



Noel-Baker Academy

A L.E.A.D. Academy

Candidate Information Pack

Lead Practitioner - Numeracy

Noel Baker Academy





Welcome from the Headteacher

I am incredibly proud to be the Headteacher of Noel-Baker Academy. We recognise that there is always opportunity for continual improvement; we want Noel-Baker Academy to not only be the Academy of choice in the local community, but to continually be improving in every aspect. It's an amazing place to work and I strongly encourage anyone considering applying for one of the roles below to get in touch with us via vacancies@noelbakeracademy.co.uk to arrange a visit to the school.

Paul Greenough – Headteacher



About Noel-Baker Academy

At Noel-Baker Academy everything we do is underpinned by our passionate belief that outstanding schooling is the right of every child, and a determination that such a vision is achievable. We believe that our students are entitled to the same breadth and depth of provision as any student attending any of the best schools in the country. This is a vision shared with the LEAD Academy Trust, of which we are a part. We are on a journey towards excellence and that with persistent effort, hard work and patience amazing things can and will be achieved for and by our young people. We believe in and aspire to provide an inclusive education for all. That is, high expectations of and for all pupils, an insistence on excellent behaviour, equal access to an academically rigorous curriculum taught by highly skilled subject specialists and a sharp focus on high value enrichment opportunities that will enable all students to excel. We will never accept that family background, socio-economic circumstances or prior attainment will inevitably limit young people's potential and so the profile of our intake will always be a reason for our provision, and never an excuse for our outcomes.



The Role: Lead Practitioner - Whole School Numeracy Development



As Lead Practitioner for Numeracy, you will play a critical role in improving the quality of teaching and learning in numeracy across the whole academy, ensuring that consistently strong, evidence-informed practice leads to improved outcomes for pupils in all subjects.

You will be an expert classroom practitioner in Mathematics whose teaching sets the standard for others. Through modelling, coaching and professional collaboration, you will support colleagues both within the Maths department and across the wider curriculum to refine their practice, strengthen subject knowledge and develop effective approaches to teaching numeracy.

A central aspect of the role will be working closely with the Curriculum Director for Maths and the Senior Leadership Team to support the effective implementation of the Mathematics curriculum, while also leading the development and embedding of a coherent whole-school numeracy approach. This will ensure that mathematical understanding, fluency, reasoning and problem-solving are consistently reinforced across subjects.

You will contribute to curriculum development where appropriate, particularly in relation to pedagogy, assessment and adaptive teaching, and will support subject leaders to identify meaningful opportunities to embed numeracy within their curriculum areas.

You will lead by example in the classroom, demonstrating excellent practice in areas such as explanation, modelling, questioning, feedback and the effective use of assessment. You will support teachers to use assessment intelligently to identify misconceptions, adapt teaching and improve pupil progress, both in Mathematics and in wider numeracy-rich contexts.

You will play a key role in professional development, delivering targeted coaching, mentoring and CPD for Mathematics teachers and, where appropriate, non-specialist staff, supporting them to develop confidence and consistency in teaching numeracy within their subject areas.

Improving outcomes for all pupils will be central to your work, with a particular focus on those pupils with SEND and other disadvantaged pupils. You will support colleagues to remove barriers to learning through adaptive teaching strategies and effective classroom practice, ensuring high expectations for numeracy for all learners.

What We Are Looking For

We are seeking an outstanding and reflective classroom practitioner with a proven track record of delivering high-quality Mathematics teaching in a secondary school setting and a clear commitment to improving numeracy across the curriculum.

The successful candidate will have deep subject knowledge and a strong understanding of effective Mathematics pedagogy, alongside a clear understanding of how numeracy underpins learning across subjects. You will be able to articulate what excellent teaching of numeracy looks like and how pupils develop secure mathematical understanding over time.

You will be confident in supporting and influencing the practice of others through coaching, modelling and professional dialogue, both within Mathematics and beyond. You will understand how to provide constructive challenge and support that leads to meaningful and sustained improvement in classroom practice.

You will be skilled in using assessment and evidence to inform teaching and in supporting colleagues to respond effectively to pupils' needs, including addressing misconceptions and securing progress for disadvantaged pupils and those with SEND.

We are looking for a professional who is collaborative, credible and committed to continuous improvement. You will demonstrate resilience, integrity and a strong commitment to high standards, while working positively within a team-based culture.

Above all, you will be passionate about Mathematics and numeracy education and committed to ensuring that all pupils experience high-quality teaching that enables them to achieve their full potential.

