**Job Description**

**Job Title – Senior Lead Practitioner**

**Pay Range – TLR 1A**

**Responsible to: Head of Maths**

**Core Purpose:**

Develop and implement an inspiring 11-16 Maths curricula which ensure student learning and progress are rapid and sustained.

**Key Accountabilities**

* Through expert subject and pedagogical knowledge, develop a curriculum to inspire our students to view the world through Mathematics, inspiring them to love the subject.
* To inspire students to become able mathematicians through creative approaches to developing reasoning and mastery across the academy.
* To develop a formal and informal maths curriculum that promotes reasoning, creativity and enables student to solve problems.
* To ensure that approaches to teaching and learning maths through the academy are informed by the latest research and developments both national and internationally.
* Support the Head of Maths in delivering research and development and coaching programmes.
* To lead on the production, implementation and evaluation of a delegated aspect of the continued professional programme.
* Support the Head of Faculty in improving the quality of teaching and learning.
* Identify and share best practice in all elements of teaching and learning across the academy, providing support and guidance to colleagues on all aspects of pedagogy.
* Create, deliver and monitor the impact of CPD resources and training sessions.
* Work with partner schools and colleges to identify, develop and share best practice.

**Achievement and Quality Assurance:**

* Lead on and be accountable for delegated elements of the academy and faculty improvement plan.
* Assess the impact of actions in the improvement plan; modify and develop actions to maintain continuous improvement.
* Develop quality assurance strategies which drive up standards of learning and teaching across the team, in line with the academy’s drive towards outstanding, whilst ensuring effective implementation of academy policies.
* Ensure student data is accurate and up to date and used proactively to develop individual targets which enable students to monitor their own progress.
* Use data analysis to inform planning and intervention, set high expectations and targets for students and staff to drive up achievement.
* Lead the development of outstanding curriculum provision including appropriate syllabuses and schemes of work which promote high achievement, outstanding student leadership and independence and spiritual, moral, social, and cultural development.
* Maximise opportunities for students to develop skills in reading, writing, communication and maths across the curriculum within the faculty.

**The Impact Education Leadership and Communication Framework Accountabilities:**

There is a shared commitment to leadership accountabilities at Castle Hall Academy. This commitment is aligned to Impact Education Leadership and Communication Framework which means:

**Leadership:**

* Supporting the Headteacher in the developing and embedding of the academy’s ethos and policies, taking responsibility for the creation, implementation and impact evaluation of specifically delegated aspects of the academy’s strategic plan as identified in the key accountabilities of the post.
* Being accountable for the strategic direction and delivery of the aims and objectives identified in the key accountabilities of the post and promoting high levels of achievement.
* Acting as a positive behaviour role model as per the Impact Education Leadership and Communication Framework.
* Accepting and acknowledging accountability to the Governing Body. Creating effective communication and strong working relationships to enable the Governing Body to discharge its duties to preserve the distinctive character of the academy.
* Being proactive in forging links with parents, community figures and external organisations to ensure the diversity of the outside world is reflected in the student’s experience of academy.
* Promoting a shared commitment to the safeguarding of children at all times.

**Leading and Developing:**

* Set clear direction for individuals to ensure key accountabilities are achieved. Challenge underperformance at all levels and, where appropriate, implement effective corrective action and follow up.
* Recognise individual contribution to motivate and encourage staff to continuously improve performance.
* Take ownership for and reflect on own practice CPD/performance management and coaching discussions ensuring that agreed actions are implemented.
* Ensure equal opportunity for training and development is given to all staff to reach their full potential by holding regular CPD discussions/coaching sessions and ensuring actions identified are followed up.
* Ensure effective communication channels for the team and others directly impacted by the key accountabilities.
* Communicate the bigger picture to the team and set organisational change in context.

**Communication:**

Castle Hall Academy also requires a commitment to the continuous improvement of communication internally and externally which translates into the following accountabilities:

* Liaise with the members of the leadership team to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the Academy Improvement and Development Plan/Academy Evaluation
* Develop effective working relationships with academy’s, partners, and other agencies and liaise with other educational establishments in order to promote continuity of learning, progression and curriculum developments.
* Ensure that the wider academy population is consulted and kept informed on updates/changes in a timely fashion through effective liaison with staff.

**Key Accountabilities – as a Classroom Teacher – (refer to national teaching standards)**

* Demonstrate good or outstanding subject and curriculum knowledge.
* Plan and teach well-structured lessons adhering to the academy’s teaching and learning policy.
* Set high expectations which inspire, motivate and challenge students.
* Be accountable for students’ attainment, progress and outcomes.
* Be responsible for creating, resourcing and sharing schemes of work and lesson plans.
* Promote high standards of literacy, numeracy and communication skills across the curriculum.
* Guide students to reflect on their progress and emerging needs, adhering to the academy’s marking policy.
* Adapt teaching to respond to the strengths and needs of all students – using appropriate differentiation and individual targets.
* Make accurate and productive use of assessment to track student progress, setting targets, inform planning and feedback to students.
* Ensure that the programme of learning for tutor time is effectively delivered.
* Be accountable for implementing the academy’s behaviour for learning policy and play an active role in the day to day management of student behaviour through duty rotas as and when required.
* Work collaboratively with teaching assistants ensuring they are fully briefed on lesson plans and expectations to enable them to fully contribute to improving student outcomes.
* Make a positive contribution to the wider life and ethos of the academy, including extra-curricular activities where appropriate.
* Give a positive impression of the academy at all times to external visitors and during education visits.

The Academy reserves the right to amend this document as necessary, after consultation with the individual concerned, in order to reflect changes in organisational requirements and ensure that the future goals of Castle Hall Academy are successfully achieved.