



JOB DESCRIPTION

JOB DESCRIPTION:	LEAD PRACTITIONER MATHS
RESPONSIBLE TO:	Headteacher, Assistant Headteacher
JOB PURPOSE:	<p>Under the direction of the Headteacher, carry out the professional duties of the subject as set out in the current School Teachers' Pay and Conditions Document and in line with the approved career stage expectations.</p> <p>The post holder will work closely with the Headteacher, Senior Leaders and the subject team to provide professional subject leadership and management for the department across the School and Sixth Form College. You will deliver high quality teaching, effectively using the up-to-date facilities and innovative approaches and aiming to raise standards of learning and achievement for all students. As a successful teacher, you will provide a role model to all.</p> <p>Lead Practitioner - Maths will be responsible for providing expert guidance, coaching, and support to teachers, as well as leading the development and implementation of effective mathematics strategies and initiatives. This role is pivotal in realising the Trust and school vision of delivering a caring and thoughtful quality of education that empowers every child to reach their full potential.</p> <p>As an employee within QUEST, staff may be required to work at any school within the group where their specialism can add value.</p>
LIAISING WITH:	Headteacher, Senior Leadership Teams, teachers, support staff, parents/carers, LA representatives, external agencies and members of the community
SALARY SCALE:	Lead Practitioner scale 1 - 5

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking

Key Responsibilities and Duties

Leadership Responsibilities

Uphold the vision and aims of the school.

Lead and develop high quality teaching & learning and pedagogy across the department.

Maintain expert knowledge of teaching and learning and disseminate this to other teachers.

Understand and promote links between the subject and the wider curriculum

Taking steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning.

Working closely with the Headteacher and the subject team to establish a clear, shared understanding across the Department of the importance of high-quality teaching that engages students and enables them to aspire to and achieve stretching goals.



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Model to other colleagues what constitutes highly effective teaching & learning.
Develop high quality assessment for learning practice and ensure this is common practice across the department to ensure that assessment of learning is robust and accurate.
Establish innovative working practices across the department, using evidence-based research to support new initiatives and impact on raising standards in teaching & learning across the department.
Ensure curriculum provision is broad, balanced and relevant in support of securing outstanding outcomes in the department.
Work alongside senior leaders and other middle leaders on self-evaluation processes, identifying strengths and areas for improvement in the department
Work alongside senior leaders and other middle leaders on improvement planning for Maths, identifying and prioritising needs across the department in support of securing whole school improvement.
Lead professional development strategies within the department to secure outstanding outcomes.
Actively lead and develop a culture of coaching within the department in support of colleagues' development.
Develop effective working relationships within the department and actively share good practice across other areas and at a school wide level where appropriate.
Support other middle leaders and to deputise for senior leaders as appropriate.
Ensure policies determined by the Board of Trustees and Headteacher of the school are reflected in practice across the department.
Actively work alongside senior leaders and other middle leaders to raise standards and secure high levels of achievement in Maths.
Actively work alongside senior leaders in monitoring and tracking student progress through highly effective systems and data analysis and ensure that the performance of students is in line with national trends and to ensure that all students achieve their full potential.
Ensure high quality extra-curricular provision provides additional opportunities for students of all abilities to extend their learning experiences beyond the classroom.
Work co-operatively with, and in support of, all adults across the school community.
Work with students in a courteous, caring and responsible manner at all times and to model high professional standards.
Work with other professionals and present oneself in an appropriate manner that it upholds the values of and enhances the reputation of the school.

ECT and Trainee Teacher Mentor

Act as a mentor and coach for Early Career Teachers (ECTs) and trainee teachers, supporting their professional development and helping them to hone their teaching skills
Deliver high-quality, subject-specific training and workshops to build the confidence and expertise of less experienced teachers

The Lead Practitioner of Maths will support staff teaching in the school to consistently and effectively use a range of appropriate strategies for teaching and classroom management by:

Taking steps to ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject area and communicate this to students.
Plan and deliver well-structured, engaging, and challenging mathematics lessons that inspire, motivate, and support pupils to make excellent progress.
Observing colleagues' teaching (through subject monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement.
Identifying and promoting innovative and effective strategies within the school to meet the needs of all students.
Assess, monitor, record, and report on the learning needs, progress, and achievements of assigned pupils, making accurate and productive use of assessment.
Adapt teaching to respond to the strengths and needs of pupils, ensuring that all learners are challenged and supported to reach their full potential.