Why Join Noel-Baker Academy as Lead Practitioner – Whole-School Numeracy?

This role offers an exciting opportunity for an exceptional teacher to extend their influence beyond their own classroom while remaining firmly rooted in teaching and learning.



As Lead Practitioner for Whole-School Numeracy, you will have the opportunity to shape and improve numeracy practice across the academy, working collaboratively with subject leaders and teachers to strengthen pedagogy and improve outcomes. Your impact will be visible, practical and directly linked to classroom improvement.

You will join a supportive and values-driven team where professional development, collaboration and evidence-informed practice are central to school improvement. Leaders at Noel Baker Academy are committed to developing staff and recognising excellent teaching.

This role provides a strong platform for professional growth, allowing you to develop coaching and system-leadership skills while continuing to excel as an expert classroom practitioner.

What do our pupils say

‘Noel-Baker Academy is a place where pupils and teachers work together to help each other succeed. As a Year 11 head pupil, I’ve experienced first-hand how supportive, dedicated and passionate the staff are. This is an academy where teachers genuinely make a difference - not just in the classroom, but in the wider community too’.

‘Join Noel-Baker Academy and become part of a passionate teaching team committed to high expectations, strong relationships and outstanding learning. As we are supported as pupils, you will also be supported to make a lasting impact on our lives every single day’.

‘At Noel-Baker Academy, all staff play a vital role in our success and wellbeing as pupils. From my experience, you will be welcomed into a supportive, respectful and hardworking community where your contribution genuinely matters. Noel Baker is a place where staff can thrive, feel valued and truly enjoy coming to work every day. We do!’

‘As a Year 11 head pupil at Noel-Baker Academy, I can honestly say that the teachers here make a huge difference to our lives. We notice when teachers believe in us, push us and help us grow- not just in our subjects, but as people. If you join our academy, you won’t just be teaching lessons. You’ll be inspiring pupils, building relationships that really matter and helping us achieve things we didn’t always think we could’.

‘We appreciate teachers who care, who understand us and who want to see us succeed. If that sounds like you, we’d love to have you as part of our academy community’.

Our location and wider area

Noel-Baker Academy is ideally located in an area that combines excellent connectivity with a high quality of life making it an attractive place to both live and work. The academy is well connected to nearby towns and cities, by a good road network providing easy access to a wide range of professional, cultural and leisure opportunities while retaining a strong local identity.

The local area benefits from a welcoming community, good amenities and affordable cost of living, making it particularly appealing for those looking to settle, relocate or achieve a healthy balance between professional commitment and personal life. Many staff value the sense of community and the supportive, down-to-earth environment in which the academy sits.

One of the standout features of the area is the close proximity to the Peak District National Park, offering exceptional access to some of the country’s most beautiful landscapes. Within a short distance, you can enjoy:

- Walking, cycling and wide range of outdoor pursuits
- Stunning countryside, reservoirs and historic villages
- Space to unwind, recharge and maintain physical and mental wellbeing

For those that enjoy cities, you can reach the following city centres within a relatively short time:

- Derby – 4 miles
- Nottingham – 19 miles
- Leicestershire – 32 miles
- Lichfield – 26 miles
- Stoke on Trent – 37 miles

This unique setting allows staff to combine the demands of their role with the restorative benefits of nature and outdoor living. For many colleagues, the ability to step from a challenging and rewarding working day into such a rich natural environment is a significant and valued part of working at Noel-Baker Academy.

Benefits of being part of the Trust



Annual leave



Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.

Job Description



The Role: Lead Practitioner - Numeracy

Location:	Noel-Baker Academy
Salary scale:	Lead Practitioner 3 - 7
Salary pay range:	FTE £54,662 - £60,443
Hours:	Full-time
Contract Type:	Permanent

JOB PURPOSE SUMMARY:

To lead and drive the development and implementation of a coherent, evidence-based whole-school numeracy strategy that raises standards of mathematical fluency across all subjects and key stages. To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

The Lead Practitioner – Whole School Numeracy Development will have a timetabled teaching commitment commensurate with the role, complying with the teachers' standards and modelling best practice for others.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Strategic direction and development of the school

- Develop and embed a whole-school numeracy strategy aligned with the school improvement plan and national frameworks.
- Champion numeracy as a priority for academic success and personal development across the curriculum.
- Work collaboratively with senior leaders, subject leaders, and teaching staff to embed numeracy across all curriculum areas.
- Provide inspiring and purposeful leadership for all pupils within a caring and secure environment.
- Work in partnership with the Headteacher, Senior Leadership Team, Trust staff, pupils and parents in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community
- Promote and deliver the priorities and policies of the school by contributing to School Improvement and Development Planning, consistently and persistently implementing agreed policies and initiatives and adhering to the school's ethos within and beyond the school.
- Contribute to appropriate sections of the school self-evaluation framework.
- Lead on the development of pupil key skills and the use of new technology, maximising their ability to access all areas of the curriculum.

