Role Description

Lead Practitioner – Mathematics

Pay Range	**LPR 1 – 5 (£39,965 – 44,106)**
Accountable to:	**Director of Mathematics**
Responsible to:	**Principal**

Main Purpose of Post:

- Leading within the MLT Secondary framework, to support the Principal in maintaining an ambitious vision and ethos for Mathematics.
- Enact the aims and objectives of the MLT Secondary framework to ensure that the MLT Mathematics provision at Sir Thomas Wharton Academy is of the highest standard.
- Raise the attainment and progress of each student studying in Mathematics, to ensure students make at least good academic progress.
- Be a role model of highly effective teaching, learning and assessment and promote professional standards and expectations to young people, staff and broader community.
- Raise the attainment and progress of students in Mathematics through innovative curriculum design, first wave teaching, tracking, intervention and study support for young people.
- Develop ambitious, confident, resilient young people and adults.
- Equip all our young people to acknowledge and celebrate their skills, qualities and achievements, securing positive progression routes in a global market.

General Leadership Roles and Responsibilities:

The general responsibilities outlined below apply to all Lead Practitioners within the secondary arm of the Trust. This post will involve close working with all other colleagues to develop and enhance the teaching practice of others in across the Academy; to facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential; to raise standards of student attainment and achievement within Sir Thomas Wharton Academy and to help to raise the aspirations of students in the subject and in the Academy

Main Purpose of Post:

To assist the Director of Mathematics in raising standards of teaching and learning and achievement in the department by:

- Developing and improving the practice of teachers so that all teaching is good or better
- Planning high quality lessons and leading the delivery of consistently good and outstanding teaching and learning opportunities
- Leading, inspiring and motivating colleagues in developing their teaching and learning
- Identifying and addressing areas for improvement in teaching and learning. Supporting the development of staff to meet the challenge of any future changes to the curriculum
- Securing outstanding outcomes for all students as a result of consistently good and increasingly outstanding teaching
- Providing inspirational, innovative and motivational leadership of the improvement of teaching to enable all students and staff to achieve their highest potential
- Establishing a culture that promotes excellence, equality and high expectation of all students
- Carrying out the day to day duties of a school leader on an exemplary basis in line with the School Teacher Pay and Conditions Document and Teachers Standards

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Lead Practitioner – Mathematics

Leading and Managing Teaching, Learning, Achievement

- Leading and developing innovation in curriculum and teaching and learning, embedding this across the department.
- Developing a high quality ethos of learning amongst students based on high expectations and a shared vision
- Delivering high quality support, mentoring, coaching, induction and PLD that improves teaching and learning and support professional development of colleagues
- Acting as an exemplary role model, teaching good and outstanding lessons and supporting colleagues to develop their own practice
- Personalising planning and teaching to ensure the achievement of students is in line with expectations, including those with SEND, those considered disadvantaged and other key groups
- Keeping up to date with new teaching and learning strategies and implement as appropriate to further develop the quality of teaching and learning across the department, and Academy
- Supporting underperforming colleagues to improve and develop good practice across the department, Faculty and Academy
- Leading demonstrations and "modelling" lessons to support professional development across the department, Faculty and Academy
- Evaluating the quality of education collaboratively and providing appropriate feedback to staff.

Leading and Managing Monitoring, Evaluation and Assessment

Systematically monitor and evaluate the quality of learning within the department area and lead quality of learning improvement initiatives by:

- Develop and implement appropriate learning sequences
- Monitoring the quality of planning and the use of planning time in the department
- Monitoring the quality of teacher marking and feedback
- Sampling students' books and work for quality assurance

Support the analysis and evaluation of student achievement within the department by:

- Using baseline data and assessment records to evaluate the quality of achievement of individuals and teaching groups within the department
- Comparing achievement within the department with other in school groups and subject areas, and national statistics and trends

Leading and Managing People: Professional Learning and Development

As directed by the Director of Mathematics to provide dynamic and inspirational leadership in the Department and lead the development and implementation of key curriculum, and department initiatives by:

- Enthusiastically leading colleagues within a positive and supportive working atmosphere, with a common vision for success
- Assisting in the development of appropriate syllabuses, resources, learning sequences, marking policies and teaching strategies in the department

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Lead Practitioner – Mathematics

- Contributing to the department's plan and its implementation
- Taking a lead role, working closely with other Lead practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through innovative curriculum, effective teaching and learning and whole Academy improvement
- Analysing national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Director of Mathematics.
- Using local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning
- Taking a lead role in improving the effectiveness of assessment practice in the department in evaluating the effectiveness of teaching and learning
- Researching and evaluating innovative curricular practices and drawing on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- Leading and supporting the development of post-16 courses in the department and across school in liaison with external organisations

Leading and Managing People: Working with the Community

- Contribute to any elements of community development work in the Academy relevant to the role or responsibilities.
- Develop positive relationships with students, staff, parents and the community and ensure learning experiences are integrated with the wider community.
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
- Use every opportunity to promote the achievements of young people and the Academy
- Attend governors' meetings and agreed events in the wider community as required.
- Develop positive relationships and work effectively with colleagues across the Trust and from external agencies.
- Engage with specialist support services/multi agencies to support the children and young people and families within the school.

All senior leaders will be required to work across schools within the Trust and fulfil a system leadership role in supporting other schools by agreement with the Executive Principal/Principal.

This Role Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and pursuit of the 'National Standards of Excellence for Headteachers' (2015) underpins this role.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.

Maltby Learning Trust is committed to safeguarding the welfare of children and expect all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff.