**Leading Practitioner Mathematics**

SALARY SCALE: L8 – L12

RESPONSIBLE TO: Headteacher

Deputy Headteacher – Quality of teaching and Behaviour for Learning

**PRIMARY ROLE**:

To use the outstanding strengths and expertise developed as a classroom teacher to making a difference to the lives of young people.

The Lead Practitioner must be a self-assured presence in the classroom, who captures students’ imagination, inspires and motivates them, so that they make exceptional progress, whatever their starting point.

To draw upon proven high level skills as a classroom teacher to secure outstanding learning, not only for students taught by the LP but for those of other colleagues within the Mathematics Faculty and across the school.

Accountabilities: To be met in accordance with the provisions of the School Teachers’ Pay and Conditions Document and within the range of teachers’ duties set out in that document and the professional standards for teachers.

**JOB PURPOSE**

* To develop and implement Teaching and Learning initiatives and strategies throughout the faculty and school which raise the teaching practice of all members of staff and therefore raise student standards and progress
* To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence
* To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement
* To undertake research into best practice in other schools
* To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
* To develop high quality teaching materials and schemes of learning
* To use local and National statistical data and other information, in order to provide, a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning
* To support underperforming teachers to enable them to improve their practise
* To support ITT students/NQTs and liaise other lead practitioners
* To teach a timetable within specialism appropriate to the demands of the role and the need of the school

**LEADING, MOTIVATING & DEVELOPING PRACTICE**

* Have teaching skills which lead to excellent results and outcomes.
* Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons
* Carry out subject/quality assurance activities e.g. classroom observations.
* Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)
* Disseminate materials and advise on practice, research and CPD provision
* 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.

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|  | Essential |
| Qualifications | * Qualified Teacher Status * Degree or equivalent * Established and evidenced practice as an outstanding teacher over a prolonged period Professional Development |
| Teaching & Learning  Professional Development | * Evidence of a commitment to own professional development Outstanding classroom practitioner * Proven ability to raise standards in classrooms other than their own * Experience of leading teaching and learning initiatives beyond their own classroom * Excellent understanding of the components which comprise outstanding teaching and learning * Experience of giving effective feedback to colleagues about professional performance * Experience of coaching and mentoring colleagues * Experience of conducting lesson observations |
| Knowledge | * Use of assessment and attainment information to improve practice and raise standards * Use of strategies to promote good learning relationships and high attainment in an inclusive environment * Vision for the developments of Teaching and Learning * Strategies to enhance teaching and learning * Use of intervention strategies to address identified issues for development * Awareness of the latest developments and initiatives in education |
| Skills and experience | * Excellent interpersonal and communication skills * The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience * The ability to lead and foster positive professional relationships with students * Developing high quality learning strategies and monitoring learner progress to raise attainment * Evidence of high achievement in teaching across the Key Stages * Working effectively as a middle manager or currently leading a key responsibility/development within a team * Working effectively as a personal tutor * Experience of contribution to the professional development/mentoring of colleagues * Effective use of Assessment for Learning to engage learners as partners in their learning * Ability to establish curriculum development, assessment, coordination and coaching * Ability to plan and resource effective interventions to meet curricular objectives * Development of partnerships with other schools, business and the community |

**Person Specification**