

**Fred Longworth High School  
Job Description  
Lead Practitioner – Maths**

<b>Responsible for:</b>	<p>The development of teaching and learning within Maths and, as directed, across the school;</p> <p>The provision of effective performance management for a group of teachers, as directed;</p> <p>Provision of effective and targeted CPD and support for teachers within Maths and, as directed, across the school;</p> <p>Support the development of the Early Year Careers Framework and ITT provision;</p>
<b>Line Managed by:</b>	Deputy Headteacher (Director of Curriculum, Pedagogy and practice)
<b>Salary:</b>	Lead Practitioner Spine Point 1–5 (£50,025 - £55,209)
<b>Working Hours:</b>	1265 hours over 195 days, as detailed in the current School Teachers' Pay and Conditions Document
<b>Disclosure Level:</b>	Enhanced

**Job Purpose**

	<ul style="list-style-type: none"> <li>• As an outstanding practitioner, be a model of best practice in order to motivate, inspire, challenge and support colleagues within the Faculty;</li> <li>• Develop strategies for excellent teaching and learning and embed them across the Faculty, leading to consistently high student achievement;</li> <li>• Develop high quality resources and schemes of learning and work with colleagues to ensure that they have a positive impact;</li> <li>• Undertake research into best practice and draw upon it to ensure that teaching and learning within the Faculty is at the cutting edge, with corresponding impact upon student achievement;</li> <li>• Contribute to performance management within the Faculty through lesson observation and support for colleagues, including provision of support for underperforming teachers;</li> </ul>
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	<ul style="list-style-type: none"> <li>• Contribute to the work of the wider team of Leading Practitioners, especially in contributing to whole school CPD and the provision of targeted support for underperforming teachers as required;</li> <li>• Work alongside SLT and other Leading Practitioners to develop, implement and evaluate policies and practice that lead to raised student achievement;</li> <li>• Contribute to the induction and support for Early Years Teachers and trainees as required.</li> </ul>
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## Key Responsibilities

### 1. Teaching and Learning

1.1	Undertake an appropriate programme of teaching in accordance with the duties of a teacher and in line with Teacher Standards;
1.2	Under the reasonable direction of the Headteacher, carry out the professional duties of a Leading Practitioner, including leading on & modelling best practice in teaching and learning;
1.3	Contribute to whole school policy developments in teaching and learning and champion school policies and procedures;
1.4	Take a highly proactive approach to professional development, researching into current best practice and using this to inform practice and to contribute to a forward-thinking Faculty;
1.5	Play a central role in developing the classroom practice of colleagues through coaching and mentoring and through provision of high quality “model” resources;
1.6	Devise and deliver bespoke packages of support for underperforming teachers and for others who want to improve their practice;
1.7	As directed, contribute to the School’s support packages for Early Years Teachers and trainees.

### 2. Leadership and Development

2.1	With the Head of Faculty (Maths), contribute to the strategic leadership of teaching and learning within the Faculty;
2.2	As a consistently outstanding practitioner, model excellent teaching and set high expectations which inspire, motivate, challenge and support students and staff;
2.3	Take a lead role in the provision of high quality CPD within the Faculty and, where required, across the school;

2.4	Encourage the sharing of best practice through lesson observation and by delivering model lessons;
2.5	As required, provide support for colleagues in other schools as part of the School's team of SLEs.
<b>3.</b>	<b>Quality Assurance</b>
3.1	Contribute to the Faculty's systems for quality assurance, including conducting lesson observations and engaging with student attainment data to assess performance;
3.2	Provide performance management line management to selected staff, including through the setting and evaluation of challenging objectives and comprehensive reviews of performance;
3.3	Engage with a wide variety of evidence, including student attainment data, to assess colleagues' performance and devise tailored support;
3.4	Engage positively in the School's Quality Assurance Processes and Faculty Reviews;
<b>5.</b>	<b>Professional Development &amp; Performance Management</b>
5.1	Be proactive in seeking development as an excellent practitioner, seeking out opportunities to develop skills and engaging fully with CPD opportunities;
5.2	Engage positively in the School's arrangements for Performance Management, using the process as an opportunity to develop and improve practice;
5.3	Work with the Faculty team and with other colleagues as appropriate to ensure that good practice is developed and shared.

