



ROLE DESCRIPTION FOR LEAD PRACTITIONER IN MATHS

LINE MANAGED BY: **DIRECTOR OF MATHS**

CORE PURPOSE

- To assist and lead on the development and implementation of dynamic teaching and learning strategies throughout the department and school which improves teaching practice of all members of staff and therefore raises student standards and progress.

SPECIFIC RESPONSIBILITIES:

- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners and securing outstanding results for the groups in which you teach
- Demonstrate excellent and innovative pedagogical practice, and disseminate practice to others
- To undertake research into good and best practice in teaching and learning and evaluate their usefulness
- To work closely with senior leaders to identify and deliver appropriate differentiated CPD
- To take an active role in establishing and facilitating teaching and learning communities
- To develop a thorough understanding of how learners learn and share good practice with other staff
- To keep abreast of practice and pedagogy and take risks in the classroom with new and creative ideas, encouraging others to do so
- Be responsible for developing your own practice, knowledge and pedagogy to remain an outstanding practitioner
- To coach and mentor new staff and be involved in the induction of NQT/ITT/ PGCE students
- To coach and mentor staff whereby the quality of their teaching requires improvement
- To develop innovative intervention packages and programmes for groups of learners within the department and across the wider school to close gaps in achievement
- To develop innovative and imaginative revision programmes for learners at all key stages
- To lead on the development of a bespoke provision for the most able students
- To work with senior leaders on achieving the objectives as set out for Teaching and Learning in the college improvement plan

- To review and develop an exciting curriculum in your subject area which creates a love of the subject for students
- To take an active role in the appraisal process taking responsibility for appraising others
- When necessary, partake in QA activities as directed by the leadership team
- To lead on developing systems and processes for ensuring the school environment is conducive to learning and promotes achievement
- To evaluate the effectiveness and impact of the role in the wider school community, producing reports when required
- To develop links with primary schools to ensure a smooth transition from a KS2 to a KS3 curriculum
- Undertake any other reasonable duties to ensure the effective running of the department and wider school

GENERAL TEACHING RESPONSIBILITIES:

Ensure fulfilment of the teacher standards by:

- Preparation, planning and assessment
- Implementing new ideas and initiatives
- Work as a team member of ensure a high quality of teaching and learning
- Responding to current college initiatives
- Undertake any duties commensurate with the role as reasonably requested by the Head Teacher
- Be aware of relevant issues and ensure the safeguarding and welfare of students
- To promote and safeguard the welfare of children and young people for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
- To report any causes for concern relating to the welfare and safety of children to the designated person and the Head Teacher or if unavailable the designated safeguarding governor or a member of the Senior Leadership Team
- To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school
- Fulfil the role of mentor
- To take reasonable care for the health and safety of themselves and other persons who may be affected by their activities and where appropriate, safeguarding the health and safety of persons under their control and guidance in accordance with the provision of Health and Safety legislation

Person Specification: Lead Practitioner in Maths

	Essential	Desirable	Method of Assessment A, I, R
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree in a relevant subject 	<ul style="list-style-type: none"> • Evidence of continuous INSET and commitment to further professional development 	A
Experience	<ul style="list-style-type: none"> • Consistently graded good or outstanding through lesson observation • 3 or more years' experience as a successful classroom teacher • Evidence of good or better achievement/progress data for qualification groups • Effectively carry out the duties of a Tutor/Mentor 	<ul style="list-style-type: none"> • Experience of delivering good or better Maths lessons at KS5 • Taught in more than one school • Led departmental or whole school initiative • Experience of coaching / mentoring colleagues 	A, I, R
Knowledge and understanding	<ul style="list-style-type: none"> • Understanding of the teacher standards and their application • Understanding of how to engage students in learning • Extensive knowledge of Teaching and Learning practice and pedagogy • Understanding of achievement data and how it is analysed • Awareness of a teachers role in safeguarding of young people • Understanding the importance of effective marking and assessment 	<ul style="list-style-type: none"> • Understanding of school/national performance data • Have been involved in the delivery of CPD/training of others • Awareness of the OFSTED framework and its influence in Science 	A, I
Skills	<ul style="list-style-type: none"> • Ability to deliver good or better lessons • Capable of leading and developing staff • Can creatively engage students in a variety of ways • Have a wide range of teaching and learning strategies 	<ul style="list-style-type: none"> • Can share good practice credibly with others • Understand the principles of coaching • Solution Focussed 	A, I, R

Personal characteristics	<ul style="list-style-type: none"> • Has clear leadership skills • Can work as part of a team • Organised and proficient • Contribute to an inclusive ethos • Ability to earn respect from stakeholders • Integrity, optimism and resilience • Confident and clear communicator • An ability to fulfil all spoken aspects of the role with confidence through the use of English language 	<ul style="list-style-type: none"> • Take part and lead in the wider school life • Motivational of others • Ambitious and willingness to progress further in career 	I
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Methods of Assessment

A = Application I = Interview Process R = Reference