**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