

## Job Description

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<b>Job Title:</b>	Lead Practitioner - Maths
<b>Location:</b>	Thomas Middlecott Academy, Kirton, Lincolnshire
<b>Role Summary:</b>	We are looking for an outstanding Maths teacher to provide both excellent teaching and also potentially to lead on aspects of the developing Maths department. A Lead Practitioner would be consistently good or an outstanding teacher, with the results to prove it, who is ambitious and highly motivated to lead others. The Lead Practitioner will do everything possible to raise the quality of teaching and learning in MATHS and throughout the Academy.
<b>Background:</b>	<b>The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.</b>
<b>Reporting To:</b>	Faculty Leader
<b>Salary:</b>	DRET Leading Practitioner Scale (L6-L10)
<b>Hours:</b>	Full-time

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### Key Responsibilities

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#### Job Description

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The Maths Lead Practitioner at Thomas Middlecott Academy shall carry out professional duties as described in the School Teachers Pay and Conditions document. The Maths Lead Practitioner is directly accountable to the Maths Subject Leader.

The Lead Practitioner should support the Senior Leadership Team to create a culture of constant improvements and be an inspirational leader, committed to the highest achievements for all in every area of the Academy's work.

The Lead Practitioner will do everything possible to raise the quality of teaching and learning in Maths across the Academy and directly with the people they coach. This will be

achieved primarily through modeling, coaching and delivery of CPD.

### Key Duties and Responsibilities

- To develop and enhance the teaching practice of others in Maths across the Academy
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To raise standards of student attainment and achievement within Maths
- To help to raise the aspirations of students in the subject and in the Academy
- Drive the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving student outcomes;
- Ensure the Aspirations framework is embodied in every aspect of MAA.

### Purpose

To assist the Maths Faculty Leader in raising standards of teaching and learning and achievement in the Maths department by:

- Developing and improving the practice of teachers so that inadequate teaching and teaching that requires improvement is eradicated
- Planning high quality lessons and leading the delivery of consistently good and outstanding teaching and learning opportunities
- Leading, inspiring and motivating colleagues in developing their teaching and learning
- Identifying and addressing areas for improvement in teaching and learning. Supporting the development of staff to meet the challenge of any future changes to the curriculum
- Securing outstanding outcomes for all students as a result of consistently good and increasingly outstanding teaching
- Providing inspirational, innovative and motivational leadership of the improvement of teaching to enable all students and staff to achieve their highest potential
- Establishing a culture that promotes excellence, equality and high expectation of all students
- Carrying out the day to day duties of a classroom teacher on an exemplary basis in line with the School Teacher Pay and Conditions Document and Teachers Standards

### Leadership and Management:

As directed by the Maths Faculty Leader to provide dynamic and inspirational leadership in the Department and lead the development and implementation of key curriculum, and department initiatives by:

- Enthusiastically leading colleagues within a positive and supportive working atmosphere, with a common vision for success
- Assisting in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Faculty and department
- Contributing to the Faculty and department's plan and its implementation
- Planning and preparing courses and lessons
- Taking a lead role, working closely with other Lead practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for

their implementation to ensure high achievement through effective teaching and learning and whole Academy improvement

- Analysing national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Assistant Head teacher – Teaching and Learning
- Using local and national 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
- Taking a lead role in improving the effectiveness of assessment practice in the department in evaluating the effectiveness of teaching and learning
- Researching and evaluating innovative curricular practices and drawing on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- Leading and supporting the development of post-16 courses in the department and across school in liaison with external organisations

### **Teaching and Learning**

- Developing a high quality ethos of learning amongst students based on high expectations and a shared vision
- Leading and developing innovation in teaching and learning, embedding this across the department, Faculty and whole Academy
- Developing, implementing and reviewing support programmes, CPD and intervention to improve teaching and learning
- Delivering high quality support, mentoring, coaching, induction and CPD that improves teaching and learning and support professional development of colleagues
- Acting as an exemplary role model teaching good and outstanding lessons and supporting colleagues to develop their own practice
- Personalising and planning and teaching to ensure the achievement of students including those with SEND and Pupil Premium and other key groups
- Keeping up to date with new teaching and learning strategies and implement as appropriate to further develop the quality of teaching and learning across the department, Faculty and Academy
- Supporting underperforming colleagues to improve and develop good practice across the department, Faculty and Academy
- Taking part in demonstration and "model" lessons to support colleague professional development across the department, Faculty and Academy
- Observing and making accurate judgements of lessons, providing appropriate feedback

### **Systematically monitor and evaluate the quality of learning within the department and Faculty area and lead quality of learning improvement initiatives by**

- Monitoring the quality of planning and the use of planning time in the department
- Monitoring the quality of teacher marking and feedback
- Assist with the development and implementation and appropriate schemes of work and assessment

- Sampling students' books and work for quality assurance

### **Monitoring, Evaluation and Assessment:**

Support the analysis and evaluation of student achievement within the department by:

- Using baseline data and assessment records to evaluate the quality of achievement of individuals and teaching groups within the department
- Comparing achievement within the department with other in school groups and subject areas, and national statistics and trends

### **Training and Development of Self and Others:**

Support the monitoring the CPD of individuals/groups/ within department, Faculty and Academy by:

