

JOB DESCRIPTION

1. Job Information

Job Title:	Lead Practitioner in Mathematics
Responsible for and Work Location(s):	AISL Harrow Beijing
Department:	Upper School
Section:	Mathematics
Reporting to:	Upper School Head of Mathematics
Dotted Line to:	N/A
Line Managing:	Not main focus of this role which is about pedagogy and curriculum development/coaching but line management of mathematics team members will be negotiated (depends upon need/stage of development)
Relationships	<p>Internal Head of Department, Head of Year, Deputy Head Upper school, Academic Support Team, Students</p> <p>External Parents and other educational providers as required.</p>

2. Job Purpose

To drive excellence in mathematics teaching and learning across the school. As Lead Practitioner in Mathematics, you will:

- Model exemplary practice as an outstanding classroom teacher of mathematics across KS3, KS4 and KS5.
- Help develop high quality curriculum and co-curriculum plans and associated resourcing
- Coach, mentor and develop colleagues to improve their teaching practice through instructional coaching, lesson observations, learning walks.
- Lead professional development and drive evidence-informed teaching strategies through the design and delivery of high-quality CPD for the mathematics faculty and the wider school.
- Monitor and evaluate the quality of teaching, learning and assessment in mathematics, providing constructive feedback and follow-up coaching to secure improvement.
- Use data and research to design targeted interventions that raise student outcomes, analysing pupil performance data to identify trends, patterns, and areas for intervention.
- Help raise the profile of maths within the school community

This is a pedagogical leadership role focused on improving the practice of curriculum and colleagues not necessarily line-management.

3. Responsibilities and Competencies

Responsibilities

Educational Excellence for Life and Leadership

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*AISL Education Group is committed to the safety and protection of children.
All employees are expected to comply with our School Child Protection and Safeguarding Policy.*

1. Leading High-Quality Teaching and Learning

- Provide outstanding teaching which exemplifies best practice and sets the standard for the department.
- Lead the development and embedding of high-impact pedagogical approaches, ensuring consistency across all classrooms.
- Coach, mentor and support colleagues at all career stages, including new staff, and colleagues requiring additional development.
- Deliver model lessons, team-teach where appropriate, and facilitate lesson study or collaborative planning.
- Support teachers in developing adaptive teaching strategies to meet the needs of SEND, EAL
- Promote the use of high-quality assessment to inform planning and ensure students know more and remember more.
- In addition to your core role within the Mathematics department, you may also be deployed across other departments to support the quality of teaching and learning in line with wider school development priorities, and may contribute to upper school coaching and professional development programmes as required

2. Curriculum Leadership

- Support the Head of Department in the ongoing development enhancement of the Maths curriculum
- Ensure schemes of learning, assessments, resources and teaching sequences are coherent, knowledge-rich and well-structured.
- Evaluate and monitor curriculum implementation through learning walks, book looks, student voice and performance data.
- Contribute to developing consistent approaches to homework, retrieval practice and independent study.
- Support the alignment of curriculum planning across key stages and aid transition planning between KS2–3, KS3–4 and KS4–5.

3. Data Analysis and Intervention

- Support the HOD as required to analyse pupil performance data, including assessment results and progress tracking, to identify trends, patterns, and areas for intervention.
- Collaborate with colleagues to develop and implement targeted intervention strategies to support pupils who are struggling or at risk of falling behind in mathematics.
- Monitor the impact of intervention programmes, adjusting strategies as necessary to ensure that all pupils are making progress towards their academic goals.

4. Professional Development and Staff Support

- Lead department-based CPD and contribute to whole-school CPD on teaching and learning
- Provide coaching, training and research-informed guidance to enhance teacher performance and confidence.
- Lead CPD on curriculum design, modelling, feedback, assessment, and subject knowledge.
- Promote a culture of continuous improvement and reflective practice, modelling a growth mindset.

5. Quality Assurance and Standards

- Participate in and help lead departmental quality assurance processes, such as:
 - Lesson visits
 - Learning walks
 - Work scrutiny
 - Student voice

- Provide constructive feedback and follow-up coaching to secure improvement.
- Support the Head of Maths in developing action plans, self-evaluation, and reviews of departmental performance.

6. Wider Leadership Responsibilities

- Contribute to the strategic vision and direction of the Maths department.
- Lead or support enrichment and extra-curricular activities that promote mathematics beyond the classroom and that prepare students for the application and interview process at Universities and top universities
- Uphold and promote the school’s ethos, values and high expectations for behaviour, punctuality and engagement.

7. Teaching and Pastoral Responsibilities

- Teach high-quality Maths lessons to classes across appropriate key stages.
- Plan and deliver lessons which challenge, engage and inspire learners.
- Mark, assess and provide feedback in line with school expectations.
- Communicate regularly with parents and carers and maintain accurate student records.
- Ensure safeguarding concerns are managed promptly and appropriately.
- Uphold the highest standards of pastoral care
- To offer high levels of care and support as a form tutor paying particular attention to tutee’s personal development needs
- To proactively liaise with parents in order to support student progress, well-being and uphold the school’s strong reputation in the school community

8. Safeguarding, Equality & Health and Safety

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school.
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons. This post is subject to an enhanced Disclosure & Barring Service (DBS) check.
- Comply with the school's Equality and Diversity policies, promoting equality of opportunity for all pupils and staff.
- Ensure that all duties are undertaken with due regard to the school's Health and Safety Policy and the Health and Safety at Work Act 1974.

Whilst every effort has been made to set out the main duties and responsibilities of the post, every individual task to be undertaken by the post holder cannot be exhaustively identified in this job description. The post holder agrees to undertake such other tasks, duties or projects as the line manager may reasonably assign, whether or not such tasks are specified in this job description, provided that they are consistent with the post holder’s skills, qualifications, and position within the School. This job description may be amended from time to time in response to the operational needs of the School and/or as agreed between the line manager and the post holder. This job description will be reviewed annually.

