

Job Description

POST:	Lead Practitioner for Maths
RESPONSIBLE TO:	Principal under the day-to-day management and leadership of the Curriculum Leader
GRADE:	Lead Practitioner (National) Scale, 2-6 (£48,606 - £53,642)
Key relationships:	Academy Leadership Team; relevant teaching and support staff; LA representatives; external agencies; parents; local community; other Oasis Academies and Oasis Community Learning central staff
Location:	Oasis Academy Leesbrook
Working Pattern:	Full-time and as described in the School Teachers' Pay and Conditions Document.

Job Purpose:

1. To ensure there is high quality and effective teaching and learning within the relevant curriculum area.
2. To ensure there is effective assessment of students' needs, group and individual programme planning, progress monitoring, recording, evaluation and reporting.
3. To ensure the curriculum is appropriate, relevant and meets students' needs.
4. To ensure the consistent and effective implementation of Academy policy within the curriculum area.
5. To support the consistent implementation of the vision and ethos of the Academy.

Disclosure Level: **Enhanced**

Areas of Accountability:

A. Strategic Direction and Development

- Be a dynamic and supportive member of the Middle Leadership team of the Academy, playing an important role in its development as it becomes an innovative, high performing, and emotionally intelligent organisation, supporting the management of significant change to raise standards in all areas of Academy life.
- Oversee the allocation of resources to secure continuous improvement in learning and teaching within the designated curriculum area.
- Support the development and maintenance of Academy policies and practices that promote high achievement and inclusion through effective teaching and learning.
- Play a key role in creating an environment within which the students and staff develop and maintain positive attitudes towards each other, the environment, the community and teaching and learning.

- Lead subject self-valuation and the development of a Subject Improvement Plan and the annual cycle of related documentation.
- Liaise effectively with all stakeholders including parents, members of the Academy Council, feeder schools, secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with Academy strategic objectives.
- Be involved in networking with other Academies, innovative and high achieving schools through Oasis Community Learning and other relevant networks; in order to learn more about the ways that other institutions are effecting change and transformation.

B. Teaching and Learning

- Secure and sustain good and outstanding teaching through structured monitoring, evaluation and review processes including liaison with Inspectors, Advisors and Consultants.
- Ensure feedback from lesson observation, work scrutiny and analysis of assessment data is reflected in teachers' planning.
- Maintain an overview of and support the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies.
- Seek opportunities to collaborate with other Academies, innovative and high achieving schools through Oasis Community Learning and other relevant networks to share and develop excellent pedagogies.
- Maintain an overview of best practice in relation to the subject.
- Make use of analysis and performance data as required and produce reports on examination performance in line with Academy procedures.
- Provide training and coaching as required.
- Inspect lesson planning pro-formas, lesson observation reports and exercise books to ensure effective Assessment for Learning Strategies are deployed.
- Maintain an overview of behaviour data within the curriculum area.
- Maintain an overview of and support the development of effective intervention strategies within the curriculum area.
- Ensure Academy and National data to support progression of all students.
- Monitor and evaluate assessment data across curriculum area to identify trends in student performance and issues for development.
- Ensure intervention strategies to address identified issues for development.
- Monitor the effectiveness of intervention strategies used to address identified issues and use assessment data to make comparative evaluation of students' performance.
- Monitor objectives and targets for students with SEND, including Gifted and Talented, and promote the importance of raising their achievement.

C. Leading and Managing Staff

- Line manages the members of the designated curriculum area, working collaboratively to raise student achievement and attainment across the Key Stages and to provide effective support, guidance, challenge and information for all staff.
- Take an active role as a Team Leader within the Academy's PM policy in addition to promoting and providing Continuous Professional Development opportunities to ensure the professional effectiveness of teaching and support staff colleagues.

- Maintain clear expectations, high standards of professionalism and collaboration to meet the Academy Improvement Planning priorities.
- Take the lead in co-ordination for key aspects of Academy organisation and management.
- contribute to the selection for appointment of teachers and support staff and the induction and assessment of new staff in the curriculum area.
- involve staff in planning, recording and running activities, giving guidance and support as required.

D. Efficient and Effective Deployment of Staff and Resources

- Sustain an effective, stimulating and inclusive learning environment for teaching and learning.
- Deploy accommodation to effectively meet the teaching and learning/student needs across the academy.
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.
- Ensure the deployment of appropriate resources for effective, efficient and safe teaching and learning across the Academy: accommodation, agreed budgets, staff, time, courses, development opportunities and ICT equipment.
- Establish and lead appropriate teams/working groups related to academic improvement.
- Effectively develop, manage and deploy SEN teaching and support staff, financial and physical resources, ensuring outcomes are evaluated and acted upon.

E. Wider Professional Effectiveness

- Maintain 'leading edge' knowledge through reading, INSET, research to inform own practice, demonstrating impact on teaching and on students' learning.
- Assimilate new curriculum guidance to lead change within the Academy.
- Identify own personal professional development needs and achieve own challenging professional objectives.
- Co-ordinate strategies to achieve relevant Academy improvement priorities.
- Provide reports as and when required for Inspectors, Academy Council, Education Directors, Principal, parents and other appropriate groups.
- Maintain and develop area of SEF in line with Academy SEF.
- Lead professional development in the Academy through example and support.
- Build effective links with the local community.
- Create a climate which enables staff to develop, challenge and support each other.
- Mentor and coach staff and students to develop confidence and maintain positive attitudes.
- Communicate effectively and with professional integrity within and beyond the Academy community.
- Provide a positive role model for students and teachers and for other aspiring leaders and managers.
- Build and maintain effective teamwork with high expectations of outcomes.
- Contribute to the Academy's liaison and marketing activities.
- Co-ordinate relevant aspects of the Academy's work with other schools and external agencies.

