



Lead Practitioner of Maths Candidate Pack

Candidate Pack



THE KING'S
SCHOOL

Job Advert.

We're looking for an innovative and passionate Lead Practitioner of Maths to drive forward our maths department – leading on pedagogy, coaching colleagues, and supporting strategic development.

You'll benefit from access to exceptional professional development that will not only support colleagues but will help accelerate your own leadership journey too. With opportunities to train to become Maths Mastery Specialists through the Yorkshire & Humber Maths Hub, and more.

At Pontefract Academies Trust, our students are supported by an extensive list of maths enrichment opportunities, from co-curricular clubs to maths challenges, to a Primary Maths Championship, helping them to achieve strong outcomes.

Joining our Maths Department comes with numerous career benefits, including:

- **A strong and well established department** with a highly effective team.
- **Extensive coaching and CPD support** from our Trust Director of Maths to help you to develop your practice.
- **A fully planned and resourced curriculum**, adaptable to meet the needs of our students.
- **Engaged and responsive students** who achieve strong outcomes in the subject.

We're proud of our Maths Department and what we have built – but now we're looking for someone with the vision and expertise to take us to the next level. This is your opportunity to make a lasting impact at one of our secondary schools.

This is a 1 FTE, permanent contract with a start date of 1st September 2025 or ASAP.





Introductory message from Marie Evans, Headteacher.

Thank you for showing an interest in the Lead Practitioner of Maths role at The King's School, which forms part of Pontefract Academies Trust.

We are at an exciting point in the school's journey and in the wider journey of the Trust. Each day at The King's School provides an opportunity to celebrate success for our students. The school's values are intrinsic to our work with young people and can be evidenced in our strong outcomes, attendance, and extremely positive culture.

We have high standards and will never compromise on this. As a school, we strive to ensure that our students flourish and are prepared for the world and future ahead. Strong relationships are central to every aspect of our work. Thus, we are seeking a leader who puts students at the heart of what they do, has an unwavering and relentless desire to improve them, both academically and socially, and shares our ethos, culture, and vision.

There will be an opportunity to work across a 9-school Trust and in conjunction with the wider Central Team and colleagues across both primary and secondary. We are interested in hearing from experienced candidates who are ready for the next step in their career as well as those who may be in current leadership roles. We seek an exceptional leader who understands true leadership and will bring considerable passion and energy and play a pivotal part in our journey to becoming an outstanding school. You will have the opportunity to work with like-minded individuals to make a lasting and positive impact on our community.

This is a genuinely exciting time to join us, and if you are enthusiastic and dynamic with a real passion for shaping and leading whole school strategies, I look forward to reading your application.

Ms M Evans
Headteacher



About the Trust.

Achievement Without Excuses.

We have an unwavering focus on achievement. This is paramount so that all of our children and young people enjoy greater life chances.

We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.

Excellence As Standard.

We set high standards. "Good enough" is simply not. We do not accept second best from our students or ourselves.

The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans and simple and precisely executed systems that not only develop and sustain excellent performance, but never stifle individual flair.

Stronger As One.

We take collective responsibility for each other and the results of all of our children and young people. We enjoy sharing our success as a Trust while recognising the strengths of individuals and each school. To this end, collective accountability is rooted in a "if one fails we all fail" mentality.

As a family of schools we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all.

Our Mission.

Running top-quality, high-achieving schools that give our children and young people the chance in life they deserve.

Our Vision.

Where every child and young person makes outstanding progress.

Our People Matter.

We know that our people make a difference to the lives of our 3-16-year-olds. We want to make our schools places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.

We aim to provide professional work environments where our people have the support and tools to do a great job and push our children and young people to scale new heights in a safe and secure environment.

Students Come First.

Our schools are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in schools and the central Trust office work to this end.

The Trust aims to keep low priority tasks away from front line teachers and leaders so that they can focus explicitly on our core business of teaching and learning.

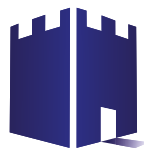
Our Schools.

The Pontefract Academies Trust family includes a range of schools across Pontefract. We provide education from nursery, through primary and secondary.

