



TAUHEEDUL EDUCATION TRUST JOB DESCRIPTION

Job Title:	Lead Practitioner - Maths		
School Base:	Eden Boys' School, Preston		
Reports to:	Senior Leadership Team	Grade:	MPS6/UPS3 + TLR 1
Staff Responsibility for:	As assigned	Term:	Permanent
Additional:			Full Time

JOB PURPOSE SUMMARY:

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 Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

Please note 'faculty' or 'subject' relates to any faculties/subjects of responsibility.

1. Strategic direction and development of the school

- a. Provide inspiring and purposeful leadership for the pupils within a caring and secure Islamic environment.
- b. Work in partnership with the Principal, Senior Leadership Team, Local Governing Body, Trust (TET), 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.
- c. 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.
- d. Contribute to appropriate sections of the school self-evaluation framework
- e. Lead on the development of pupil key skills in numeracy across the curriculum, their use of new technology and maximising their ability to access all areas of the maths curriculum.
- f. Lead on the effective use of the Accelerated Maths Programme to improve levels of pupil numeracy, particularly across Keystage 3.
- g. Develop and implement an effective numeracy policy and strategy to ensure this is embedded in practice across the school, assisting colleagues to develop schemes of work and lesson planning.

2. Leadership

- a. To be a dynamic and supportive member of the faculty, supporting the faculty leadership in its drive to become a leading edge, innovative and high performing team.
- b. 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.
- c. Contribute to the development of the schools' catch up premium plan and lead the implementation, monitoring and evaluation of the actions within the plan on a half termly basis.
- d. Develop, resource and implement a programme of literacy based activities to be delivered through the morning tutor programme.
- e. Engage with a wide variety of evidence, including pupil attainment data, to assess colleagues' performance and devise tailored support.
- f. Support the Director of Learning to strategically plan and implement regular meetings to support, mentor, coach and challenge subject staff to ensure they are working in unison to produce the highest quality of teaching and learning within their lessons.
- g. 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.
- h. Liaise with SLT on present and future programmes for CPD, new staff induction, NQT induction and initial teacher training.
- i. Provide appraisal and line management to selected staff, including through the setting and evaluation of challenging objectives and comprehensive reviews of performance.

3. Management of Pupils

- a. Model and provide differentiated schemes of work, short, medium and long term, that ensure continuity and progression in the subject for all pupils; including those of high ability and those with learning support needs.
- b. 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.
- c. 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.
- d. 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.
- e. Identify, after consultation with colleagues, more able pupils and those with learning support needs, and arrange appropriate action and intervention.
- f. Develop and lead a programme of enrichment activities which engage and stretch pupils in own area of responsibility.
- g. Initiate and foster extra-curricular activities which widen pupils' appreciation of the subject and contribute to the general life of the school.

4. Management of resources

- a. Work with staff in the faculty to ensure that all faculty rooms and areas present stimulating environments which help to influence pupils' attitudes positively towards the subject
- b. Support the SLT in estimating and managing identified whole school budgets
- c. Plan and administer the development and storage of relevant numeracy resources

5. Planning and development

- a. 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.
- b. 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
- c. 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 faculty and across the wider school
- d. 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.
- e. Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources.
- f. 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.
- g. Assist in setting expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching and learning.
- h. Assist the Director of Learning to; plan, implement and review specifications, medium term learning plans, assessment and reporting procedures, and the quality of numeracy based homework, in accordance with school aims, policies and practices.
- i. 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
- j. Develop and sustain high quality teaching and learning of Literacy within the faculty and throughout the school
- k. Contribute to the coaching and mentoring of staff, and where necessary the development of staff through personal support plans

6. Monitoring and Evaluation

- a. Analyse and interpret relevant national and school performance data to contribute to the updating of the Tauheedul Teaching Framework and the school teaching profile
- b. Monitor teaching standards in the faculty and across the school as appropriate and use this analysis to identify both effective practice and areas for improvement.

- c. Assist in the quality assurance of teaching, learning and assessment within the faculty and across the wider school; engaging positively in the school's programme of learning walks and faculty Reviews.
- d. Monitor and evaluate the teaching of numeracy on outcomes within the maths curriculum
- e. 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
- f. Use data analysis to identify areas where individuals or groups of colleagues may need support to improve outcomes for pupils in numeracy.

7. Communication and liaison with other colleagues

- a. Forge effective links with a range of educational partners, internal and external, to underpin the raising of pupil attainment. e.g. Primary colleagues, Transition Coordinator, SENCo, Universities, Trust Consultants, Local Authority partners, Teaching Schools
- b. Take a lead role in the provision of high quality CPD within the faculty and, where required, across the school
- c. Encourage the sharing of best practice by delivering model lessons and having an open policy of peer observations
- d. Ensure the highest standards in teaching and learning are continually modelled to all staff to help improve their personal classroom performance; assisting the SLT in charge of Learning and Teaching in coaching staff within the maths faculty and across school
- e. Represent the subject, faculty or school in relevant internal or external meetings, training or events.
- f. Maintain effective relationships with other middle and senior leaders in the school.
- g. Maintain appropriate links with teaching colleagues in all sections of Tauheedul Schools.
- h. Liaise with other schools, post 18 education providers and local employers where appropriate.
- i. Maintain appropriate links with all feeder schools, particularly during each phase of transition.

