**Lead Practitioner for Mathematics**

**Person Specification Essential Qualifications**

 ∙ Qualified Teacher Status

∙ Degree or equivalent

∙ Established and evidenced practice as an outstanding teacher over a prolonged period Professional Development

 ∙ Evidence of a commitment to own professional development Teaching & Learning

 ∙ 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

∙ 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