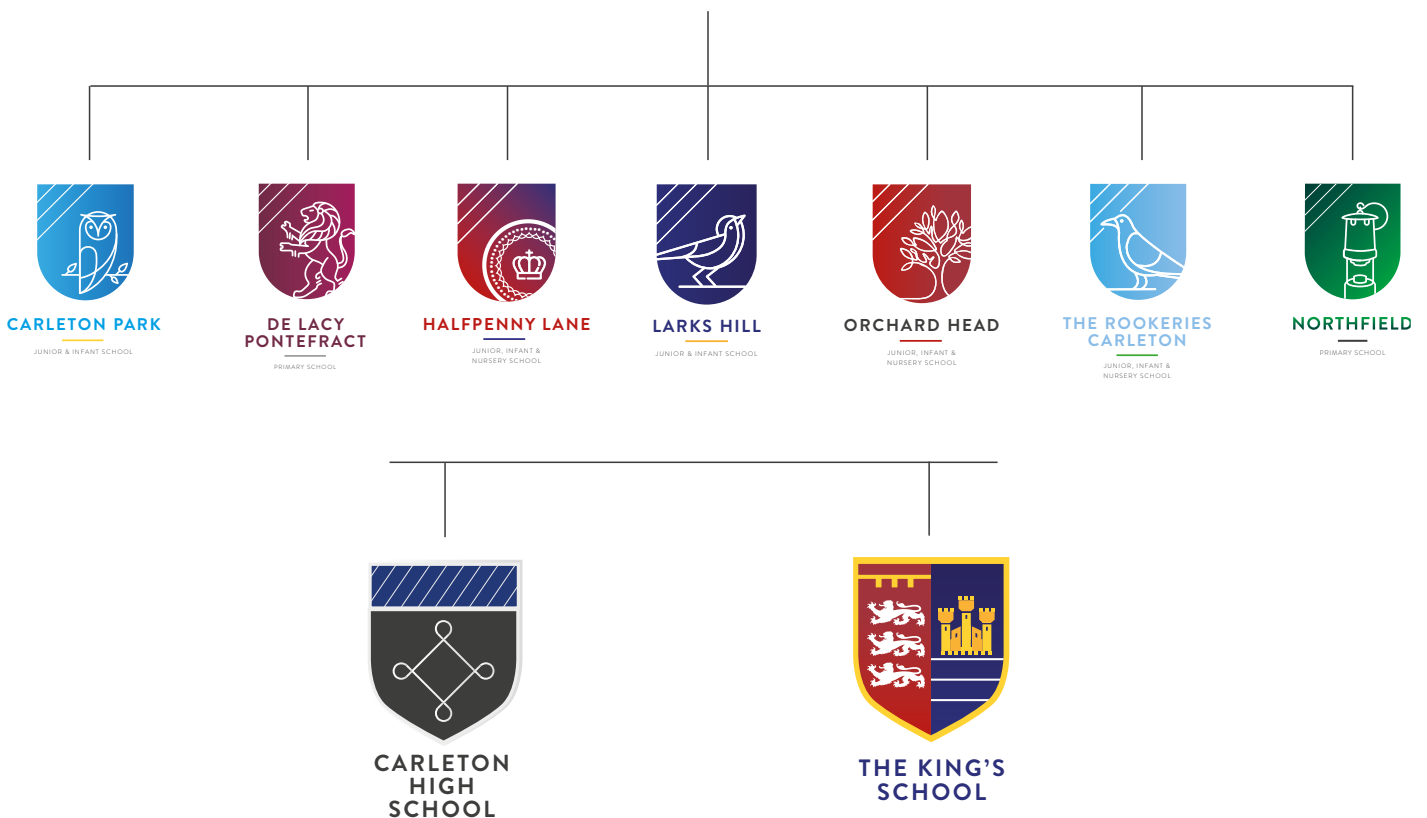
Each school is individual and responds to the needs of its local community to provide the best possible opportunity for its young people. However, being part of a Multi Academy Trust means each school can benefit from shared resources and systems that allow collaboration for the benefit of our children and young people.

9 SCHOOLS

ONE TRUST



PONTEFRACT
ACADEMIES TRUST





About The King's School.

