



# Dorset

## Studio School

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CENTRE OF EXCELLENCE FOR  
ENVIRONMENTAL SCIENCES

# Lead Practitioner in Mathematics

## Job Description

### Job details

**Salary:** LP1 - 4, £50,025 - £53,868

**Contract type:** full time, permanent

**Reporting to:** Head of Mathematics

### Job Purpose

- To secure excellent outcomes for all students from known starting points
- To improve the quality of teaching in mathematics through instructional coaching
- To support and assist the Assistant Principal (Quality of Education) and the Head of Mathematics in leading the strategic direction of inclusive, high quality mathematics provision
- To lead on the development of an inclusive, transition curriculum for those students below Age Related Expectations (ARE) at the normal point of entry so that teaching is impactful and progress accelerates
- To lead and advise on the delivery of mathematics in Project-Based Learning (PBL) time so that students apply mathematical knowledge and skills in real-world contexts
- To advise and contribute to the integration of the use of mathematical knowledge and skills in the Key Stage 3 Land & Environment curriculum
- To promote mathematics and its importance in our lives

### Main Responsibilities & Duties

#### School culture and behaviour

#### Teaching Maths

- To model consistently high-quality teaching and be able to demonstrate excellent practice to others
- To demonstrate excellent subject knowledge
- To demonstrate high quality planning and use assessment feedback to feed students forward
- To produce high-quality teaching materials that support excellent practice
- To be adaptive in order to respond to students' understanding of mathematical concepts

#### Curriculum

- To lead on the development of transitional assessment which quickly attains a good understanding of student strengths and weaknesses
- To lead on the use of manipulatives in order and representations to teach specific mathematical concepts in order to build foundational conceptual and procedural knowledge required for further progression
- To integrate the fluent recall of facts such as timetables into a transition curriculum

- To produce appropriate assessment resources for a transition curriculum in order to provide effective feedback so students know how to improve and can correct misconceptions through personalised intervention
- To oversee the implementation of structured, evidence-informed intervention(s) for those students significantly below Age Related Expectations (ARE) at the point of normal school entry so that progress accelerates
- To coordinate the assessment, review, and evaluation of intervention(s) in order to provide the next systematic steps for sustained improvements in mathematical knowledge and skills

## Teaching & Learning Pedagogy

- To lead on the development of pedagogical practice for effective math's teaching using evidence-informed strategies
- To lead on the guidance and support for improving teaching practice using instructional coaching and formulate action plans as appropriate
- To work with the Professional Tutor to support Early Career Teachers (ECT) as appropriate
- To act as an appraisal reviewer for staff within the mathematics department in agreement with the Head of Mathematics
- To liaise with other schools, academies, colleges and organisations to build a robust network of partners for potential collaboration with curriculum planning, curriculum enrichment, careers and workplace opportunities and quality assurance purposes.

## Improving student engagement with mathematics

- To increase the appeal and relevance of mathematics across the school as a key skill in problem solving
- To support the development of project-based learning by ensuring the application of mathematical skills is central to the investigation
- To encourage signposting and use of mathematics in other lessons with across the school curriculum through liaison with colleagues
- To lead on school conferences to connect mathematics with the real world and, in particular, land and environment industries
- To lead on workshops for parents and carers on how they can support their child/children with mathematics and any potential anxieties around the subject

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