2. Teaching and Learning

- To be a dynamic and supportive member of the department, supporting the department leadership in its drive to become a leading edge, innovative and high performing team.
- Plan, develop, resource and lead a comprehensive and effective primary transition curriculum for Year 6/7 within the subject area; liaising with primary colleagues in key feeder schools and Year 7 subject teachers.
- Engage with a wide variety of evidence, including pupil attainment data, to assess colleagues' performance and devise tailored support.
- Model outstanding practice in the teaching of numeracy and mathematics, demonstrating innovative approaches to engage learners of all abilities.
- Support colleagues in identifying opportunities to develop numeracy skills within their subject areas.
- Deliver high-quality CPD sessions focused on numeracy pedagogy, adaption, and cross-curricular integration.



- Assist colleagues in the planning and delivery of the schemes of work, and provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject, and of different pupils.
- Liaise with SLT on present and future programmes for CPD, new staff induction, NQT induction and initial teacher training.

3. Leadership and Management

Under the direction of the Curriculum Director – Mathematics:

- Develop and oversee the delivery of programs to support children and groups of children with weak foundation knowledge in Mathematics to build fluency and confidence with number.
- Provide programmed opportunities for pupils to develop the skills required for effective learning; setting appropriate and challenging expectations for learning, motivation, and presentation of work.
- Coach and mentor colleagues to set high expectation for pupils' behaviour, establishing a good standard of discipline through effective planning, well focused teaching and through positive and productive relationships.
- Promote personalised learning by encouraging the use of teaching and learning strategies which develop the competence and confidence of every pupil to become independent and lifelong learners.
- Identify, after consultation with colleagues, more able pupils and those with learning support needs, and arrange appropriate action and intervention.
- Develop and lead a programme of enrichment activities which engage and stretch pupils in own area of responsibility.
- Initiate and foster extra-curricular activities which widen pupils' appreciation of the subject and contribute to the general life of the school.
- Work with staff in the department to ensure that all department rooms and areas present stimulating environments which help to influence pupils' attitudes positively towards the subject.
- Plan and administer the development and storage of relevant equipment, books and other resources.

4. Planning and development

- Develop and maintain systems to monitor the impact of numeracy initiatives on student progress and attainment.
- Analyse data to identify gaps and trends, and implement targeted interventions where necessary.
- Report regularly to senior leadership on progress towards whole-school numeracy objectives.
- Keep abreast of current developments in generic and subject specific pedagogy, ensuring the latest methods and innovations within the teaching and curriculum within the subject area are adopted as appropriate.
- Play an active part in the Teaching and Learning Team, developing a clear and well thought out understanding of current educational issues, theory and practice; disseminating through training and coaching opportunities, to achieve consistent high quality pedagogy across the school.
- Research and lead the implementation of pedagogy and practice proven to improve the attainment of those pupils who are disadvantaged (PP/SEN/D) through the dissemination and quality assurance of differentiated learning strategies in the department and across the wider school.
- Ensure effective teaching of whole classroom, groups and individuals so that learning objectives are met, momentum, pace and challenge are maintained and the best use is made of learning time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources.
- Work in collaboration with associate staff attached to any teaching group and their teaching colleagues to ensure joint planning and delivery of support to the pupil.
- Assist in setting expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching and learning.
- Assist the Director of Learning to; plan, implement and review specifications, medium term learning plans, assessment and reporting procedures, in accordance with school aims, policies and practices.
- Maintain a detailed knowledge of new GCSE specification and assessment criteria, liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Develop and sustain high quality teaching and learning of Literacy within the department and throughout the school.



5. Monitoring and Evaluation

- Analyse and interpret relevant national and school performance data to contribute to the updating of the L.E.A.D. Academy Trust Teaching Excellence Framework (TEF) and the school teaching profile.
- Monitor teaching standards in the Maths department and across the school as appropriate and use this analysis to identify both effective practice and areas for improvement.
- Assist in the quality assurance of teaching, learning and assessment within the department and across the wider school; engaging positively in the school's programme of learning walks and department Reviews.
- Seek out the views of pupils and their parents on the quality of teaching and learning; listening to the views of pupils about their preferred methods and styles of learning.
- Use data analysis to identify areas where individuals or groups of colleagues may need support to improve outcomes for pupils.