- Assist in the implementation of the Behaviour for Learning system.

F. Other Duties

- The post holder will be subject to performance objectives agreed annually.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal, including work at our sister Academies in the Greater Manchester area.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Lead Practitioner - Maths

Person Specification

Our Purpose

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our Academies. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Education Charter document which accompanies this job description.

	Essential	Desirable
Qualifications	<input type="checkbox"/> Qualified Teacher Status	<input type="checkbox"/> Further qualification (or working towards)
Professional Development	<input type="checkbox"/> Evidence of a commitment to own professional development with the ultimate goal of headship	<ul style="list-style-type: none"> • Recent relevant in-service training in Management and Leadership • Recent and relevant training in evaluation

Experience	<p>Successful record of leadership experience including:</p> <ul style="list-style-type: none"> • Active participation in shared vision for improvement and success in current post • Successful innovator and manager of change that has impacted upon attainment. • Previous use of new technologies and their capacity to improve teaching and learning. • Experience of working with at least one other multi agency in current role • Working alongside other leaders both in successful and underperforming circumstances to support the development of their team evaluation and review systems 	<ul style="list-style-type: none"> • Professional development/ mentoring of colleagues • Development of partnerships with other schools, business and the community • Working with ITT/GTP providers
	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Responsibility for groups of students or departments raising attainment or sustaining performance <input type="checkbox"/> Effective work with groups of students or individual year groups to manage dis-engagement <input type="checkbox"/> Effective use of Assessment for Learning to engage students as partners in their learning 	

Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge and understanding of current curriculum innovation within the designated subject. <input type="checkbox"/> Use of national and school assessment and attainment information to improve practice and raise standards. <input type="checkbox"/> Use of strategies to promote good student relationships and high attainment in an inclusive environment. <input type="checkbox"/> Good understanding of SEAL and PLT's <input type="checkbox"/> Good understanding of the Competency Curriculum <input type="checkbox"/> An understanding of Emotional Literacy developments to support learning and teaching. <input type="checkbox"/> Good knowledge of strategies to raise aspirations and levels of engagement 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies to enhance teaching and learning of ICT. <input type="checkbox"/> An understanding of Emotional Literacy developments to support learning and teaching
Skills	<ul style="list-style-type: none"> <input type="checkbox"/> An enthusiastic and effective leader and manager <input type="checkbox"/> An excellent classroom practitioner with evidence of high achievement in teaching across the Key Stages <input type="checkbox"/> Excellent communication, presentation and ICT skills <input type="checkbox"/> Excellent interpersonal skills <input type="checkbox"/> Competent co-ordinator, able to inspire and motivate all members of the Academy community 	<ul style="list-style-type: none"> <input type="checkbox"/> Competent use of MIS <input type="checkbox"/> Full driving licence
	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to plan and resource effective interventions to meet curricular objectives <input type="checkbox"/> Ability to use and promote a wide range of teaching methodologies <input type="checkbox"/> Effective behaviour management strategies combined with high expectations of students' behaviour <input type="checkbox"/> Ability to anticipate and problem solve 	

	<input type="checkbox"/> Creative and flexible thinker <input type="checkbox"/> Ability to respond positively to constructive criticism <input type="checkbox"/> Ability to deliver constructive criticism	
Commitments	<input type="checkbox"/> A belief that young people can be successful with appropriate support to challenge barriers to learning. <input type="checkbox"/> Inclusive and comprehensive education <input type="checkbox"/> Raising standards and life-long learning <input type="checkbox"/> Able to demonstrate a commitment to the behaviours and values that flow from the Oasis ethos. <input type="checkbox"/> Commitment to safeguarding and promoting the welfare of children and young people. <input type="checkbox"/> Innovative curriculum development <input type="checkbox"/> Promotion of vocational and work-related learning <input type="checkbox"/> Partnership with other schools and the wider community, including business and industry links. <input type="checkbox"/> Promotion of extra-curricular activities/educational visits/out of school learning	<input type="checkbox"/> Commitment to ITT
Personal	<input type="checkbox"/> Passion for teaching and learning <input type="checkbox"/> Capacity for hard work <input type="checkbox"/> Enthusiastic, reliable and flexible <input type="checkbox"/> Relentlessly positive	
	<input type="checkbox"/> Ability to work under pressure and determination to succeed <input type="checkbox"/> Ambitious for further promotion <input type="checkbox"/> Willingness to undergo appropriate checks, including enhanced DBS checks <input type="checkbox"/> Motivation to work with children and young people <input type="checkbox"/> Ability to form and maintain appropriate relationships and personal boundaries with children and young people <input type="checkbox"/> Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	

- Comfortable when working in uncharted territory.
- Able to prioritise and manage own time effectively
- Able to demonstrate diplomacy, credibility and stature.