

Job Description and Person Specification

Meridian High School Lead Practitioner (Mathematics)

Job Purpose:

We require a visionary teacher with outstanding professional skills to work in collaboration with our Head of Mathematics and the Senior Leadership Team to help our students achieve outstanding outcomes in Mathematics. Essentially, we're looking for one of the country's leading professionals to add some depth and experience to our Mathematics team and who can also become a key agent of our school CPD team, working so that teaching reaches a consistently high standard across the school.

Successful candidates will have outstanding specialist knowledge in Mathematics and experience of successful teaching throughout Key Stage 3 and Key Stage 4. They will have a proven track record as an excellent teacher, fully meeting the national professional standards for teachers and leaders.

You will be a key and instrumental leader in shaping the future success of our students. You will be a key teacher for the school who models outstanding teaching and learning (in and beyond Mathematics) and will play a pivotal role in coaching other teachers to deliver outstanding outcomes.

It is essential that all of our staff understand the culture and climate of the school, our community and the wider educational environment. A deep respect for young people and teenagers is a non-negotiable for each post holder.

Reporting to: Assistant Headteacher and working with the Head of Mathematics

ROLES AND RESPONSIBILITIES

Leading Learning and Teaching:

1. Support the Head of Department (HoD) Mathematics and SLT CPD leader to lead on new teaching and learning methodologies, ensuring that outstanding practice is shared with all staff.
2. Support the Head of Mathematics and SLT CPD leader to build a community of outstanding practice in teaching, learning and progress in Mathematics and throughout Meridian High School.
3. To develop innovation in learning and teaching by challenging and supporting staff across the school in the pursuit of outstanding progress for all students.
4. To assist in ensuring that best practice is the focal point of Mathematics T+L meetings, providing an opportunity for strategies to be discussed, evaluated and implemented.
5. To make available up to three lessons a week where you share (through observation) your own practice so that teachers can learn from you.
6. To ensure that all students are provided with a learning experience that is matched to their needs.
7. As required, observe teachers in line with the school's observation and feedback procedure, to improve the quality of teaching across the school
8. Work with the Headteacher and senior staff to develop ongoing training and staff development activities

Professional development and securing accountability:

1. To share the lead in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment in Mathematics.
2. To ensure that at least good teaching/progress is the minimum norm in Mathematics
3. Provide in-class professional development for teachers through modelling teaching practice

Professional development and securing accountability:

1. To support the vision and direction for Mathematics.
2. To support appraisal and Performance Management of Mathematics, ensuring it is a key driver for success.
3. To ensure effective professional development through internal and external CPD, linked to Performance Management objectives.

RAISING ACHIEVEMENT

Impact on the educational progress of students beyond assigned students:

1. To support the HoD monitor and evaluate assessment data across the subject to identify trends in student performance and progress, and issues for development.
2. Enable every child to become a successful independent learner of Mathematics.
3. Assist in leading the raising of student progress and achievement in public examination performance.
4. To support the HoD in developing rapid rates of progress for all students, including key groups.
5. To promote high expectations of students, identify appropriate progress and attainment targets and ensure that they are met.
6. To monitor student standards and achievement against annual targets with a focus on inclusion, particularly for vulnerable groups – EAL, FSM, G&T, SEN, LAC and gender differentiation.
7. To monitor student progress by prior attainment.
8. To use data to identify exceptional performance and underachievement that develops the quality of teaching in Mathematics.
9. To monitor planning, curriculum coverage and learning outcomes so develop the quality teaching in Mathematics.
10. To support staff in planning and implementing strategies to achieve student progress target levels and objectives.

Creating a positive climate for learning:

1. To ensure equality and safeguarding are at the forefront of all learning procedures.
2. To ensure positive relationships within Mathematics and ensure that these positive relationships enhance and enrich the experience of students and all staff.
3. To liaise with tutors and Heads Year to promote positive behaviour through implementing the school's Behaviour Policy, including the consistent use of sanctions and rewards.
4. To lead on inclusion within Mathematics to ensure that all individuals and groups of students have a positive learning experience.
5. To model and ensure emotionally intelligent leadership spreads throughout Mathematics.

As a Teacher:

The following generic responsibilities are consistent for all Classroom Subject Teachers. The Teachers' Terms and Conditions of employment cover all posts. All teachers will be expected to meet the appropriate Teacher Standards / Post Threshold Standards as a minimum requirement (relevant to experience).

Purpose:

- To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all students make at least good progress.
- Be accountable for the attainment and progress of all students who are taught by the post holder.
- Supervise and guide the work of any support staff (including Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) who are assigned to work with post holder's classes/students.
- To provide pastoral support and guidance for all students in the post holder's care, classes or tutor group.
- To contribute to the overall development work of the teaching and learning area team.

