**Person Specification for**

**Lead Practitioner for Mathematics**

**Morecambe Community High School**

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**Learn | Believe | Achieve | Thrive**

**Be the best you can be...**

***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded from the shortlisting process

**PERSON SPECIFICATION AND JOB DESCRIPTION**

**JOB DESCRIPTION:** Lead Practitioner – of Mathematics

**GRADE:**  Lead Practitioner scale - (LPR5 £43,454 – LPR10 £49,199)

**RESPONSIBLE TO:** Deputy Head Teacher and Faculty Director of Mathematics

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| **Primary Purpose** | The Lead Practitioner in Mathematics is a leadership role without departmental responsibility. Lead practitioners are role models of excellence and contribute to whole school improvement through developing other staff. |

**This is a new post at Morecambe Community High School and some aspects of the role are open for discussion with the successful candidate.**

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|  | The post holder will be responsible improving the quality of teaching in Mathematics by modelling excellence in the classroom, exploring fresh approaches, and coaching and mentoring staff |
|  | The post holder will be an outstanding teacher and working with the whole school lead for T&L, will offer demonstration lessons, class room observation and become part of the whole school T&L strategy. |
|  | The post holder will be responsible for offering support to teachers who are experiencing difficulties in their role. |
|  | The post holder will be responsible for developing a numeracy across the curriculum strategy within their first year in post. |

**Experience, Skills and Knowledge**

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| **Quality** | **Essential** | **Desirable** | **How this will be assessed** |
| Good degree in specialist area | Yes |  | A/R/I |
| Teaching qualification with QTS | Yes |  | A/R/I |
| Further training or qualification in Mathematics and/or leadership |  | Yes | A/R/I |
| Experience of teaching Mathematics at KS3 and 4 | Yes |  | A/R/I |
| Ability to teach Mathematics at KS5 | Yes |  | A/R/I |
| Evidence of successful leadership experience | Yes |  | A/R/I |
| Evidence of successful staff development | Yes |  | A/R/I |

**Lead Practitioner standards**

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| **Quality** | **Essential** | **Desirable** | **How this will be assessed** |
| **Achievement and Standards**   * Has the ability to inspire others to achieve at an outstanding level with all groups of learners * Has the attention to detail required to monitor progress against targets and devise appropriate intervention strategies to address under performance * To Quality Assure the work of the other staff, Learning Support assistants and other intervention staff. * Can develop other staff to improve their performance * Has the personal credibility to lead whole school initiatives * Can create evidence based strategic plans to support and improve pupil progress | Yes |  | A/R/I |
| **Teaching, Learning and Assessment**   * The post holder is responsible for improving the quality of teaching in Mathematics through liaison with the Head of Mathematics. * Advising on and monitoring the most effective methods of teaching of all students including specific advice on the most able and on SEN students. * The post holder can develop and inspire staff to seek continuous improvement of their skills and practice * The continual evaluation of the aims, content and methods of teaching and learning and their revision when curriculum development or changing social and educational circumstances make it appropriate. * Cross-curricular aspects including ICT, Citizenship, Spiritual, Moral, Social and Cultural Development, literacy and numeracy. * Maintain and up to date knowledge of best practice in outstanding teaching and learning. * To forge links with outstanding providers to improve the quality of CPD in Mathematics at Morecambe Community High School. * Ensure the needs of all learners and the Morecambe Community High School community are reflected in any proposed development. * To ensure the Ofsted priorities for teaching and learning are addressed. * To provide the widest possible offer of Extra Curricular activities within the resources allocated. | Yes |  | A/R/I |
| **Student welfare and personal development**   * Be highly visible and assertive in management of behaviour. * Ensure praise is meaningful and timely * Ensure all school policies on behaviour and safety are fully embedded. * Safeguarding and Promoting the Welfare of Students by following the all school guidance on safeguarding and Child protection. * Monitor all volunteers, external agencies etc to ensure our safeguarding and health and safety policies are practised by all external bodies working with our students. * Offer support to colleagues in managing student behaviour. * Answering parental queries and interviewing parents if required (and completion of Interview Report forms for the appropriate pastoral staff). | Yes |  | A/R/I |

**Teacher Standards – In a lead practitioner role, it is a basic expectation that these standards will have been consistently met.**

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| **Quality** | **Essential** | **Desirable** | **How this will be assessed** |
| **Ability to set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Yes |  | A/R/I |
| **Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. | Yes |  | A/R/I |
| **Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the Science curricula, foster and maintain pupils’ interest in the subject, and address misunderstandings | Yes |  | A/R/I |
| * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Yes |  | A/R/I |
| * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard Mathematics. | Yes |  | A/R/I |
| **Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Yes |  | A/R/I |
| * Have evidence from performance management that your standard of teaching and learning is regularly good or better | Yes |  | R |
| **Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with Mathematics as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | Yes |  | A/R/I |
| **Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Yes |  | A/R/I |
| **Manage behaviour effectively to ensure a good and safe learning**  **environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | Yes |  | A/R/I |
| **Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. * willingness to teach across a range of learners from Morecambe Community High School and Federated schools. | Yes |  | A/R/I |
| * willingness to participate in extended services, enrichment and afterschool activities * ability to take on a pastoral/mentoring role with a form group of learners |  | Yes | A/R/I |
| **Professional Conduct**   * Commitment to treating pupils and other staff with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * High standards in your own attendance and punctuality. | Yes  Yes  Yes  Yes  Yes  Yes |  | R/I |

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| Note to Applicants**: Please try to show in your application form, how best you meet these requirements. Only applicants who can fulfil the essential criteria will be considered for interview. In the event of a high number of applications, only applicants who show they can meet all criteria will be selected for interview.** |

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| **Date Person Specification prepared/updated** | April 2018 |