Key Performance Indicators (KPIs)

1. Leadership and management	Raise standards of teaching in the department through effective coaching and mentoring
	Agreed annual curriculum planning goals demonstrate gold standard for curriculum development within the faculty.
2. Education	Strong value added for all classes achieved
	Maths department offers a strong and popular co-curricular provision including success in competitions



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	High levels of satisfaction from students and parents	
	Maths students exceptionally well prepared for competitions and co-curricular programmes.	
3. People	Effective relationships with all stakeholders in place.	
	Positive influence within the faculty to raise T&L standards.	
Competencies		
Leading Culture	Building a Culture of Excellence	Contributes positively to a culture of excellence.
	Cultural Awareness and Engagement	Recognises and respects cultural differences, integrates cultural awareness into daily operations, and develops personal and organisational cultural competencies to foster inclusive interactions.
	Embracing Values and Ethical Conduct	Exemplifies high personal performance, morals, ethics, and integrity while actively demonstrating and embracing AISL and Harrow Values in their role.
Leading Organisational Success	Strategic Planning and Execution	Shows dedication to the school and group vision while translating it into personal practice and leadership, though occasionally lacks clarity in future vision, tends to focus on immediate operational matters over long-term strategy, yet actively challenges norms and contributes innovatively to shared goals.
	Performance Optimisation	Dedicated to ongoing professional growth, challenges current norms, sets expectations and goals for self and others, uses metrics for performance improvement, acts on feedback, demonstrates self-awareness of strengths and development areas, while continuing to develop awareness of their impact on others.
	Financial and Operational Management	Basic financial acumen aiding in cost data provision for budgeting and tracking, contributing to viable financial plans and cost-efficiency suggestions, complemented by a commitment to maintaining high health and safety standards and managing facilities within their purview.
	Creativity and Innovation	Propels self-improvement in their domain with a growth mindset, while demonstrating proactive and creative problem-solving skills to address recurring issues in current practices and processes.
	Decision Making	Shows a profound grasp of team objectives, providing timely feedback in decision-making, proactively assessing practices for ongoing enhancement, displaying initiative, prompt responses, independent problem-solving, judicious issue escalation, and bold advocacy for decisions and actions.
Leading People	Influential Communication	Demonstrates clear, concise communication, attentive listening, question clarity, audience-adaptive style, positive impression, and effective idea advocacy through highlighting benefits when engaging with others.
	Self-Management and Team Leadership	Demonstrates a dedication to development, offering training opportunities, potential for enhanced coaching/mentoring, and long-term planning, occasionally favoring immediate tasks over development, setting clear objectives, reviewing consistently, potentially avoiding underperformance discussions, fostering stakeholder relations including parents, considering diverse perspectives while facing conflict management challenges, and enhancing understanding and application of pertinent HR policies and procedures.
	Empowerment and Collaboration	Promotes collaborative teamwork towards shared goals, encourages knowledge sharing and learning initiatives, while also supporting



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		task ownership and providing necessary support and training to team members.
	Resilience	Balances role demands while grappling with doubts about mistakes and success, yet remains consistently positive and resilient in the face of adversity and uncertainty.

4. Required Qualifications and Experience		
	Essential	Desirable
Education	<ul style="list-style-type: none"> Degree in Mathematics or a related subject (2:2 or above) Evidence of strong engagement in Maths based CPD 	<ul style="list-style-type: none"> Master's degree an advantage Appropriate NPQs
Qualifications	<ul style="list-style-type: none"> A UK PGCE, or other recognised teaching qualification that permits QTS, or equivalent teaching certificate from an accredited institution. Acceptable personal and professional background checks with the ability to be allocated unsupervised access to children (as reported via an International Child Protection Certificate background check and/or appropriate police and other checks from relevant countries of present and previous residence/work. Evidence of recent CPD linked to subject leadership or pedagogy A Level Mathematics (or equivalent) 	<ul style="list-style-type: none"> Middle leadership or coaching qualification (e.g., NPQLTD) Postgraduate qualification in education
Knowledge and Skills	<ul style="list-style-type: none"> A strong understanding of effective classroom pedagogical practice within a secondary school level setting. Familiarity with the National Curriculum of England, including subject specifications at (I)GCSE and A Level. Strong knowledge of mathematics curricula, specifications and assessment criteria at KS3, KS4 and KS5 Strong knowledge of subject-specific mathematics pedagogy Knowledge of intervention strategies that can be used effectively at KS3, KS4 and KS5 to address under-performance Understanding of progress measures and the ability to analyse and interpret data accurately Strong understanding of curriculum planning principles Ability to inspire and equip other colleagues Strong knowledge of safeguarding practice to support student well-being 	<ul style="list-style-type: none"> Knowledge of national priorities and educational research
Experience	<ul style="list-style-type: none"> A minimum of three years of experience as a classroom practitioner (five year's or more preferable). Proven outstanding track record of consistently high-quality mathematics teaching leading to exceptional student outcomes across KS3,KS4 and preferably KS5 Experience leading professional learning and coaching across a faculty (or beyond) Experience developing and leading coaching plans to improve teaching Experience contributing to faculty and/or whole-school training 	<ul style="list-style-type: none"> Experience teaching mathematics at KS5 (A-Level) Experience in a whole-school or cross-department project



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	<ul style="list-style-type: none">• Experience of personalising learning to ensure all learners achieve their potential	
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Job Holder's Signature		Date	
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Education is an ever-changing service and all staff are expected to participate constructively in school activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and staff member, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.