Teaching:

- To promote the teaching of House through excellent subject knowledge and enthusiasm for the subject and teaching interesting, challenging and engaging lessons.
- To set clear learning objectives and plan for and teach across the whole age and ability range for an appropriate proportion of the week.
- Use data to plan lessons and learning materials to motivate and support all students to make at least good progress.
- To have high aspirations and set challenging targets for all students.
- To set high expectations for students behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences.
- To work in collaboration with Teaching Assistants assigned to any teaching group/student within the group.
- Take account of students' prior attainment, learning styles and needs and use them to set appropriately challenging targets and learning activities.
- To promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning.
- To provide intervention activities for those students who need support to boost attainment/progress or who require additional challenge.
- Set work for students absent from school for health or disciplinary reasons.
- To manage the behaviour and discipline of students within the classroom in line with the school's Behaviour for Learning Policy
- To ensure that teaching room, resources and equipment are maintained in good order, with particular regard to Health & Safety and security of property.
- To use ICT and other technologies and learning resources as learning tools to inspire and motivate learners.
- To ensure that a stimulating learning environment is maintained in the classroom, including provision of a high quality of display.

Assessment Recording and Reporting:

- To maintain notes and plans of lessons undertaken and records of students' work, their attendance and attainment.
- To mark, assess and return students' work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement.
- To keep high quality records to promote tracking and monitoring of student progress using data and teacher assessment records.
- Use data and teacher records to set aspirational targets and plan challenging activities.
- To report and record student attainment, progress and results of assessments within the school's recording and reporting structure.
- To set and mark examinations assessments and coursework as assigned by the Subject Leader or member of SLT.

- Attend the appropriate Parent/Teacher Evenings and individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets.
- Be familiar with school records and information relating to students who have additional needs (including those who are gifted and talented) and use this information to ensure all students can access the curriculum and are supported to attain well and make at least good progress.

Pastoral Responsibilities:

- To take responsibility for promoting and safeguarding the welfare of children and young persons.
- To participate in the pastoral organisation of the school as a form tutor, if required.
- To be the first point of contact for parents/carers in the assigned tutor group.
- To monitor and set targets for the social and academic progress of individuals in the tutor group.
- To undertake responsibility for the delivery of tutorial programmes to the tutor group as required.
- To promote good attendance and punctuality and monitor in accordance with the school's Attendance Policy providing support/intervention for those who find it hard to maintain high standards.

General Professional Responsibilities:

- To attend meetings as part of the agreed meeting cycle.
- To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, T&L Area and whole school improvement work.
- To support and implement all relevant teaching and learning area policies.
- To act as a role model to students in respect of dress, attendance and punctuality and general conduct.
- To ensure that all deadlines are met as published in advance.
- To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g. duties, emergency cover).
- To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.

GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under-represented groups including those based on, ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Person Specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Degree in relevant subject area	✓	
Graded against Ofsted criteria and awarded a 1 (or 2) in all classroom observations	✓	
Evidence of relevant post-graduate training		✓
Accreditation as Advanced Skills Teacher		✓
Experience		
Evidence of successful teaching experience at Key Stage 3, 4 and/or 5	✓	
Experience of effectively using ICT in the classroom to support learning and teaching	✓	
Evidence of successfully using a range of effective learning and teaching styles	✓	
Excellent classroom management skills	✓	
Be an excellent practitioner	✓	
Evidence of active involvement in school-wide provision or initiatives		✓
Evidence of successful teaching at post-16		✓
Evidence of raising student achievement		✓
Evidence of successful involvement in behaviour improvement initiatives		✓
Experience of involvement in developing and supporting colleagues through coaching, mentoring, etc.		✓
Professional knowledge & understanding		
Knowledge of recent developments on subject	✓	
Ability to use target setting	✓	
Have overall understanding of National Curriculum and recent developments affecting secondary education		✓
Active involvement in curriculum development initiatives		✓
Students		
Ability to develop and sustain successful relationships with students	✓	
Ability to recognise individual learning needs and ensure adequate curriculum provision	✓	
Commitment to raising the achievement of all students of all ages and abilities	✓	
Evidence of effectively using assessment data to inform teaching and learning	✓	
Evidence of consistent and constructive marking procedures	✓	
Willingness to offer after-school club/activity		✓
Evidence of involvement in pastoral care and willingness to take a Form Tutor role.		✓
Interpersonal and Communication Skills		
Ability to develop and sustain successful relationships with colleagues at all levels	✓	
Ability to work effectively as part of a team	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Ability to plan, monitor, evaluate and review	✓	
Enthusiasm, energy, resourcefulness, creativity	✓	
Ability to communicate (verbally & in writing) with all members of the school community clearly	✓	
The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with the GLF Safeguarding and Child Protection Policy and the Staff Code of Conduct	✓	

Continuous Professional Development		
Evidence of participating in relevant CPD provided by the employer	✓	
Safeguarding		
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