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Operational/ Strategic Planning

Lead the development of teaching & learning strategies, appropriate schemes of work, resources and assessment in the department.

Lead the monitoring and tracking student progress, and the provision of appropriate intervention to ensure high outcomes.

Lead the implementation of school policies and procedures to ensure that practice reflects policy across the department and reflect the Trust's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff.

Lead strategic planning across the department, including department SEF and Improvement Plans to ensure the explicit focus on raising standards to secure outstanding outcomes.

Work collaboratively with colleagues across the department to ensure that the needs of pupils are met through focusing on key priorities, which have coherence and relevance in supporting the objectives of the school for school improvement.

Ensure that good standards in student behaviour are maintained and that the school's behaviour system is implemented consistently across the department.

Curriculum Provision and Development

Liaise with the relevant senior leaders to ensure the delivery of an appropriate and highly effective Maths curriculum, which complements the school's strategic objectives to secure outstanding outcomes, challenges all and prepares learners for their next steps.

Actively monitor curriculum development at national, regional and local levels and respond appropriately to new initiatives

Support curriculum development within the department in response to developments nationally, regionally and locally to ensure that provision in Maths best meets the needs of students at the school

Liaise with senior leaders to ensure that choice of exam specification at KS4 is the most appropriate to secure outstanding outcomes

Liaise with senior leaders to ensure that links between curriculum provision and assessment of student progress are explicit to secure outstanding outcomes

Teaching and Learning

The Lead Practitioner of Maths will support staff teaching in the school to consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback by:

Lead the development and implementation of effective mathematics teaching and learning strategies across the Trust's schools.

Responsible for delivering outstanding Maths lessons across Key Stages 3, 4 and 5, with a particular focus on A-Level Maths.

Provide expert guidance, coaching, and support to classroom teachers to improve their practice in mathematics instruction.

Model outstanding mathematics teaching and learning, and facilitate the sharing of best practises among teachers.

Analyse student performance data in mathematics and work with school leaders to identify areas for improvement and implement targeted interventions.

Contribute to the design and delivery of high-quality professional development opportunities for teachers in mathematics. orate with subject leads and curriculum teams to ensure a coherent and progressive mathematics curriculum across the Trust.

Teach mathematics classes at the University Collegiate School, Bolton, to demonstrate exemplary practice and support the improvement of outcomes.

Evaluating and interpreting relevant national, local and school data, research and inspection evidence to inform policies, expectation and teaching methods.

Defining intervention strategies to address issues for development that are identified.

Evaluating and reporting on the effectiveness of intervention strategies used to address identified issues.

Using assessment data to make comparative evaluation of students' performance in the subject area.

Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.

Ensure teaching and learning is of a consistently high standard and that best practice is shared across the department.

Develop and implement appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups.

Ensure effective development of students' literacy, numeracy and information technology skills using our up-to-date facilities.

Use clear policies and practises for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets.



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Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.

Provide students with clear direction, expectations, guidance and support, constructive feedback and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs.

Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school.

Enable students to become independent learners who challenge themselves to enhance their skills beyond the curriculum and the classroom.

Establish a partnership with parents and carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.

Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

Form Tutor Responsibilities

Complete the register accurately.

Monitor attendance and punctuality, including follow-up.

Monitor standards of dress and personal appearance and address any issues as they arise.

Escort groups to assembly and (normally) attend assembly.

Responsible for the co-ordination report and other records.

Respond to disciplinary problems as required, referring serious misconduct to the Head of Key Stage as appropriate.

Share information from the Head of Key Stage to the tutor group in a prompt manner.

Encourage inter-form competitions and the participation of the tutor group in other school activities.

Be available to meet parents as appropriate.

Curriculum issues

- activities supporting learning in tutor periods
- knowledge of the tutorial programme
- knowledge of the SEN students and their targets
- target group members in your tutor group

Be an effective coach and mentor to the students, enabling them to develop their life skills and succeed in all that they do within the school.



