

## Job Description

# Lead Practitioner of Mathematics

<b>Salary:</b>	L4 to L8
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	Teaching, learning, progress and behaviour management in the Faculty
<b>Job Purpose:</b>	To improve student outcomes and engagement by ensuring the quality of teaching and learning is consistently at or above the expected standard in the Faculty
<b>Accreditation:</b>	To be achieved within a maximum of 3 years

### Leadership of Teaching & Learning

- Have teaching skills which lead to excellent results
- Model outstanding and innovative pedagogical practice
- Develop and implement teaching and learning strategies throughout the Faculty which raise the quality of teaching and learning of all staff and therefore raise student standards and progress
- Take a lead role, working closely with the senior leadership team and other lead practitioners in developing, implementing and evaluating policies and practice that lead to school improvement
- Research and evaluate innovative curricular practices including leading edge technology for learning and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- Develop high quality teaching materials and schemes of learning throughout the Faculty to support outstanding teaching
- Drive the effective use and development of IT to support and enhance teaching and learning at individual and departmental level
- Teach a timetable appropriate to the demands of the role and the needs of the school
- Use local and national data to provide a comparative baseline for evaluating learners' progress and attainment, as a means of judging the effectiveness of teaching and as a basis for improving teaching and learning

### Strategic Direction and Development

- Ensure the HDHS standard of learning across the school in liaison with the Senior Lead Practitioner and Deputy Headteacher through coaching and mentoring staff
- Lead mentoring support plans for staff requiring to improve professional practice
- Analyse national, local and school data, research and inspection findings to inform Faculty policies and practices, expectations and teaching methodologies and to report regularly to the Headteacher, Senior Leadership Team and Senior Lead Practitioner on progress and plans
- Ensure teachers are planning lessons which meet the needs of all pupil groups
- Ensure effective assessment practice is in place

## **Monitoring and Evaluation**

- Lead structured monitoring and evaluation of all aspects of teaching and learning through lesson observations, feedback to teaching staff, work sampling and learner interviews, providing written reports to the Headteacher and Senior Leadership Team as necessary
- Lead quality assurance processes

## **Leading, Motivating and Developing**

- Contribute to the professional development and performance management of colleagues using a broad range of skills appropriate to their needs so that they can demonstrate enhanced and effective practice (e.g. Coaching, mentoring, induction)
- Lead Faculty and whole-school development and CPD
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes
- Support underperforming teachers to enable them to improve their practice
- Lead the induction, support and CPD of newly qualified teachers and liaise with all relevant organisations
- Contribute to the Initial Teacher Training Programme and liaise with other Lead Practitioners.
- Contribute to the professional development networks within the SIGMA trust
- Develop, implement and lead the school appraisal system
- Lead the development of career level profiles

## **Teaching**

- Set high expectations which inspire, motivate and challenge pupils
- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

## **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.

## **Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and

**GREATER THAN THE SUM OF ITS PARTS**

promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

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- communicate effectively with parents with regard to pupils' achievements and well-being.

### **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **General**

- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure all duties and services provided are in accordance with the trust's Equal Opportunities Policy
- The Trustees and Local Governing Committee are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified. The postholder will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description.

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