**Crompton House Lead Practitioner & Teacher of Maths – Job Description**

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| **Responsible to:** | Curriculum Team Leader (CTL) of Maths  Assistant Headteacher - Teaching & Learning |
| **Responsible for:** | Development of teaching skills  Coaching and mentoring staff  Developing class pupil support strategies  Raising achievement at KS4  Lead a specific aspect of teaching or staff development |
| **Nature of Post:** | Permanent |
| **Core Responsibility** | * To work collaboratively with the Headteacher and Senior Leadership Team (SLT) in developing the quality of teaching and learning across the school. * To deliver whole school professional development to all teaching staff in line with whole school priorities and up to date educational research. * To network with other schools in and outside the trust to develop partnerships and a culture of sharing good practice. * To work collaboratively with the Curriculum Team Leader (CTL) of Maths and Assistant Headteacher in charge of Teaching and Learning. * To contribute towards the development of Maths teaching and learning. * To raise standards in KS4 Maths. * To teach Maths at key stage 3, 4 and possibly 5. |
| **Outstanding teaching and learning against national standards** | You will be a role model as an outstanding teacher against national standards, raise standards of teaching and learning through developing an effective independent learning culture for students and staff so that standards are consistently improving.   1. To coordinate and promote strategies for teachers to improve and evaluate their teaching and learning performance against national standards, across the school and in partner schools, using student voice as appropriate. 2. Develop and deliver professional development opportunities for staff at all stages in their career. 3. Support Curriculum Team Leaders and other staff in the development of strategies to Improve standards of teaching and learning. 4. Keep up to date with national developments in pedagogy and ensure these are disseminated to staff and embedded where appropriate. 5. In conjunction with appropriate others, work with colleagues to develop and strengthen the quality of teaching and learning in mathematics – with both teachers and support staff. 6. In conjunction with the AHT (Learning & Teaching), senior staff and appropriate others, identify key professional development needs and provide initial support to colleagues, where appropriate. 7. Where teaching is not good enough, work with key leaders to implement focused and timely action for improvement. 8. To ensure that teaching in Mathematics is of a consistently high standard and provides challenge, engagement and excitement. |
| **A broad, balanced, relevant, exciting, challenging and differentiated curriculum for the 21st century** | With appropriate course choices, ensure high quality delivery using appropriate short, medium- and long-term planning, and regular monitoring and evaluation   1. To support Curriculum Team Leaders and other teachers to develop quality lesson plans schemes of work and associated resources, with appropriate pedagogy and best practice, incorporating cross curricular strands. 2. To work with the Curriculum Team Leader for Maths on the development of an exciting and engaging Mathematics curriculum, including the development of appropriate courses and qualifications, schemes of work and supporting resources. |
| **Class / group performance and behaviour** | To have input into the performance of designated classes who have been identified as underperforming, so that they meet their target grades   1. Support colleagues, including CTL and SLT, in tailoring class support strategies to meet the needs of individual students, and small groups of students within specific classes. 2. To implement systems of support for staff who are finding behaviour management, of specific classes or in general, a challenge. Working with staff in small group and individual settings to create and embed successful strategies. 3. Modelling successful learning and teaching strategies and being willing to research and share the latest ideas. To discover and share best practice. |
| **Strategic Leadership, Consistency and Communication** | Contribute to the delivery of a shared, corporate vision, which is based on moral and sustainable values in accordance with the whole school vision and priorities. Accountability for the performance of staff, ensuring consistency in the implementation of systems, policies and procedures.   1. To be a positive role model with high standards, promoting teamwork and motivating staff 2. To ensure that routine work with staff is accountable and developmental. 3. To undertake Appraisal Review(s) if appropriate. 4. Establish high standards of practice across the teaching team, ensuring implementation of school systems, policies and procedures consistently. 5. To devise and take part the effective operation of quality assurance systems, and contribute to up to date self-evaluation records. |
| **Effective resource management** | 1. To be a leader in the development of the learning environment across the school. 2. To provide best value in the management of the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down. |
| **Focus area and professional development** | Take a lead in developing a mutually agreed aspect of teaching and learning, and disseminating this to staff to raise standards. |

Other responsibilities

* Undertake the professional duties of a teacher, as set out in the current School Teacher’s Pay and Conditions Document (STPCD),
* Actively contribute to day-to-day running of the school e.g. attending meetings, induction and mentoring of colleagues (including trainee teachers), setting of work for absent colleagues, and promotional events as required
* To play a full part in the life of the school community, to support its distinctive Christian mission and ethos and to encourage and ensure staff and students to follow this example.
* To participate in the interview process for teaching posts, and in the school’s ITT, NQT and other staff development programmes as required
* Other duties as reasonably requested by the headteacher and commensurate with the post.

Personal Responsibilities

* Work to a high professional standard and observe confidentiality as appropriate.
* Comply and assist with the development of policies and procedures and report all concerns to an appropriate person.
* Set an example to students in all aspects including professional dress, presentation
* Be prepared to work flexibly, both in and out of the pupils’ school day
* Participate in training and development appropriate to this post, and participate in the school’s Appraisal and CPD programmes.
* Promote the overall work and ethos of the school

NOTES

1. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it should be so construed. In allocating time to the performance of duties and responsibilities the post holder must use Directed Time in accordance with school policy and have regard to the relevant clauses in the Teacher’s Conditions of Employment document for the current year. The job descriptions are subject to annual review.
2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed from time to time and it may be subject to modification or amendment after consultation with the holder of the post.

