



St Gabriel
the Archangel
Catholic Multi-Academy Trust

Secondary School Lead Practitioner for Mathematics

Our Lady & St Chad Catholic Academy, Wolverhampton

Rapid Recovery | Exceptional Teaching | Sustainable Excellence

Contract

Full-time, Permanent

school-based role, with the potential to contribute to wider Trust mathematics development as the school's capacity and performance strengthen.

Reporting to

Principal / designated Senior Leader

Working closely with the mathematics team and Trust School Performance & Transformation colleagues.

Salary

Lead Practitioner pay range, commensurate with experience and responsibilities.

Purpose of the Role

The School Lead Practitioner for Mathematics is an exceptional practitioner-leadership role established to accelerate rapid and sustainable recovery in mathematics. In the first instance, the postholder's overwhelming priority will be the school. They will work directly alongside pupils, teachers and leaders to strengthen mathematics teaching, address gaps in learning, raise expectations and accelerate achievement. This is not an advisory role. The successful candidate will be an exceptional classroom practitioner who teaches, models, coaches and leads from within the department. They will work particularly closely with the pupils, classes and colleagues where their expertise can make the greatest difference, combining urgency around current outcomes with the development of sustainable capacity for the future.

The ambition is clear: rapidly improve mathematics now, while building the people, practice and leadership that will make excellence sustainable. As improvement becomes increasingly secure, the postholder will have opportunities to contribute to mathematics excellence, professional development and collaborative practice across the wider Trust.



'Together we will emulate the love of Christ and become the people God created us to be.'

Key Responsibilities

Job Purpose

The School Lead Practitioner for Mathematics will:

- accelerate improvement in mathematics teaching, learning and outcomes
- maintain an appropriate and significant teaching commitment, modelling exceptional classroom practice
- work directly with pupils and classes where additional expertise will have the greatest impact
- identify and address gaps in pupils' mathematical knowledge
- strengthen curriculum implementation, pedagogy and assessment
- coach and develop mathematics teachers
- work alongside the Head of Mathematics and senior leaders to diagnose accurately the barriers to stronger performance
- support rapid and effective implementation of agreed improvement priorities;
- strengthen outcomes for all pupils, with particular attention to disadvantaged pupils, pupils with SEND and those at risk of underachievement
- develop greater consistency in mathematics teaching across the department
- contribute to the development of a strong, ambitious and collaborative mathematics team
- build sustainable internal capacity so that improvement becomes increasingly embedded.

1. Accelerate Mathematics Recovery

The postholder will:

- work with leaders to establish an accurate understanding of current mathematics performance and provision
- identify the pupils, classes, curriculum areas and aspects of teaching requiring the most urgent attention
- use assessment intelligently to identify gaps, misconceptions and barriers to progress
- provide targeted teaching and intervention where this will accelerate pupils' learning
- support effective preparation for external examinations without narrowing the quality or ambition of the curriculum
- establish ambitious expectations for pupil progress and achievement
- evaluate frequently whether improvement actions are having the intended impact
- respond quickly where progress is not sufficiently rapid.

Recovery must be visible in classrooms, pupils' work, their confidence and ultimately their achievement.



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2. Teach and Model Exceptional Mathematics

Teaching is fundamental to this role. The postholder will:

- be an exceptional mathematics teacher
- undertake a significant teaching commitment
- model consistently high expectations, strong subject knowledge and exceptional pedagogy
- demonstrate excellent explanation, questioning, modelling and responsive teaching
- develop pupils' fluency, reasoning, problem-solving and mathematical thinking
- create classrooms characterised by challenge, participation and mathematical confidence
- provide demonstration teaching and opportunities for colleagues to observe exceptional practice
- co-plan and co-teach alongside colleagues where appropriate
- ensure their own classroom remains a place from which others can learn.

