



St Gabriel
the Archangel

Catholic Multi-Academy Trust

Trust Lead Practitioner – Mathematics

Recovery | Excellence | Formation

*Forming Christ-centred pilgrims of hope, with kind hearts,
questioning minds, a thirst for knowledge and a hunger for justice.*

Contract: Full-time, Permanent

Trust-wide role, with the majority of time spent working directly within schools.

Reporting to: CEO / Designated Executive Leader

Salary: LP12 - LP16

Purpose of the Role

The Trust Lead Practitioner: Mathematics is an exceptional practitioner-leadership role with an ambitious purpose: to help secure mathematical excellence at scale across St Gabriel the Archangel Catholic Multi-Academy Trust.

This is not a centrally-based advisory role. The postholder will teach, model, coach, lead and build capacity, working alongside pupils, teachers, mathematics leaders and senior leaders to improve the quality of mathematics education, particularly where the need is greatest.

The role will work simultaneously across three interconnected priorities:

- **1. Mathematics Recovery:** Providing intensive, practical support where mathematics provision, outcomes or leadership require rapid strengthening.
- **2. Mathematical Excellence for All:** Helping to build a culture of mathematical excellence across the Trust so that every pupil benefits from ambitious curriculum, exceptional teaching and consistently high expectations.
- **3. Training & Formation:** Growing mathematics expertise from within by developing teachers, subject leaders and future Trust practitioners so that improvement becomes increasingly sustainable and self-generating.

The postholder will be an exceptional classroom practitioner who believes that their greatest contribution is not simply what they can achieve themselves, but what they can enable others to achieve. Working within the Trust's Questioning Minds Transformation Model ©, they will combine exceptional practice, evidence, insight, coaching and disciplined professional curiosity to identify what matters most and turn that understanding into sustainable improvement.

Above all, they will help ensure that a pupil, school, background, disadvantage, additional needs or starting point never places a ceiling on what they can achieve in mathematics.

Key Responsibilities

The Trust Lead Practitioner: Mathematics will:

- secure rapid and sustainable improvement in mathematics where Trust intelligence identifies the greatest need
- teach and model exceptional mathematics practice within Trust schools
- improve outcomes and experiences for pupils, particularly those who are disadvantaged, have SEND or are at risk of underachievement
- strengthen mathematics curriculum, pedagogy, assessment and leadership
- identify and mobilise exceptional practice already existing across the Trust
- coach teachers and leaders to improve their own practice and the practice of others
- design and deliver exceptional mathematics professional development
- develop future mathematics leaders and practitioners;
- strengthen curriculum continuity and transition between phases;
- contribute to Trust-wide understanding of mathematics performance and provision
- build sustainable mathematics capacity within schools so that improvement continues beyond direct Trust intervention.

1. Mathematics Recovery – Go Where the Need Is Greatest

The postholder will:

- work intensively alongside schools where mathematics requires significant improvement or additional capacity
- use Trust insights, assessment information, school self-evaluation and professional dialogue to diagnose accurately what is limiting pupils' achievement
- teach classes and groups where direct practitioner capacity will accelerate improvement
- model highly effective mathematics teaching
- co-plan, co-teach, observe and coach alongside colleagues
- identify gaps in pupils' mathematical knowledge and support schools to respond effectively
- strengthen curriculum sequencing, assessment and responsive teaching
- support mathematics leaders to establish clear priorities and implement them successfully
- support schools to evaluate the impact of improvement activity
- deliberately transfer expertise so that intensive support results in stronger internal capacity rather than long-term dependency.

2. Mathematical Excellence for All – Build Excellence at Scale

The postholder will:

- champion ambitious expectations for mathematics across the Trust
- identify exceptional mathematics practice and enable it to be shared across schools
- support the development of ambitious, coherent and well-sequenced mathematics curricula
- promote approaches which develop mathematical fluency, reasoning, problem-solving and confident mathematical thinking
- contribute to greater curriculum coherence across the pupil journey
- strengthen transition between phases, particularly where discontinuity creates barriers to progress
- develop strong professional networks and communities of mathematics practice
- connect practitioners and leaders so that expertise moves freely between schools
- identify schools and practitioners with the capacity to support others
- contribute to Trust-wide mathematics resources, frameworks and professional learning
- use evidence and research intelligently without allowing methodology to become more important than impact
- help establish a sustainable culture of mathematical excellence at scale.

3. Training & Formation – Grow Expertise From Within

The postholder will:

- design and deliver exceptional Trust-wide and school-specific mathematics professional development
- provide instructional and developmental coaching to teachers and leaders
- support teachers at different stages of their careers to deepen mathematical subject and pedagogical knowledge
- develop mathematics subject and curriculum leadership
- provide demonstration lessons and opportunities for observation, collaborative planning and deliberate practice
- identify talented mathematics practitioners across the Trust
- develop future Lead Practitioners, subject leaders and system leaders
- establish opportunities for practitioners to learn with and from one another
- support leaders to develop sustainable internal coaching and professional development models
- evaluate whether professional development is changing classroom practice and improving pupils' experiences and outcomes.

4. Teaching and Practitioner Leadership

Teaching will remain fundamental to the credibility and purpose of this role. The postholder will:

- maintain exceptional personal classroom practice
- undertake direct teaching within Trust schools
- demonstrate excellent practice rather than simply describe it
- work directly with pupils to understand their mathematical experience
- model approaches for teachers and leaders
- use classroom practice as a vehicle for professional development
- maintain current knowledge of mathematics education, curriculum and pedagogy
- demonstrate that exceptional Trust leadership remains rooted in the daily reality of classrooms.

