



JOB DESCRIPTION

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| Job Title: | Lead Practitioner – Maths and Science |
| Accountable to: | The Head of School |
| Job Purpose: | To develop and implement Maths and Science initiatives and strategies throughout the Academy to raise the teaching practice of Academy staff leading to higher levels of student achievement. |
| Pay Scale: | Leadership 8 |

Conditions of employment

Details of the general terms and conditions applying to this post are outlined in the Statement of Particulars provided to you on appointment to this post. You may wish to have particular reference to the Scheme of Conditions of Service of the School Teachers' Pay & Conditions Document. The post holder should familiarise themselves with the Academy's policies which can be found on the Academy Intranet.

STANDARDS

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; force positive professional relationships and work with parents in the best interests of their pupils.

1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

- 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- 2.1 Be accountable for pupils' attainment, progress and outcomes
- 2.2 Plan teaching to build on pupils' capabilities and prior knowledge
- 2.3 Guide pupils to reflect on the progress they have made and their emerging needs
- 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- 3.3 Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- 3.4 If teaching early reading, demonstrate a clear understanding of systematic, synthetic phonics.
- 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. PLAN AND TEACH WELL STRUCTURED LESSONS

- 4.1 Impart knowledge and develop understanding through effective use of lesson time.
- 4.2 Promote a love of learning and children's intellectual curiosity.
- 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
- 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

- 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 6.2 Make use of formative and summative assessment to secure pupils' progress.
- 6.3 Use relevant data to monitor progress, set targets and plan subsequent lessons.
- 6.4 Give pupils regular feedback both orally and through accurate marking and encourage pupils to respond to the feedback.

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- 7.1 Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.
- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise sanctions and rewards consistently and fairly.
- 7.3 Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- 7.4 Maintain good relationships with pupils exercise appropriate authority and act decisively when necessary.

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- 8.1 Make a positive contribution to the wider life and ethos of the school.
- 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- 8.3 Deploy support staff effectively.
- 8.4 Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.
- 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.

9. PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- 9.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - Having regard for the need to safeguard pupils' well-being in accordance with statutory provisions.
 - Showing tolerance of, and respect for, the rights of others.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 9.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- 9.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The post will be entirely focused upon Maths and Science although the precise scope and role is negotiable with the Head of School. The role will include some or all of the following elements:

- **Teach 75% of a standard teaching timetable across the age and ability range.**

JOB TASKS

1. Lead Maths and Science initiatives beyond their own classroom.
2. Understanding of the components which comprise outstanding Maths and Science.
3. Give effective feedback to colleagues about professional performance
4. Conduct lesson observations.
5. Mentor and coach colleagues.
6. Observe and give feedback on the teaching of colleagues experiencing difficulties.
7. Provide a structured programme of advice and support.
8. Evaluate the effectiveness of Maths & Science.
9. Design and deliver professional development activities.
10. Participate in the planning and delivery of focused in-service training days.
11. Identify CPD activities needed to support local processes for improving Maths and Science .
12. Contribute to the development of the Academy's Appraisal Policy.
13. Develop a Code of Good Practice in the observation of teaching.
14. Undertake observations and feedback in a range of settings.
15. Provide exemplar lessons for trainee teachers.
16. Contribute to the assessment of students' teaching practice.
17. Participate in the training of teachers within Teacher Training institutions.
18. Act as Mentor to trainee teachers.
19. Support the development of a School-Centred Initial Teacher Training Scheme.
20. Act as a consultant to teams developing strategies for pupils experiencing difficulties.
21. Disseminate best practice based on Educational Research.
22. Identify Educational Research to enhance existing practices.
23. Act as a link with the LA in implementing strategies for dealing with challenging behaviour and promoting inclusion.
24. Update existing Schemes of Work and support their introduction.
25. Develop resource packs to support existing teaching.
26. Support staff in the delivery of SMSC and Literacy
27. Participate in Primary Liaison.
28. Take responsibility for their own professional development to improve students' learning.
29. Contribute to BAY Education Trust as required.

For projects to be effective the following arrangements will be in place:

- The Lead Practitioner will have identified time for project work;
- There will be systems for identifying needs which are best met through Lead Practitioner projects

The Lead Practitioner is not expected to do all of the above at once but over time could be expected to work on particular projects and on completion move onto others.

**PAIGNTON COMMUNITY & SPORTS ACADEMY
BAY EDUCATION TRUST**

LEAD PRACTITIONER

PERSON SPECIFICATION

| | Essential | Desirable |
|------------------------------------------------------------------------------|------------------|------------------|
| To be an outstanding Classroom Practitioner | ✓ | |
| Provide a role model for high quality teaching and learning | ✓ | |
| Have a proven ability to raise standards of Teaching and Learning | ✓ | |
| QTS status with DFE number | ✓ | |
| A highly effective teacher with proven pupil progress | ✓ | |
| Efficient administrator who is well organised and has time management skills | ✓ | |
| Good understanding of intervention strategies to accelerate pupil progress | ✓ | |
| An effective Leader and Manager with proven track record of these skills | ✓ | |
| Evidence of Professional Development | ✓ | |
| High level of Inter-Personal skills | ✓ | |
| Integrity | ✓ | |
| Evidence of skills of coaching and mentoring other staff | ✓ | |
| Efficient and effective report writing | ✓ | |

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| High energy levels | ✓ | |
| Capacity for hard work | ✓ | |
| Ability to manage stress effectively | ✓ | |
| Two references which confirm no issues evident in terms of attendance, child protection, discipline or capability and satisfactory relationships with pupils, staff and parents | ✓ | |
| Commitment to safeguarding young people, appropriate DBS record | ✓ | |