3. Mathematics excellence for all across the Department

The postholder will:

- coach mathematics teachers through supportive, precise and evidence-informed professional dialogue
- work alongside colleagues in classrooms rather than relying solely upon observation and feedback
- identify strengths and enable excellent practice to spread
- support teachers to strengthen areas of pedagogy requiring development
- facilitate collaborative planning, lesson study, modelling and deliberate practice
- support early career and less experienced teachers
- contribute to departmental professional development
- encourage teachers to question, reflect upon and continually improve their practice
- develop colleagues' confidence and expertise so that improvement is sustained independently.

4. Strengthen Curriculum and Assessment

Working alongside the team, the postholder will:

- ensure the development and implementation of an ambitious and coherent mathematics curriculum
- ensure curriculum sequencing enables pupils to build increasingly sophisticated mathematical knowledge
- identify and address gaps created by previous learning



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- support effective curriculum transition, particularly between Key Stage 2 and Key Stage 3
- strengthen approaches to assessment and responsive teaching
- ensure assessment information leads to meaningful classroom action
- support appropriate curriculum adaptation for pupils with additional needs without lowering ambition
- ensure all pupils are prepared exceptionally well for their next stage of education.

5. Build Leadership and Sustainable Capacity

Rapid recovery must lead to sustainable excellence. The postholder will therefore:

- work in partnership with the team rather than creating parallel leadership structures
- strengthen the leadership capacity of the mathematics department
- develop teachers who have the potential to lead and support others
- establish routines and approaches that remain effective beyond immediate intervention
- build collective responsibility for mathematics outcomes
- contribute to recruitment, induction and development where appropriate
- connect the department with excellent mathematics practice elsewhere
- celebrate success and build professional confidence
- progressively move from providing additional capacity to building additional capacity within the school.

Values and Behaviours

The successful candidate will:

- place pupils at the centre of every decision
- believe deeply that every pupil can succeed in mathematics
- maintain exceptionally high expectations regardless of pupils' background or starting points
- combine urgency with professional calm
- demonstrate rather than simply direct
- work alongside colleagues with humility and respect
- challenge underperformance constructively and courageously
- share expertise generously
- seek solutions rather than explanations for why improvement cannot happen
- use evidence and professional curiosity to ask the right questions
- build others rather than create dependency
- contribute positively to the Catholic mission and life of the school and Trust
- demonstrate the St Gabriel Characteristics and Our Lady & St Chad through their professional conduct.



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Safeguarding Commitments

Our Lady & St Chad is part of St Gabriel the Archangel Catholic Multi-Academy Trust and 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 pupils' safety and welfare above all other considerations
- comply fully with school and Trust safeguarding policies
- maintain appropriate professional boundaries
- undertake required safeguarding training
- recognise and report concerns promptly
- contribute to a culture in which pupils feel safe, known, listened to and supported
- demonstrate the highest standards of professional conduct.

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

Benefits

The successful candidate will have:

- an exciting opportunity to play a pivotal role in the transformation of mathematics within Our Lady & St Chad Catholic Academy
- the opportunity to remain an exceptional classroom practitioner while developing significant leadership experience
- access to Trust-wide mathematics expertise, professional learning and collaboration
- high-quality coaching and professional development
- opportunities to work alongside Trust School Performance & Transformation colleagues
- the potential, as school improvement becomes secure, to contribute to mathematics excellence across the wider Trust
- opportunities for future leadership and professional progression
- appropriate pension and employment benefits
- the opportunity to make an immediate and lasting difference to pupils and colleagues.



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Person Specification

E = Essential | D = Desirable

[Insert Table of Qualifications, Experience, Knowledge and Skills]

What Success Will Look Like

Success will not simply be that the Lead Practitioner teaches excellent lessons. We will see:

- Pupils catching up
- Gaps closing
- Expectations are rising
- Teaching is becoming stronger
- Teachers growing in confidence and expertise
- The curriculum is becoming increasingly coherent
- Outcomes strong and accelerating
- Leadership capacity strengthening

And, crucially, the school is becoming increasingly able to sustain exceptional mathematics from within.

The first mission is rapid recovery. The lasting legacy is mathematical excellence.



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