6. Communication and liaison with other colleagues

- Forge effective links with a range of educational partners, internal and external, to underpin the raising of pupil attainment.
- Promote a positive culture of numeracy across the school, ensuring students understand its relevance to everyday life and future careers.
- Lead whole-school initiatives, events, and enrichment activities that raise the profile of numeracy.
- Engage parents and carers in supporting numeracy development at home through workshops and resources.
- Take a lead role in the provision of high quality CPD within the department and, where required, across the school.
- Encourage the sharing of best practice by delivering model lessons and having an open policy of peer observations
- Ensure the highest standards in teaching and learning are continually modelled to all staff.
- Represent the subject, department or school in relevant internal or external meetings, training or events.
- Maintain effective relationships with other middle and senior leaders in the school.
- Liaise with other schools, post 18 education providers and local employers where appropriate.

7. Communication with parents and the wider community

- Establish a partnership with parents to involve them in their child's learning of the subject.
- Develop effective links with the wider community, including business and industry, to extend the subject and enhance teaching and learning.
- Promote the recognition that learning takes place outside the classroom context and provide opportunities to develop pupils' understanding by relating their understanding to real and work related examples.

GENERAL

The Lead Practitioner will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

- To be committed to safeguarding and promoting the welfare of young children and young people in line with the Governing Body's expectations of all staff and volunteers.
- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third-party organisations as required.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- To ensure that all duties and services provided are in accordance with the Academy Equal Opportunities Policy.
- To always respect confidentiality.
- To be familiar with the school's policies, procedures and working practices and adhere to them as appropriate.
- To undertake any training and development commensurate with the post.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with line manager.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> • Qualified Teacher Status. • A degree in relevant or related subject • Evidence of continuous professional development • Recent relevant in-service training in the subject area 	<ul style="list-style-type: none"> • Evidence of successful coaching at classroom level • Designated SLE

Skills and Knowledge	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> • Ability to teach to GCSE standard. • Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets. • Ability to develop and disseminate effective learning and teaching and classroom management strategies. • Ability to form and promote positive relationships with staff, pupils, parents, the local community and outside agencies • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively • Knowledge of curricula, specifications and assessment criteria of the leading subjects within the relevant department • Ability to use and promote a wide range of teaching methodologies • Ability to communicate, verbally and written, with a range of people and groups • ICT skills to develop, manage and report on performance data. 	<ul style="list-style-type: none"> • Ability to teach to A Level standard. • Ability to assess the performance of others and respond appropriately • Ability to devise effective support packages for colleagues, based on accurate identification of need

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Experience	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> • Proven track record of outstanding teaching • Successful and sustained delivery of outstanding attainment and progress • Innovation and creativity to engage, enthuse and progress learners' • Making effective use of Assessment for Learning to engage Pupils as partners in their learning • Leading the delivery of coaching and INSET sessions to support the professional development of others • Use of data to plan and implement intervention strategies to raise academic performance. • An understanding of improving Numeracy / Literacy Strategies. • Use of strategies to promote good pupil relationships and high attainment in an inclusive environment • Vision for the teaching of the subject • An understanding of Health and Safety regulations affecting the curriculum area • Emotional resilience in working with challenging behaviours and attitudes 	<ul style="list-style-type: none"> • Developing and leading strategies to sustain whole school improvement • Good understanding of the Ofsted inspection framework and of subject-level self-evaluation processes • Partnership working and collaboration within a school or local authority context

Personal Attributes	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> • Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners • A strong belief in the value of education in developing citizens • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline • Highly organised, literate and articulate • Highest levels of professional and personal integrity • A strong commitment to inclusion and overcoming barriers to learning and achievement • Personal resilience, persistence and perseverance • Commitment to the pursuit of continuous professional development by oneself and others • Commitment to safeguarding and promoting the welfare of children and young people 	



How to apply

Contact email: Vacancies@noelbakeracademy.co.uk

Contact number: 01332572026

Please complete the application form using the online recruitment portal found [here](#). If you have any questions, please ring or email on the information above.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, Primary Strategy Consultant Leader, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead



Empower



Achieve



Drive

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



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Primary Academies



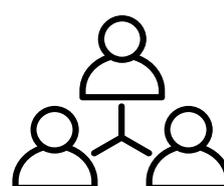
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Secondary Academies



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Geographical Regions



11,500

Pupils



1,650

Staff



Noel-Baker Academy

A L.E.A.D. Academy

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