

JOB DESCRIPTION

Job Title: Lead Practitioner and Second in Maths

Grade: Leadership Scale – Points 4-7

Reporting to: Subject Leader Maths/Deputy Headteacher

Location: Crofton Academy (Castleford Academy Trust)

Primary Objectives/Main Areas of Responsibility:

- To be an outstanding Lead Practitioner to inspire, guide and advise on best practice in the Academy.
- To work within the teaching and learning team and in conjunction with the Deputy Headteacher (Teaching & Learning) to support whole school improvement and act as an excellent practitioner to work collaboratively to achieve 'outstanding' teaching and learning across the whole school.
- To be a Lead Teacher of Maths who can promote and enhance the quality of Maths teaching and learning across all key stages.
- To share your practice with others in a constructive and collaborative manner both in Maths and across whole school.
- To support teachers when teaching is not yet 'good' by accurately highlighting strengths and areas for improvement and formulating support plans/coaching plans to support improvement.
- To support leaders to plan, implement and report on their area of responsibility.
- To contribute to the strategic development of the Academy by implementing both department and whole school initiatives that promote outstanding outcomes for pupils.
- To support the Subject Leader who is accountable for all year groups in the Maths department and their effective and efficient management.
- To support the Subject Leader who is responsible for the delivery and development of teaching and learning in the Crofton Academy Maths department, ensuring that each student is positively encouraged to develop fully.
- To support the Subject Leader to maintain an overview of work being completed and progress, target and actual levels at all key stages.
- To work alongside the Subject Leader in the leadership of the department as a whole.
- To deputise for Subject Leader in their absence and be responsible for a Key Stage when necessary.

Strategic

- Contribute significantly in developing and articulating a coherent vision for teaching and learning, showing a commitment to continuous improvement and short, medium and long term planning in line with the Academy Development Plan.
- Communicate any developments and educational initiatives/strategies to the Maths department.
- Provide leadership and support in the improvement of high standards of professional practice.
- Contribute to the development of curriculum, assessment and teaching and learning policies within the department in line with changes to the National Curriculum.
- Identify the strategic & departmental training needs for individual team members Continued Professional Development.
- To support with intervention plans to ensure all pupils at relevant Key Stages make better than expected progress.

Leadership & Management

- Contribute to the overall strategic direction and delivery of the Academy's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.
- To initiate and participate in departmental and whole school coaching including observation to assist colleagues' performance and aid collaboration and sharing of good practice.
- Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.
- Assist the Subject Leader in the monitoring and evaluation of the teaching and learning occurring within the department through classroom observation for performance management purposes.
- Champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect and encourage commitment to raising standards.
- To provide consistent professional support, guidance and encouragement and act as a role model for colleagues within the Maths department and our Academy as a whole.
- Use your observations to contribute to the evaluation of the Maths department's performance and overall effectiveness.
- Play a major role in the Academy's middle management structure in creating a vision, sense of purpose and pride about the Maths Department and its work.
- Contribute to the Maths Development Plan and Self Evaluation Form.
- Support the Subject Leader in creating an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. have involvement in the writing of the Department Development Plan in relation to your Key Stage area of responsibility.
- Setting aspirational targets for all pupils and plan provision to achieve them.
- Demonstrate strong leadership through strategic and analytical capabilities, in the development of all aspects of the Academy, including its policies and their implementation.
- Keep a high profile around Academy, taking command of areas at change of lessons and being visible and active during non-structured time.
- Work alongside a member of SLT (Deputy Headteacher) on a whole school strategy to improve Teaching & Learning for a specific group of students e.g. disadvantaged, KS3, low prior attainment, etc.
- Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community, etc.
- Identify and celebrate areas of success for individual teachers and the Maths Department.
- Assist in the creation of an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. aiding the Leader of Maths when writing the Department Development Plan and producing resources as a team.
- Provide input into the agenda for outstanding department meetings. Ensure Teaching and Learning is a high priority at all meetings.
- Implement Academy assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in Maths.

Teaching and Learning

- In collaboration with the Subject Leader, monitor and assess staff performance, including planning, marking, classroom practice, take appropriate action if in any way it is inadequate, giving support where necessary; advising staff on their professional development needs.
- Assist with the training and development of ECT's and student teachers.
- Undertake regular teaching and learning reviews; completing reports and returns, including annual reports to the Deputy Headteacher (Teaching and Learning).
- Maintain a stimulating working environment in all areas of the department ensuring a high standard of presentation, tidiness and display; monitors the condition of furniture and fabric, follows up misuse and reports damage, wear and hazards to the premises staff.
- Keep accurate, detailed and up-to-date records of all the work, achievement and plans of the department;

- Monitor and evaluate, on a regular basis, the teaching and learning occurring within the department through classroom observation for performance management purposes.
- Promote teaching and learning styles which ensure students realise their maximum personal and public examination potential.
- Ensure effective learning by developing and monitoring the appropriate use of marking to include clear target setting in classwork, coursework and homework.

