

Ambition · Bravery · Respect



Northern Ambition Academies Trust

**Lead Practitioner – Mathematics  
(Whole School Numeracy)**

**Recruitment Pack**



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Academies Trust**

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[northernambition.org.uk](http://northernambition.org.uk)



# Welcome to Northern Ambition Academies Trust

It is often said that each child gets one chance at education, and here at Northern Ambition Academies Trust (NAAT), we ensure that our pupils are given every possible opportunity to reach their potential, unlock their creativity and succeed in life.

We are proud to be a values-driven organisation with an unwavering commitment to our children and young people, our families, our staff and the community. We place our pupils and staff at the heart of everything we do.

Our family of schools, our leaders, academy councils and trustees are committed to our core values of Ambition, Bravery and Respect. We are hugely ambitious for every pupil within the Trust and are committed to continuous school improvement.

We aim to facilitate the very best experiences and achievements for our pupils through high-quality, wide-ranging curricular and extracurricular experiences underpinned by rigorous and systematic support and challenge of all our schools.



We hope to build on our success to further grow our family of schools as well as to develop the opportunities on offer for our pupils and our staff. For further information, please visit our website or get in touch.

**Liz Fairhurst**  
CEO

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# Vision & Values

## Our Vision

*At Northern Ambition Academies Trust,  
our vision is to create a world in which all young  
people can flourish, dream and succeed.*



## Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



### Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



### Bravery

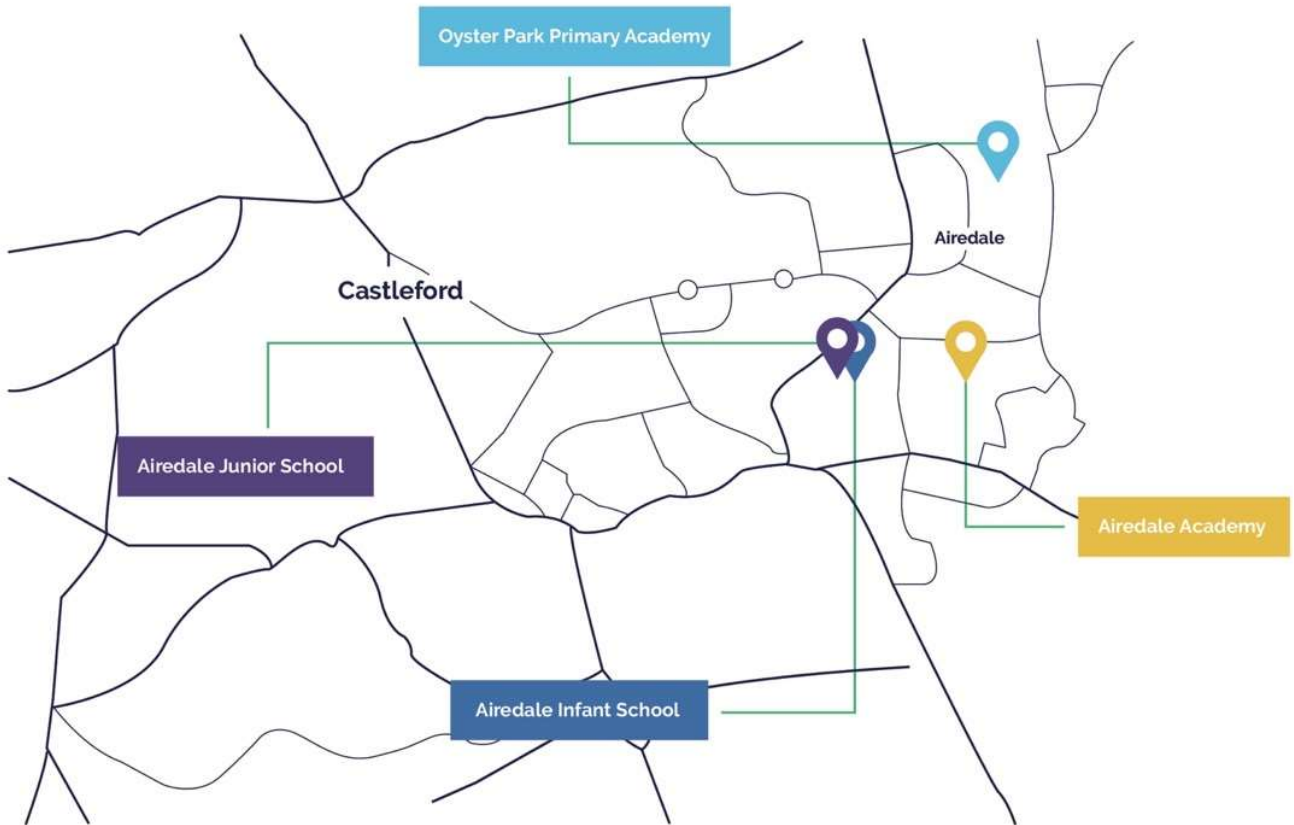
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



### Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

# Our Academies



# Lead Practitioner – Maths

## (Whole School Numeracy)

### Purpose Of The Post

- To be an expert practitioner of Mathematics, with Lead Practitioner accreditation or to be working towards Lead Practitioner accreditation with SSAT.
- To be a model of excellent practice in Mathematics, maintaining a clear focus on the outstanding delivery of Maths.
- To support other colleagues to improve their own teaching, through an open-door approach.
- To support the development and implementation of Teaching & Learning initiatives and strategies in Mathematics and across the school, which raise the teaching practice of all members of staff and therefore raise student standards and progress.
- To support the development of the Whole School Numeracy Strategy which promotes numeracy across the curriculum.
- 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, particularly regarding Whole School Numeracy.
- To design, implement and lead initiatives in Whole School Numeracy that lead to improved outcomes and engagement for all groups of students.
- To undertake research into practice in other schools and to disseminate this.
- 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 support the development of high-quality teaching materials and schemes of learning.
- To use local and National statistical data and other information, to provide a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning.
- To support underperforming teachers to enable them to improve their practice.
- As requested, to take on this role in relation to teachers from other schools across the Trust.