**Person Specification for Lead Practitioner**

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| Qualifications | Essential | Desirable | A | I | R |
| 1. Degree and teaching qualification in Maths. | 🗸 |  | 🗸 |  |  |
| 1. Higher level degree, and further educational qualifications. |  | 🗸 | 🗸 |  |  |
| 1. Recent record of appropriate in-service training. | 🗸 |  | 🗸 |  |  |
| 1. Lead Practitioner accreditation, or the commitment to complete this once in post. |  | 🗸 | 🗸 |  |  |
| Experience | Essential | Desirable | A | I | R |
| 1. Successful classroom experience across the 11-16 range, with consistent data demonstrating good or better student progress against targets at all levels including against the national standards. | 🗸 |  | 🗸 | 🗸 | 🗸 |
| 1. Successful classroom experience across the 16-18 range, with consistent data demonstrating good or better student progress against targets at all levels including against the national standards. |  | 🗸 | 🗸 | 🗸 | 🗸 |
| 1. Subject experience recently honed as an examiner |  | 🗸 | 🗸 |  |  |
| 1. A passion for the learning process evidenced through research and development activity in the classroom, and with colleagues through meetings, CPD and extensive peer work to improve standards of teaching and learning. | 🗸 |  | 🗸 | 🗸 | 🗸 |
| 1. Experience in more than one school (or experience of different school contexts whilst training). |  | 🗸 | 🗸 |  |  |
| 1. Experience of working with other subects on improving the quality of whole school teaching and learning. |  | 🗸 | 🗸 | 🗸 | 🗸 |
| 1. Experience of being a team player, and working in large teams of people, with excellent people skills demonstrating clear evidence of the impact of these on raising performance. | 🗸 |  | 🗸 | 🗸 | 🗸 |
| 1. Experience in the use of ICT and data to monitor and raise achievement, and evidence of the impact of this. | 🗸 |  | 🗸 | 🗸 |  |
| 1. Experience of supporting other staff in the context of learning and teaching. | 🗸 |  | 🗸 | 🗸 |  |
| 1. Experience of leading and implementing a whole school initiative. |  | 🗸 | 🗸 | 🗸 |  |
| Skills and Abilities | Essential | Desirable | A | I | R |
| 1. Being a strong team player, with the skills to motivate and inspire staff of all levels of experience. | 🗸 |  | 🗸 | 🗸 | 🗸 |
| 1. Having the confidence to lead other team members in school improvement. | 🗸 |  | 🗸 | 🗸 | 🗸 |
| 1. Understanding “outstanding performance” and have ideas and creativity to move from “good” to “outstanding”. | 🗸 |  | 🗸 | 🗸 |  |
| 1. Ability to work with colleague’s giving meaningful feedback to them, in order for them to improve. | 🗸 |  | 🗸 | 🗸 |  |
| 1. To think decisively and plan strategically with appropriate consideration of whole school and team priorities. | 🗸 |  | 🗸 | 🗸 |  |
| 1. Have good judgment in decision making, knowing when to delegate and consult senior staff, maintaining confidentiality. |  | 🗸 | 🗸 | 🗸 |  |
| 1. Be creative in anticipating and solving problems, addressing team and whole school priorities. |  | 🗸 | 🗸 | 🗸 | 🗸 |
| 1. To use comparative data to make judgments and take decisions. | 🗸 |  | 🗸 | 🗸 |  |
| 1. Confident and competent in the use of ICT, literacy and numeracy to enhance learning, monitor progress and communicate, and in the use of complex performance data and intervention strategies. | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| 1. Effective communication skills with students, parents and adults, negotiation, consultation and conflict resolution. | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| 1. Effective communication with staff in other school teams such as pastoral, special needs and associate staff teams. | 🗸 |  | 🗸 | 🗸 | 🗸 |
| 1. Self-critical, awareness of own strengths and development targets, and professional development requirements. | 🗸 | 🗸 | 🗸 | 🗸 |  |
| 1. Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably. | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| 1. Have the ability to set and maintain high standards, and respond to feedback. | 🗸 | 🗸 | 🗸 | 🗸 |  |
| 1. An “outstanding teacher” with excellent subject knowledge, planning and delivery, classroom management and assessment practice. | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| 1. Understand the principles of outstanding learning, independent learning and intervention. | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| 1. Be a role model, promoting the school’s values. | 🗸 |  | 🗸 | 🗸 | 🗸 |
| 1. Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people. | 🗸 |  | 🗸 | 🗸 | 🗸 |
| Personal Qualities | | | | | |
| Professional, enterprising, personal impact  Outgoing, warm personality, approachable, inclusive  Positive, adaptable  Energetic and enthusiastic  Self-motivated, self-confident, reliable  Calm under pressure, emotionally intelligent  Sensitivity, fairness, tact and discretion  Commitment, generosity of spirit and a sense of humour. | | | | | |

**Crompton House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

**An enhanced DBS check is required for all successful applicants.**