- Specifying areas for development as identified through quality assurance procedures, approving and monitoring INSET requests
- Involvement in the Performance Management procedure overseeing the effective induction and development of NQT and new staff
- Maintain own skills and knowledge as a practitioner to a level required to be Good or better teacher

### **Disseminating Best Practice:**

- To model outstanding practice and to be observed as necessary
- To see out exceptional practice from other institutions so that we continually develop our practice
- To work collaboratively with other AAT Lead Practitioners
- Use your learning to develop new and effective approaches to teaching and learning across the Academy
- Identify educational research to enhance existing practices

### **Teaching Duties:**

#### **Planning:**

- Plan teaching to achieve progression in students' learning through:
  - i) identifying clear teaching objectives and content, appropriate to the subject matter and the students being taught, and specifying how these will be taught and assessed
  - ii) setting tasks for the whole class, individual and group, including homework, which challenges and motivates
  - iii) setting appropriate and demanding expectations for students' learning, motivation and presentation of work
  - iv) setting clear targets for students' learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do
- Provide clear structures for lessons, and for sequences of lessons, which maintain pace, motivation and challenge students
- Make effective use of assessment information on students' attainment and progress in the teaching and planning of lessons and sequences of lessons, including SEN and EAL needs

- Ensure coverage of the relevant examination syllabus and National Curriculum programmes of study

### **Teaching and Class Management :**

- Ensure the effective teaching of classes and individuals, so that teaching objectives are met and best use is made of available teaching time
- Establish and maintain a purposeful working atmosphere
- Set high expectations of students' behaviour through well-focused teaching and consistent application of the Behaviour Policy and other school systems
- Establish a safe environment, which supports learning and in which students feel secure and confident
- Use teaching methods which sustain the momentum of students' work and keep all students engaged through:
  - i) matching the approaches used to the subject matter and students
  - ii) clear structure and presentation of content
  - iii) effective use of resources and time
  - iv) providing opportunities for students to consolidate their knowledge and skills, both in the classroom and the setting of well-focused homework
- Meet the requirements of the Code of Practice, implement and keep records on individual education plans (IEPs) and report progress and concerns as required
- Evaluate own teaching critically, including taking responsibility for professional improvements targets and monitoring progress

### **Assessment, Recording and Reporting :**

- Mark and monitor students' class work and homework as required by subject and school policies
- Assess and record student progress as required by subject and the Academy's policies, including National Curriculum and other standardised tests, and baseline assessment where relevant
- Write reports and profiles as required, including the National Record of Achievement
- Participate in appropriate meetings with colleagues, parents/guardians and other external agencies as appropriate

### **Other:**

- Act as form tutor or co-tutor as required, and follow the routines and procedures outlined in the Staff Handbook
- Staff undertake academic and pastoral tutoring as required
- Deliver PSHEE as required
- Participate in curriculum, pastoral, administration and organisation meetings
- Contribute to the work of curriculum and pastoral teams
- Take responsibility for own professional development and keep up to date with research and development
- Cover for absent colleagues in accordance with the Academy policy

- Contribute to examination arrangements
- Implement Academy policies consistently and follow the procedures outlined in the Staff Handbook
- Undertake any other duties reasonably required by the Faculty Leader
- Undertake any appropriate duty as requested by SLT which supports the overall aims and objectives of the Academy Development Plan

**NOTE:**

This Job Description may periodically be varied after consultation with the post holder.

Post-threshold teachers will, additionally, be expected to meet the national standards for those on the Upper Pay Scale

**Key Responsibilities – all staff**

- To support the academy ethos
- To contribute to academy-wide events including curriculum-focused events as part of the wider curriculum team, as and when required
- To support and contribute to the academy's commitment to 'Every Child Matters' to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
- To be aware of the academy's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times
- To be aware of and comply with the codes of conduct, regulations and policies of the academy and its commitment to equal opportunities

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**Person Specification**

**Qualifications and Professional Development**

**Essential**

- Degree or equivalent
- Qualified Teacher Status
- A sound academic background in MATHS
- Exemplary, outstanding practitioner
- Excellent classroom practitioner
- Good communication and
- Effective team member and leader

**Desirable**

- Evidence of professional development relevant to the AST or Lead Practitioner Standards
- Experience of providing professional development to teachers, including coaching, mentoring and training
- Experience of preparing and leading training sessions
- Experience of providing support, advice, coaching and guidance to colleagues to improve the teaching practice of others

## Knowledge, Skills and Competencies

### Essential

- Maths National Curriculum and GCSE Maths syllabus
- Excellent knowledge of classroom skills and Teacher Standards
- Excellent understanding of the Ofsted framework and what constitutes effective teaching and learning
- Contemporary pedagogy
- Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour
- Familiar with recent developments in the teaching and learning of the subject including strategies for raising achievement
- Experienced in using a range of teaching and learning styles
- Able to use assessment data to improve achievement
- Equal opportunities
- Able to use ICT across the curriculum and for administrative purposes
- Understand how the National Curriculum applies to all students
- Accepting of how the Academy Specialisms can be incorporated into the subject

### Desirable

- Knowledge and understanding of the International Baccalaureate

## Experience

### Essential

- Experience of teaching in a UK school

### Desirable

- Experience of contributing to curriculum development within subject area