



TITLE OF POST: LEAD PRACTITIONER: MATHEMATICS

SCALE: Lead Practitioner Scale 4-8

RESPONSIBLE TO: i. Deputy Headteacher
ii. Headteacher

This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams.

- ❖ Planning high quality lessons and leading the delivery of consistently good and outstanding teaching and to be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence.
- ❖ Carrying out the day-to-day duties of a classroom teacher on an exemplary basis.
- ❖ Leading, inspiring and motivating colleagues in developing their teaching and learning through mentoring, coaching and support.
- ❖ To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement.
- ❖ To undertake research into best practice in other schools.
- ❖ To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- ❖ To develop high quality teaching materials and schemes of learning.

Main Responsibilities:

Strategic Direction and Development

- ❖ To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area;
- ❖ To assist in embedding subject specific literacy within subject area;
- ❖ Support improvement plans and capability process for staff requiring to improve professional practice within the subject area;
- ❖ Take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole-school improvement;
- ❖ Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies;
- ❖ Use local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of teaching; a basis for improving teaching and learning;
- ❖ Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.



Teaching and learning

- ❖ Consistently and effectively use appropriate strategies for classroom management;
- ❖ Disseminating good classroom practice;
- ❖ Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle, through lesson observations, feedback to teaching staff, work sampling and student voice;
- ❖ Provide written reports to the Headteacher and Senior Leadership Team as necessary on aspects of the work undertaken;
- ❖ To teach a timetable within specialism appropriate to the demands of the role and the need of the school.

Leading, Motivating and Developing

- ❖ Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons;
- ❖ Supporting teachers in subject areas in planning strategies to achieve student progress targets and objectives;
- ❖ Define intervention strategies for the subject area;
- ❖ Carry out subject quality assurance activities e.g. classroom observations, work scrutiny;
- ❖ Contribute to the professional development (and appraisal where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction within subject areas;)
- ❖ Make well founded appraisals of situations upon which asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies leading to improvements in learner outcomes.

Managing own performance and development:

- ❖ Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development;
- ❖ Achieve challenging professional goals;
- ❖ Take responsibility for own professional developments.