Values

- Promote the department in a positive light at appropriate Academy functions including Parents' Evenings, Open Evening, and Presentation Evenings etc. This may include delegating responsibility to your team members to attend certain events.
- Help create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and pupils by offering leadership and advice.
- Ensure staff uphold the expectations and standards and principles of good classroom practice; encourage the sharing of good practice.
- Ensure departmental members participate with in-house training programmes to enable personal, professional and institutional development.
- Establish and foster effective working relationships with other departments where appropriate.
- Undertake professional duties that may be reasonably assigned to them by the Headteacher (e.g. cover etc).
- Act in all things as a positive role-model to other staff and students.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

Curriculum

- Keep abreast of National developments within your relevant area of responsibility and liaise with the HOD in making the most appropriate decisions that maximise the chance of success for every pupil.
- Provide appropriate syllabuses, schemes of work, homework programmes and activities all of which are properly differentiated, stimulating and stretching for each pupil; co-ordinate and monitor delivery to each year group.
- Support the Subject Leader in allocating pupils to teaching sets, maintain a pattern of pupil assessment in line with Academy & department policy, including written and practical tasks and internal examinations; monitor quality and presentation of homework, progress and performance in relation to ability; promote department strategies to encourage excellence.
- Contribute to the schemes of work which relate directly to the programmes of study and syllabuses at KS3 and KS4. These schemes of work must contain information on the knowledge, understanding, skill, attitudes and experiences required of the students; how students will develop or acquire the knowledge etc. and how acquisition will be assessed.
- Ensure complete familiarity with the range of examination syllabuses within the subject area.
- Follow departmental strategies and procedures (using national and Academy guidelines) for teaching and learning for pupils with special educational needs.
- Follow department guidance which identifies and supports the subject cohort of Gifted and Talented pupils by developing teaching strategies to meet their needs, sharing good practice, tracking pupil progress and setting specific departmental targets for the group.
- Support the implementation of exams at assessment periods.
- Along with the Subject Leader, oversee the provision of boosters, workshops and 1 to 1 tuition within the department.
- Along with the Subject Leader, monitor the setting and quality of homework within your relevant area of responsibility.

Effective Liaison/Communication

- Maintain effective methods of communication with the HOD, SLT, other staff, pupils, parents, governors, external agencies and the wider community including Primary links, etc.
- Communicate daily with department team members, making positive and constructive comments about work and pupil progress and keeping up to date with personal information, wider aspects of the Academy agenda, recreation opportunities and enjoyment and professional development.
- Meet regularly with Subject Leader for professional support and develop effective departmental management.
- Monitor the accuracy of exam entries and dates and work effectively with the exam officer within your area of responsibility.
- Act as the initial person for others to contact regarding all issues relating to your KS area of responsibility.
- Liaise with colleagues outside your department who are responsible for the same Key Stages within their subject in order to identify a consistency of practice.
- Develop constructive relationships with key members of the Academy and community and provide helpful and accurate responses to parent/carers enquiries.
- Seek information from external sources e.g. subject advisors and strategy managers to support and influence the work of all in the department to ensure best practice is being implemented at all times.

CPD - Continuing Professional Development – Personal

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the Academy Curriculum, which may lead to improvements in teaching and learning.
- Set yourself challenging yet realistic targets that contribute to school improvement and your professional development.
- Undertake any necessary professional development as identified in the Academy Improvement Plan taking full advantage of any relevant training and development available.
- Develop skills and knowledge for mentoring and coaching colleagues.
- Maintain a professional learning log and portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
- To keep up-to-date in subject knowledge and new developments in Maths.
- Keep up to date with methodologies in Maths teaching to ensure teaching approaches engage those pupils requiring scientific literacy for issues they will encounter through their working lives.
- Be aware of CPD offered through subject specific organisations.