5. Insight, Evaluation and Transformation

Working through the Questioning Minds Transformation Model ©, the postholder will:

- use quantitative and qualitative evidence intelligently to identify strengths, variation and areas requiring intervention
- contribute mathematics expertise to Trust and school self-evaluation
- ask challenging and insightful questions that help leaders understand the causes rather than simply the symptoms of underperformance
- support schools to identify the actions most likely to make the greatest difference
- evaluate implementation and impact
- contribute to Trust-wide analysis of mathematics performance
- share emerging themes, risks and exceptional practice with Trust leaders
- ensure improvement activity remains focused upon its ultimate purpose: better experiences and outcomes for pupils.

Values and Behaviours

The postholder will be expected to live and model the Catholic mission, values and behaviours of St Gabriel the Archangel CMAT. They will:

- place children and young people at the heart of decision-making
- demonstrate service, humility, integrity and compassion
- hold exceptionally high expectations while treating others with dignity
- combine challenge with support and accountability with kindness
- be relentlessly curious about how provision can become better
- listen carefully before reaching conclusions
- seek to understand context without allowing context to become an excuse for low expectations
- work collaboratively rather than imposing solutions
- share expertise generously
- celebrate excellence wherever it is found
- build confidence and capacity in others

- demonstrate professional courage when pupils are not receiving the quality of education they deserve
- act with discretion and maintain appropriate confidentiality
- be adaptable, resilient and comfortable working across different schools and contexts
- demonstrate a commitment to serving a mission greater than themselves.

Safeguarding Commitments

St Gabriel the Archangel Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. The successful candidate will:

- place the safeguarding and welfare of children and young people above all other considerations
- comply fully with Trust and school safeguarding policies and procedures
- maintain appropriate professional boundaries
- undertake all required safeguarding training and maintain up-to-date knowledge of statutory requirements
- report concerns promptly and appropriately
- contribute to cultures in which pupils feel safe, listened to, respected and able to seek help
- demonstrate through their conduct the highest standards expected of those working with children and young people.

Appointment will be subject to all appropriate safer recruitment checks, including an enhanced DBS check and satisfactory references.

Benefits

Joining St Gabriel the Archangel CMAT provides an opportunity to combine the joy of classroom practice with the scale and influence of system leadership. The successful candidate will benefit from:

- the opportunity to influence mathematics education across a large and diverse family of schools
- a role that enables exceptional practitioners to remain connected to teaching while developing Trust-wide leadership experience
- significant opportunities for professional development, coaching and formation
- access to expertise and professional networks across the Trust
- opportunities to work alongside senior educational and executive leaders
- the chance to shape Trust-wide mathematics strategy, professional development and practice
- opportunities to develop expertise in school transformation and system leadership
- a supportive Catholic community united by a shared mission
- appropriate pension arrangements and employment benefits
- employee wellbeing and support arrangements

- the opportunity to make a measurable difference to the lives and opportunities of thousands of children and young people.

Person Specification

Qualifications

Criteria	
Qualified Teacher Status (QTS)	E
Degree or equivalent recognised qualification	E
Strong academic or professional background relevant to mathematics education	E
Evidence of sustained and relevant professional development	E
Mathematics degree or closely related subject qualification	D
Relevant postgraduate qualification	D
Coaching, leadership or professional development qualification/accreditation	D

Experience and Leadership

Criteria	
Exceptional track record as a mathematics classroom practitioner	E
Evidence of securing strong outcomes for pupils in mathematics	E
Successful experience of improving the practice of other teachers	E
Experience of coaching, mentoring or developing colleagues	E
Evidence of improving outcomes for disadvantaged pupils and/or pupils with SEND	E
Experience of mathematics curriculum design, development or implementation	E
Ability to demonstrate and model excellent teaching practice	E

Experience of using assessment and performance information to identify priorities and improve provision	E
Successful mathematics subject or departmental leadership	D
Experience of supporting mathematics improvement beyond one's own classroom or department	D
Experience of working across more than one school	D
Experience of designing and delivering high-quality professional development	D
Experience of supporting schools, departments or teachers experiencing significant challenge	D
Experience of developing other mathematics leaders	D
Experience of system leadership, Teaching School, Maths Hub, Trust-wide or equivalent collaborative work	D

Knowledge, Skills and Attributes

Criteria	
Exceptional knowledge of mathematics teaching and learning	E
Strong understanding of curriculum sequencing and progression in mathematics	E
Deep understanding of how pupils develop mathematical knowledge, fluency, reasoning and problem-solving	E
Strong understanding of effective assessment in mathematics	E
Ability to identify misconceptions and barriers to mathematical learning	E
Strong understanding of evidence-informed teaching and professional development	E
Ability to analyse complex information and identify the issues that matter most	E
Exceptional coaching and interpersonal skills	E
Ability to establish credibility quickly with teachers and leaders	E

Ability to challenge constructively while maintaining strong professional relationships	E
Excellent communication, presentation and facilitation skills	E
Ability to translate strategy and evidence into practical classroom action	E
Ability to work independently across multiple schools while contributing strongly to a wider team	E
Commitment to equity and exceptionally high expectations for every pupil	E
Intellectual curiosity and willingness to question established practice	E
Humility and willingness to learn from excellent practice in others	E
Resilience, adaptability and the capacity to work effectively in challenging circumstances	E
Commitment to the Catholic mission and values of St Gabriel the Archangel CMAT and willingness to support its distinctive ethos	E
Strong understanding of mathematics across different phases and key transition points	D
Knowledge of current national developments in mathematics education	D
Understanding of effective implementation and sustainable school improvement	D