8. Communication with parents and the wider community

- a. Establish a partnership with parents to involve them in their child's learning of the subject.
- b. Develop effective links with the wider community, including business and industry, to extend the subject and enhance teaching and learning
- c. 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

9. Other responsibilities

- a. Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.
- b. Take responsibility for promoting and safeguarding the welfare of the children and young people in school.
- c. Carry out any such duties as may be reasonably required by the Principal or Chief Executive.

This appointment is with the Governing Body of the school, with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Tauheedul Contract.

Declaration

I have read, understood and accept the specific requirements and responsibilities outlined in this job description.

Name of employee

Signature of employee

Position: Lead Practitioner

Date

Name of Line Manager

Signature of Line Manager

Position of Line Manager

Date

Principal's signature

Date

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



TAUHEEDUL EDUCATION TRUST

PERSON SPECIFICATION

Job Title:	Lead Practitioner - Maths		
School Base:	Eden Boys' School, Preston		
Reports to:	Senior Leadership Team	Grade:	MPS6/UPS3 + TLR1
Staff Responsibility for:	As assigned	Term:	Permanent Full Time
Additional:			

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview / Task
QUALIFICATIONS				
	Qualified Teacher Status.	E	✓	✓
	A degree (2:2 or above) in relevant or related subject	E	✓	✓
	Evidence of continuous professional development	E	✓	✓
	Recent relevant in-service training in the subject area	E	✓	✓
	Evidence of successful coaching at classroom level	D	✓	✓
	Designated SLE	D	✓	✓
EXPERIENCE				
	Proven track record of outstanding teaching	E	✓	✓
	Successful and sustained delivery of outstanding attainment and progress	E	✓	✓
	Innovation and creativity to engage, enthuse and progress learners'	E	✓	✓
	Making effective use of Assessment for Learning to engage Pupils as partners in their learning	E	✓	✓
	Developing and leading strategies to sustain whole school improvement	D	✓	✓
	Leading the delivery of coaching and INSET sessions to support the professional development of others	E	✓	✓
	Use of data to plan and implement intervention strategies to raise academic performance.	E	✓	✓
	An understanding of strategies to improve Numeracy.	E	✓	✓
	Good understanding of the Ofsted inspection framework and of subject-level self-evaluation processes	D	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview / Task
	Use of strategies to promote good pupil relationships and high attainment in an inclusive environment	E	✓	✓
	Vision for the teaching of the subject	E	✓	✓
	An understanding of Health and Safety regulations affecting the curriculum area	E	✓	✓
	Emotional resilience in working with challenging behaviours and attitudes	E	✓	✓
	Partnership working and collaboration within a school or local authority context	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
	Ability to teach to GCSE standard.	E	✓	✓
	Ability to teach to A Level standard.	D	✓	✓
	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E	✓	✓
	Ability to develop and disseminate effective learning and teaching and classroom management strategies.	E	✓	✓
	Ability to assess the performance of others and respond appropriately	D	✓	✓
	Ability to devise effective support packages for colleagues, based on accurate identification of need	D	✓	✓
	Ability to form and promote positive relationships with staff, pupils, parents, the local community and outside agencies	E	✓	✓
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	✓	✓
	Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively	E	✓	✓
	Knowledge of curricula, specifications and assessment criteria of the leading subjects within the relevant faculty	E	✓	✓
	Ability to use and promote a wide range of teaching methodologies	E	✓	✓
	Ability to communicate, verbally and written, with a range of people and groups	E	✓	✓
	ICT skills to develop, manage and report on performance data.	E	✓	✓
PERSONAL QUALITIES				
	A passionate belief in the school's mission statement, including education in a school with a strong faith ethos	E	✓	✓
	Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners	E	✓	✓
	A strong belief in the value of education in developing citizens	E	✓	✓
	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	E	✓	✓
	Highly organised, literate, numerate and articulate	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview / Task
	Highest levels of professional and personal integrity	E	✓	✓
	A strong commitment to inclusion and overcoming barriers to learning and achievement	E	✓	✓
	Personal resilience, persistence and perseverance	E	✓	✓
	Commitment to the pursuit of continuous professional development by oneself and others	E	✓	✓
	Sympathetic to and supportive of the Muslim faith, ethos and designation of the school	E	✓	✓
SAFEGUARDING CHILDREN				
	Commitment to safeguarding and promoting the welfare of children and young people	E	✓	✓