Continuing Professional Development – Staff

- Contribute to, and take a leading role in, the provision of high quality professional development through an effective programme of lesson observation and feedback.
- Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
- Work with other teachers to develop practice by: leading professional development activities; assisting colleagues in matching teaching approaches to learning styles; providing demonstration lessons for (departmental) colleagues to observe within a framework of mutual trust and support.
- Establish a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
- Act as consultant to teams that develop strategies for pupils experiencing difficulties;
- Support staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
- Trial teaching procedures, reporting back on successes and areas for further development and be open to colleagues' contributions and judgments.
- Network with professionals at other/similar/feeder schools to enhance learning opportunities.
- Mentor and coach members of the team to support and improve practice

Subject Teacher

- Prepare, develop and deliver lessons in the timetabled subject, according to the schemes of work agreed within the department.
- Monitor and record the performance of students.
- Foster and maintain high standards of effort and discipline amongst the students and follow appropriate procedure when pupils fail to follow Academy rules
- Encourage effective learning by the appropriate use of formative assessment, clear target setting in both school and homework, and developing teaching and learning styles which enable participation by the students and which enable maximum performance in personal development and in public examinations.
- Build a working relationship with form tutors to enable effective communication on matters which concern members of their form group.
- Foster an atmosphere of mutual respect with students in all classroom activities.
- Develop and foster good working relationships with all staff - teaching, support staff and external service providers.
- Be involved in all development work undertaken by the department, in producing schemes of work, programmes of study, schemes of assessment, or any such similar materials.

Safeguarding Young People

- To be committed to the safeguarding and promotion of the welfare of young people and to demonstrate this commitment in every aspect of this post.
- To be responsible for the care and guidance for students within your mentoring form and also to ensure your classroom is a safe environment for students to learn.

Monitoring, Evaluation and Data Analysis

- To maintain an accurate record of students' progress, homework and assessments.
- To assess how well learning objectives have been achieved and use this assessment for future planning and teaching.
- To mark and monitor students' class and homework within a reasonable time frame, providing constructive oral and written feedback, setting targets for students' progress to ensure that students know their current level/grade of achievement and know what they have to do to raise their level of achievement.

Attendance and Behaviour

- To set high expectations for students' behaviour/attendance, establishing and maintaining a good standard of discipline through well-focused teaching, positive and productive relationships and through consistent use of the school's Behaviour policy to ensure all students are treated fairly.
- To set work for students absent from school for health or disciplinary reasons.
- To seek and provide advice as required from colleagues regarding support or intervention when behaviour or attendance concerns arise.
- To record student attendance in a timely manner.
- To play a pivotal role in rewarding student achievement and positive behaviour.

Relationship with Parents/Carers, Colleagues and the Wider Community

- To liaise with the Subject Leader Maths/Year Leader should written correspondence to parents be required.
- To maintain positive relationships with parents and carers, calling parents/carers as deemed necessary regarding student progress or if there are health and welfare concerns.
- To attend Parents' Evenings to keep parents informed of progress.
- To prepare accurate reports to parents/carers regularly.
- To establish effective working relationships with colleagues and other professionals.

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.

General Academy Responsibilities

- Contribute to and uphold the vision and ethos of Crofton Academy.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Promote team work within the team, working in partnership to ensure effective working relations.
- Treat all users of the Academy with courtesy and consideration.
- Be aware and comply with all Academy Policies at all times.
- To be a Form Tutor and teach Life & Society/Values as required.

Additional Roles that you may have:

ITT/ECT Mentoring

Assist with the training and development of Early Career Teachers and Student Teachers when required.

- Have regular meetings with students /ECT's
- Assess student teachers/ ECT's portfolio of evidence and ensure it meets assessment requirements.
- Attend ECT/Student teacher assessment training if required.
- Report to Induction Lead if any concerns

Form Tutor

- Maintain an accurate record of attendance for each student in the group if allocated a form or covering on an ad-hoc basis other form groups.
- Be responsible for the day to day pastoral care of each student in the tutor group:
 - to build relationships based on mutual trust, confidence;
 - to be aware of any students with special needs;
 - to build good working relationships with parents;
 - to offer advice on all aspects of the child's behaviour or work;
 - to monitor the health and welfare of each member of the form tutor group;
 - to monitor the performance of each child and set goals via action plans developed from the review procedure.
- Attend meetings organised by the Year Leader and/or other members of staff, as appropriate.
- Maintain accurate records on the students' progress in all subject areas and to store and to have available all information related to the students in your form group.
- Provide information to maintain the accuracy of the Academy database.
- Ensure that the personal file of the student contains copies of all documents relevant to the student.
- Write or to be involved in writing such references as may from time to time be required.
- Monitor the personal appearance, standard of uniform, progress and behaviour of members of the form tutor group.
- Check student planners regularly and to take the appropriate action in the case of incompleteness.
- Check circulated information closely to ensure that the students are kept well informed.
- Attend assemblies as appropriate and take registers.
- Attend parents evenings relating to members of their tutor group as appropriate.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification – Lead Practitioner and Second in Maths

