

Group Member:		Leeds City College	
Job Title:		Lead Teacher of Maths – 14+ Academies	
Reports to:		Academic Leader	
Job Grade	T3	Department	14+ Academies

SPECIFIC ROLE RESPONSIBILITIES:

1. Give academic and development support and coaching to all learners in the 14+ Academies.
2. Work hard to develop effective relationships with learners in a variety of ways including role modelling mutual respect and high aspirations. Motivate and inspire learners to always try their best and show respect.
3. Foster effective relationships with other key stakeholders including learners' parents/carers and other internal and external professionals.
4. Put in place interventions for whole groups or individual learners to help and support learners both academically and developmentally, often in conjunction with the relevant Head of Year and Lead Teacher.
5. Set targets with individual learners to assist in their academic or development progress, including at Personal Progress Days and the writing of Parent/Carer reports.
6. To work within the 14+ Academies ethos and culture as well as using relevant tools and concepts such as the effort descriptors and APLs (Academy Progress Levels).
7. Update, reflect and maintain the 14+ Academies tracking systems continuously, allowing you to recognise the need for interventions and subsequently putting them in place.
8. Assist other 14+ Academies staff members (including the Coordination Team) by continuously working to improve or maintain high levels of attendance and assist in putting interventions in place when required.
9. To provide strong leadership to the Maths curriculum area so teaching and learning consistently meets standards.
10. Lead on the development and implementation of strategies to develop all aspects of teaching, learning and assessment, especially in the subject of Maths.
11. To ensure that all young people make at least good progress and that ambitious targets for student performance are met and tracked and accountability for the learning, progress and achievement of Maths for 14+ Academies students
12. Be inventive, determined and persistent when implementing student focussed interventions in order to help progress learners in meeting and/or exceeding targets.
13. To continue to develop an innovative and progressive curriculum in Maths lessons which is positive, engaging and student focussed – including cross-curricular links.
14. To performance manage robustly all staff in the Maths department so that ambitious targets are met and performance is of a high standard.
15. Assisting with the development of appropriate resources to support learning.
16. To deliver initial assessment and induction of learners and to ensure assessment procedures throughout the course inform the students of their current progress.

17. Monitor the Curriculum within the 14+ Academies with assistance of the relevant Lead Teacher.
18. Support and visit learners on work experience placement including delivering work experience content and helping them obtain a suitable placement.
19. Work with learners to support their transition into further education or training.
20. Supervise the 14+ Academies duties where required, which may include breakfast club, breaks, lunches or after school sessions.
21. Complete registers on time and accurately.
22. Attend meetings and undertake exam invigilation duties when required.
23. Participates in and supports educational visits and outings to enhance the learner experience which may include responsibility for a small group
24. To complete all administrative tasks in a timely and accurate manner meeting deadline when set.
25. Assisting in the presentation of display boards to enhance the learning experience and celebrate the achievements of learners
26. Take part in the 14+ Academies Staff Development Programme including attending training days and twilights.
27. To act as a role model to others, demonstrating high standards of professionalism in all aspects of the role.
28. Any other suitable and appropriate duties as determined by the line manager.

CORE RESPONSIBILITIES:

1. Responsible for retention, achievement, progress/value added, attendance and positive progression rates for an identified course or courses.
2. Maintain high quality and effective delivery across the course team.
3. Develop new modules, units and course.
4. Responsible for developing new units, modules and courses in line with government policy, awarding organisation developments and student demand as well as local community, economic and employer requirements.
5. Deliver and assess essential knowledge and understanding to learners.
6. Plan, prepare and develop schemes of work, lesson plans, teaching and learning resources and assessment plans and ensure these are in place for all the course(s) teaching activity.
7. Help to ensure all team members maintain and update knowledge of the subject and / or vocational area.
8. Motivate and inspire students to achieve targets and develop their skills to enable progression.
9. Reflect on what works best in teaching and learning to meet the diverse needs of students and engage in scholarly activity.
10. Develop and adapt curriculum delivery with the course team to maximise its effectiveness and efficiency
11. Be responsible for recording student progress and meeting individual and group learner targets.
12. Develop and employ effective assessment activities and ensure student work is assessed with constructive and timely feedback provided that motivates and inspires students to improve and achieve.
13. Market courses and provide high quality IAG (including full participation in open days, transition activity, enrolment and induction).
14. Complete a course level self-assessment report and maintain the course quality improvement plan.
15. Carry out internal verification/moderation.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Encouraging all to have aspiration and passion in everything they do.

Creative

Always hungry to learn and looking ahead so we can be responsive

Job Title:	Lead Teacher of Maths
Department	14+ Academies

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Good general education at Level 2 or above, including English and maths.	A / C
E	Q2. Appropriate qualifications and/or a willingness to undertake training/qualifications in supporting the needs of disengaged/disadvantaged young people.	A / I / C
E	Q3. Holds a L5 Teaching Qualification (e.g. Cert Ed, PGCE)	A / C
E	Q4. Relevant highest level vocational qualification or degree in teaching subject	A / C
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience and knowledge of supporting young people both academically and developmentally, including those aged 14-16.	A / I

E	EK2. Experience and knowledge of working with disengaged/disadvantaged young people in an educational setting.	A / I
E	EK3. Recent teaching delivery in relevant subject areas (PGCE teaching placements/experience would also qualify here) which demonstrates outstanding practice.	A / I / MT
E	EK4 Experience and knowledge in delivering and supporting young people on a 1-1 basis, classes and in small groups.	A / I / MT
E	EK5. Experience and knowledge in working with parents/carers and external professionals.	A / I
E	EK6. Experience and knowledge of teaching/managing behaviour tools and strategies.	A / I / MT
E	EK7. Experience of positively managing learner academic progress in an education setting, including those aged 14-16.	A / I / MT
E	EK8. Experience and knowledge of relevant BTEC and GCSE 14-16 learning qualifications including planning lessons and Scheme of Learnings.	A / I / MT
D	EK9. Experience leading and managing a curriculum area.	A / I

Skills and Competencies

Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Understanding of barriers to learning and ways to overcome them, including the ability to implement effective interventions.	A / I / MT
E	SC2. The ability to form meaningful and impactful relationships quickly.	A / I / MT
E	SC3. Excellent written and oral communication skills to a range of stakeholders.	A / I
E	SC4. Excellent organisational, time-management and administrative skills, including a high standard of computer and online abilities.	A / I / C
E	SC5. Able to work positively and effectively as a member of a team and on own initiative.	A / I

E	SC6. The ability to adapt to change and hold key problem skills.	A / I / MT
E	SC7. Ability to plan and deliver quality teaching across identified modules	A / I / MT
Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I