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Professional conduct

- To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.
- Maintaining a secure, healthy and risk free environment for students, staff and visitors.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Safeguarding

Quest is committed to safeguarding and promoting the welfare of children and young people at all times. The postholder will be responsible for promoting and safeguarding the welfare of all children for whom they are responsible, or with whom they come into contact, in accordance with the trust's Child Protection Policy.

To participate in the staff Performance Development Review process in accordance with the Trust's policy and be responsible for self-motivation towards agreed targets.

The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times to ensure excellence for all.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.

The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require.

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Signed Post Holder

Name Post Holder

Date

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JOB SPECIFICATION

CRITERIA/ ESSENTIAL	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Honours degree • Qualified teacher status • Willingness to continue to learn and develop • Commitment to digital delivery of learning
Experience	<ul style="list-style-type: none"> • Proven track record for improving standards of achievement and the quality of teaching and learning • Outstanding teaching and learning practitioner • Experience of coaching and mentoring other staff • Experience of change management
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of school improvement and effectiveness strategies including processes for monitoring and evaluation of performance at a student and team level and strategies for raising standards. • Processes and systems for quality assurance • An understanding of the principles associated with managing and leading others • Project planning and change management • Knowledge of current and potential future developments in relation to the national and local education scene • Knowledge of the requirements of the National Curriculum at KS3 KS4 and KS5 • Proven track record of delivering outstanding mathematics lessons and improving pupil outcomes • Strong analytical and data-interpretation skills to identify areas for improvement and implement targeted interventions • Ability to coach, mentor, and support other teachers to improve their practice in mathematics instruction • Ability to effectively use ICT to enhance the quality of teaching and efficiency of work • High level of communication skill, both written and oral, enabling the post holder to actively listen to and engage with others, overcoming barriers to understanding, dealing effectively with contentious and/or sensitive issues, dealing with difficult conversations with empathy and sensitivity, whilst asserting as appropriate • High level of research skill; translating national and local changes into appropriate pathways and approaches, ensuring other stakeholders are involved and knowledge is shared • Horizon scanning to enable a strategic view to be taken of potential future changes • Emotional Intelligence to ensure staff and students perform at their best and thrive. • Ability to teach GCSE level • Ability to teach A level desirable • Ability to maintain good order and discipline • The ability to accurately assess the quality of pupil's work against national standards • To be an excellent classroom practitioner • To have the experience of using a range of tools and evidence, including data, to evaluate the effectiveness of learning and teaching and challenging underperformance



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CRITERIA	QUALITIES
<p>Personal and competencies qualities</p>	<ul style="list-style-type: none"> • Leading and supervising (e.g.provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values and models these behaviours; motivates and empowers others; encourages innovation and agrees challenging goals) • Ability to work as and effectively lead a team • Believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires others to always do so • Influencer (e.g. makes a strong positive personal impression on others; gains clear agreement and commitment from others; uses evidence and articulates a strong business case aligned to the school's vision and values) • Clarity for personal work goals and objectives (e.g. accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks to set and achieve stretching goals; aspires to greater levels of performance and attainment for students, staff and self) • Emotional intelligence • Flexible and adaptable • Able to rigorously implement an idea to a sustainable conclusion • To have integrity, passion, energy, presence, resilience and patience • To be able to have a corporate responsibility for all decisions made at senior level/middle management level • Commitment to and participation in the full life of the school • Legally entitled to work in the UK
<p>Performance Management and Professional Development</p>	<ul style="list-style-type: none"> • Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with the QUEST expectations. • To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member. • Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities. • To show your passion for life-long learning as the lead learner in your team • Be an advocate for excellence and embrace positive change • Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities. • Actively engage with the annual performance management review process, in accordance with the Trust's policy and national guidance. • Use the Trust's digital approach to capture and share your expertise and that of your team, for the benefit of your subject across all the Trust's schools. • To be passionate, committed to improve your own abilities and those of others you interact with, either student or staff. • Be the embodiment of our values in action and stay true to our core moral purpose, to unlock the potential of all.

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