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Qualified Teacher Status. ▪ A degree in Maths or other related subject. 	<ul style="list-style-type: none"> ▪ Middle leader training.
Experience	<ul style="list-style-type: none"> ▪ Outstanding teacher. ▪ Delivery of exceptional attainment for all pupils ▪ Demonstrate effective use of AFL. ▪ Developing appropriate SOW at both KS3 & KS4. ▪ Successfully implemented a key departmental project/initiative which involved people management skills. ▪ Working effectively as a Form Tutor. 	<ul style="list-style-type: none"> ▪ Developing partnerships with other schools and outside agencies. ▪ Experience of successfully leading of a Key Stage. ▪ Experience of writing department or whole school policy. ▪ Experience of mentoring ITT Students. ▪ Experience of leading a team.
Knowledge	<ul style="list-style-type: none"> ▪ Effective use of assessment and attainment data to improve departmental standards and practices. ▪ What 'outstanding' teaching and learning looks like. ▪ Understand the wide variety of courses available for pupils across KS3 & 4. ▪ How to get the best out of others ▪ Understand the Health & Safety regulations within Maths. 	<ul style="list-style-type: none"> ▪ Teaching and learning pedagogy. ▪ Leading people effectively.
Skills and Abilities	<ul style="list-style-type: none"> ▪ Ability to lead people and embed your vision within the department. ▪ Initiate and manage change and improvement in pursuit of strategic objectives. ▪ Excellent communicator. ▪ Competent user of ICT. ▪ Ability to interpret data effectively and implement intervention strategies where necessary. ▪ Ability to adapt to ever changing priorities. ▪ Make a significant contribution to the professional development of colleagues in your department and across the school through coaching and mentoring. ▪ Ability to identify skills within the team and utilise those skills to the benefit of the Academy, individual and department. ▪ Understand and have the ability to differentiate for the wide range of SEN pupils within the academy. 	<ul style="list-style-type: none"> ▪ Ability to develop others. ▪ Ability to observe teaching, highlighting strengths and accurate areas for development. ▪ Ability to put together teaching action plans that lead to outstanding outcomes.
Professional Development	<ul style="list-style-type: none"> ▪ Ability to provide evidence to show a commitment to professional development. 	<ul style="list-style-type: none"> ▪ Have taken a lead role in the delivery of school INSET.
Values	<ul style="list-style-type: none"> ▪ Committed to Castleford Academy Values. ▪ Committed to achieving the best for every pupil. ▪ Support Academy ethos and values at all times both within the Academy and the wider community. ▪ Committed to inspiring pupils and staff in the development of teaching initiatives and strategies, promoting 'Maths' as a subject. ▪ Active contribution to the wider part of Academy life. 	<ul style="list-style-type: none"> ▪ Active contribution to the wider part of academy life.
Personal Qualities	<ul style="list-style-type: none"> ▪ Inspirational, dedicated and motivated individual. ▪ Desire to be the best you can be. ▪ Passionate about the education of young people. ▪ Passion for Maths. ▪ Good sense of humour with the ability to stay calm under pressure. 	<ul style="list-style-type: none"> ▪ Potential senior leader.

Responsibilities for Resources:

Line Management Responsibilities: The job involves some direct line management responsibilities.

Financial Responsibilities: The job involves some direct responsibility for financial resources.

Physical Resources: The job involves some direct responsibility for physical resources.

Responsibility for Policy Development: The jobholder has some responsibility for policy development. and all staff are expected to be involved in policy consultation.

Responsibility for Student Outcomes: The jobholder may support students on a daily basis, with encouragement to reach their full potential in Maths and across a range of subjects taught at the Academy.

Working Conditions: The jobholder will work within the Maths Department on a daily basis.

Main Contacts: Headteacher, Associate Headteacher, Deputy Headteacher, Assistant Headteachers, Director of Maths, Subject Leader Maths, Students, Teachers, and other Schools/Academies within the local area.

Characteristics of the post:

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced DBS Disclosure
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Completed February 2026

Signature of Postholder:

Date:

This is a description of the job as it exists at present; All Academy Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.