### Responsible For

Quality of provision, teaching, learning, assessment and progress at Airedale Academy and across the Trust - especially in relation to improving outcomes in English – by removing literacy barriers that might restrict student access to the curriculum.

### Liaising with

Principal, senior leaders, teaching/support staff, local authority representatives, external agencies and parents/carers.

### Accountabilities

To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers.

# Main (Core) Duties

## Strategic Direction & Development

- Ensure the Quality of Teaching and Learning in Maths and as/when required across the school and Trust in liaison with the Vice Principal Curriculum: Intent; Implementation & Impact through coaching and mentoring of staff.
- Ensure the successful implementation of bespoke interventions within Mathematics.
- 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 and to report regularly to the Principal, Senior Leadership Team and Heads of Faculty on progress and plans.
- Use local and national data and other information to provide a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning.
- Know how to and take a lead role to improve the effectiveness of intervention practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.
- 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

## Teaching and Learning

- Ensure the Trust's Standards of Teaching & Learning across the school is in liaison with the Vice Principal Curriculum through coaching and mentoring of staff- especially in relation to Numeracy.
- Secure and sustain effective teaching of subjects through structured mentoring 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, learner interviews and written reports to the Principal and Senior Leadership Team as necessary.
- To teach a timetable within specialism appropriate to the demands of the role and the needs of the school.



## Leading, Motivating & Development

- Have teaching skills which lead to excellent results and outcomes.
- Demonstrate excellent innovative pedagogical practice and deliver demonstration lessons.
- Carry out subject/quality assurance activities e.g. classroom observations.
- Contribute to the professional development (and performance management 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).
- Disseminate materials and advise on practice, research and CPD provision.
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluation and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes..

## Professional Development

- To take part in the Trust's staff development programme by participating in arrangements for further training and professional development.
- To undertake the Lead Practitioner accreditation, if not already accredited as an LP
- To be prepared to undertake an NPQ in Teacher Development
- To continue personal development in relevant areas including subject knowledge, teaching methods & Numeracy development.
- To undertake exam board training and to consider being an EDUQAS examiner.
- To engage actively in the Performance Management process.
- To be an outstanding classroom practitioner.
- To have a proven ability to raise standards in classrooms other than their own.
- Experience of leading teaching and learning initiatives beyond their own classroom.
- Excellent understanding of the components which comprise outstanding teaching and learning.
- Experience of giving effective feedback to colleague about personal performance.
- Experience of coaching and mentoring colleagues.
- Experience of conducting lesson observation.

## Quality Assurance

- To help to implement Academy & Trust's quality assurance procedures and to adhere to these.
- To contribute to the process of monitoring and evaluation of the school in line with agreed procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## Communications

- To communicate effectively with the parents/carers of students as appropriate.
- To communicate effectively with teaching staff in relation to classroom feedback and CPD.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy & Trust.
- To follow agreed policies for communications

## Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.

## Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.
- To contribute to the extra-curricular programme of the Faculty.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.



# Person Specification

## Lead Practitioner - Science

### Essential Criteria

#### Qualifications

- Qualified Teacher Status
- Degree or equivalent
- Established and evidenced practice as an outstanding teacher over a prolonged period
- Completed or working towards an NPQ in Leading Teaching and/or Leading Teacher Development

#### Professional Development

- Evidence of a commitment to own professional development

#### Knowledge

- Deep knowledge of EEF Guidance in relation to Improving Mathematics in Key Stages 2 and 3
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the developments of Teaching and Learning Strategies to enhance teaching and learning
- Use of the intervention strategies to address identified issues for development
- Awareness of the latest developments and initiatives in education

#### Skills & Experience

- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Developing high quality learning strategies and monitoring learner progress to raise attainment
- Evidence of high achievement in teaching across Key Stages
- Currently, or previously, leading a key responsibility/development within a team
- Experience of using educational research to support an area of department and/or whole-school development and to shape CPD
- Experience of contribution to the personal development/mentoring of colleagues
- Effective use of Assessment for Learning to engage learners as partners in their learning
- Ability to establish curriculum development, assessment, coordination and coaching
- Ability to plan and resource effective interventions to meet curricular objectives
- Development of partnerships with other schools, business and the community

# Recruitment Process

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**1**

Advert posted with job description and person specification.

**2**

Candidates invited to look around if desired.

**3**

Shortlisting process.

**4**

Candidates invited to interview, and references requested.

*Interview days may include a task or teaching example depending on the role.*

**5**

Offer made to successful candidate(s).

**6**

Pre-employment checks completed.

**7**

Start date and induction period.