annually, suggesting areas and issues for further improvement
- Produce reports within the quality assurance cycle

Staffing (staff development / recruitment / deployment of staff)

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development and by taking a lead role in CPL sessions.
- To continue personal development in the relevant areas including subject knowledge and teaching pedagogy.
- To engage actively in the Appraisal Review process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

Pastoral System

- To be a tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the tutor group as a whole.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action/Improvement Plans, progress files and other reports.
- To alert the appropriate staff to problems students experience and to recommend how they may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHE and citizenship and enterprise according to Academy policy
- To apply the behaviour management systems so that effective learning can take place.

General duties and areas of responsibility**Teaching**

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations that inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Develop and demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in rare and unforeseen circumstance that another teacher is unable to teach

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

- Take part in the school's appraisal procedures
- Take part in training and development to improve quality of teaching and ability to complete the role to a high standard
- Where appropriate, take part in the appraisal and professional development of others

Communication

- Communicate effectively with pupils, parents and carers
- Develop effective professional relationships with colleagues
- Collaborate and work with colleagues and other relevant professionals within and beyond the school

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- All colleagues will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

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. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the Academy.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status or appropriate experience• Successful teaching (or appropriate other) experience• Evidence of professional development relevant to this role
Skills and knowledge	<ul style="list-style-type: none">• Good knowledge of legislation and guidance on curriculum requirements• Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff• Excellent communication and organisational skills• Knowledge of effective teaching and learning strategies• A good understanding of how children learn• Ability to adapt teaching to meet pupils' needs• Ability to build effective working relationships with pupils• Knowledge of guidance and requirements around safeguarding children• Knowledge of effective behaviour management strategies• Good IT skills, including previous use of school systems such as MIS and safeguarding systems.• Effective communication and interpersonal skills• Ability to communicate a vision and inspire others• Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none">• High expectations for all pupils and belief in bringing out the best in all• Commitment to upholding and promoting the ethos and values of the school• Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school• Ability to work under pressure and prioritise effectively• Commitment to equity• Commitment to maintaining confidentiality at all times