



Lead Practitioner (Maths)

Salary / grade range	Lead Practitioner Range LP1 (£52,026) to LP6 (£58,857)
Location	Co-op Academy Priesthorpe
Reports to	Head of Maths

Purpose of role:

- Lead, manage, and review curriculum design and implementation
- Embed high-impact strategies, such as those found in Teach Like a Champion (TLAC).
- Plan and deliver within-subject CPD
- To support students to make great progress through the skilful use of assessment, using clear assessment end endpoints.
- To deliver a learning experience which supports all students, including students with SEND and disadvantage, to achieve great outcomes
- To adopt and promote the Academy's values and Ways of Being, providing opportunities for personal and academic growth and success.
- A commitment to the academy's restorative and relational practice.
- Promote the purpose and power of Student Coaching.
- Effectively contribute to the academy and department improvement plans and improve the outcomes for students across the academy.
- To be an active and supportive member of the Maths Team.
- Contribute to the wider development of strong Teaching and Learning across the academy

Key accountabilities (and specific duties / responsibilities):

Curriculum

- Be the lead for curriculum implementation and design in maths.
- Ensure that the curriculum is National Curriculum compliant.
- Produce, maintain, review and revise planning documentation including long term, medium and short term plans.
- Undertake constant reviews of the curriculum to ensure that there is an iterative approach.
- Ensure the curriculum is responsive and adaptive while maintaining the highest expectations of all students.



- Lead the implement a curriculum that ensures all students are able to flourish, including PP students and those with SEND.
- Use Teacher Collaboration Time to keep the curriculum a living entity that is discussed, amended, debated and revised.

Pedagogy

- Lead the implementation of evidence-informed practice that is innovative and responsive to the evolving needs of the subject, the students and the Academy.
- Ensure that teachers are experts in using the Learning Framework leading to exceptional levels of student fluency, expertise and achievement.
- Ensure assessment focuses on the curriculum as the progression model; that formative assessment is used consistently to identify and address misconceptions in learning; and that summative assessment is devised and used to assess students' fluency and expertise.
- Adopt approaches to modelling and scaffolding that ensure all students, irrespective of starting point, background, or barriers, can develop fluency and expertise.
- Ensure a Teaching for Mastery approach to pedagogy in maths.

Teacher Development

- Be accountable for ensuring that all teachers in the department have exceptional subject knowledge.
- Be accountable for the CPD strategy in maths, ensuring that it meets the needs of the subject, team and students.
- Place the curriculum and its delivery at the heart of the department's CPD.
- Align CPD and quality assurance to ensure that underperformance is tackled and addressed with urgency.
- Foster a culture of innovation and relentless improvement through an unbreakable determination to improve and be better.
- Be the lead for ECTs and trainees in maths.

Culture

- Be a standard bearer for the characteristics, qualities and values that combine to create an exceptional quality of education in maths.
- Embrace purposeful innovation as the means to solving the problems that prevent students being expert in the subject.
- Develop a culture in which all teachers and students can realise their potential and excel.
- Be seen as a pioneer, leader and advocate for excellence in teaching and learning in maths and across the Academy.

Whole Academy Strategy

- Work with the Vice Principal to drive the whole-Academy teaching and learning strategy.
- Take a leading role on delivering elements of the Academy Development Plan.



Wider Leadership Expectations

- Attend leadership meetings and similar such meetings as invited or required.
- Undertake duties and contribute to the effective running of the Academy as directed by the Headteacher.



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Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications • University graduate • BHons in maths or related subject at 2:1 or higher • Completed, or desire to complete, a relevant NPQ.		AI
Experience • Evidence of a successful teaching practice with more than one year group • Experience of promoting positive behaviour conducive to learning and which is focused on raising standards • Successful experience of teaching across a range of key stages. • Successful teaching, delivering consistently highly effective classroom experiences for students		AI
Skills, Ability, Knowledge • A clear and good understanding of current educational issues, theory and practice, with particular regard to the National Curriculum • An understanding of how to use assessment to inform planning for good teaching and learning • The ability to use ICT effectively to engage pupils • Demonstrate consistent and effective planning of lessons to meet pupils' differing learning needs • To be able to represent the academy on or off site and have an understanding of the importance of the academy within the community • To be able to use initiative, and have well developed incisive analytical and problem solving		AI



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skills • To be able to monitor and evaluate procedures effectively • Communicate effectively with students, parents and other colleagues at all levels orally and in writing • Organise and develop effective systems • Relate to young people • Work to high levels of accuracy • Prioritise and plan to ensure completion of tasks •		
Personal Qualities • Be innovative and creative in developing solutions • A record of reliability and integrity • Demonstrates fairness, honesty and integrity in his/her existing practice and conduct as a professional • Humour, optimism and ambition • Willingness to participate in further training and CPD • Self-motivated • Be hard working and emotionally resilient, able to work under pressure, able to prioritise and be flexible working to deadlines • To be able to understand and be committed to equal opportunities for all		AI



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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.