As a proud member of Pontefract Academies Trust, The King's School is renowned for its strong reputation for educational excellence and consistently achieving strong academic results. Established in 1139, The King's School stands as a beacon of education for nearly nine centuries, offering a premier learning experience to the bright minds of Pontefract and beyond. We take great pride in being more than just a secondary school; we are a caring, high-performing community where students evolve into the best version of themselves, proudly carrying the legacy of The King's School.

With a remarkable history spanning over 850 years, our school is deeply rooted in tradition, but it is the people that make The King's School truly exceptional. Our students, with excellent behaviour and as the best ambassadors one could wish for, are a testament to our commitment to nurturing outstanding individuals. Our dedicated team of teachers and support staff, in collaboration with parents, strives to provide a first-class education, ensuring every student receives the opportunities they deserve.

The King's School is more than just a workplace; it is a great place to work. Our staff is the bedrock of our success—everything we achieve is attributed to their hard work and dedication, and we, therefore, ensure they are well looked after.

No matter your role, if you're a part of our school, your contributions will be genuinely valued. Everything we do at The King's School is based on great relationships, and it is important to us that staff are happy in their work. This means a balance of challenge, support, recognition, and plenty of opportunities for development and career progression.

Student Values.

Respect

We treat others how we would like to be treated, showing kindness and good manners. We are honest, demonstrate good morals and do the right thing even when no one is watching.

Responsibility

We are responsible for the choices we make and believe that taking responsibility for our actions wins the day. We learn from our mistakes, move forward and improve.

Determination

We believe in ourselves to be the best that we can be and do not give up. At all times we display a 'whatever it takes' attitude; we get on, do it and make it happen.

Excellence

We value our education and aspire to excellence in everything we do. We have high expectations of ourselves, our work and our behaviour, always committed to pushing ourselves to do our absolute best.



Job Description:

Lead Practitioner of Maths

Reporting to:	Director of Maths / Curriculum Leader of Maths
Salary:	Leadership Pay Grade Scale L5 – L10
Term:	Permanent – Full time
School Base:	The King's School

Job Purpose Summary

- To develop and enhance the teaching practice of others and be accountable for developing elements of the subject / curriculum offer.
- To raise standards or student attainment and achievement within the whole curriculum area.
- To work with the Maths department to be accountable for student progress and development.
- Ensure the provision of an appropriately broad, balanced and relevant curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies.

Key Responsibilities and Accountabilities

The post holder will:

- Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy.
- Contribute to the planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, AIP and the aims and objectives of the academy.
- Lead departmental and whole school professional development sessions, as directed by the Quality of Education team.
- Act as an Instructional Coach to an identified cohort of teachers.
- Alongside the Curriculum Leader, make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Learning Supervisor/relevant staff to secure appropriate cover within the department.
- Establish common standards of practice within the department and develop the effectiveness of teaching and learning in all subject areas within the department.
- Contribute to the school procedures for lesson observation and drop ins.
- Seek/implement improvement where required.
- Ensure that the department's quality procedures meet the requirements of self-evaluation and the School Improvement Plan.
- Produce reports within the quality assurance cycle for the department.
- Liaise with partner academies, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- Promote actively the development of effective subject links with external agencies.
- Contribute to the personal development curriculum according to school policy.
- Lead the development of appropriate curriculums, resources, schemes of work, feedback policies, assessment and teaching and learning strategies in the department.
- Monitor actively and follow up student progress.
- Implement school policies and procedures, e.g. Equal Opportunities, Health and Safety, etc.
- Liaise with SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Improvement Plan and School Evaluation.
- Continue own professional development as agreed with Line Manager.
- Undertake Appraisal Review(s) and to act as appraiser for a group of staff within the designated department.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Ensure the effective operation of quality control systems.
- Implement school quality procedures and to ensure adherence to those within the department.
- Make use of analysis and evaluate performance data provided.
- Identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken.
- Monitor and support the overall progress and development of students within the department.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

Job description continued on next page

Job description continued

Set high expectations which inspire, motivate and challenge all students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all students.
- This role will involve a high level of subject curriculum planning, to ensure the national curriculum entitlement for all students is applied.

Promote good progress and outcomes by all students

- Promote high standards of attainment, progress and outcomes for all students.
- Plan differentiated teaching to build on students' capabilities and prior knowledge.
- Guide students to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interests in these subjects and address misunderstandings and misconceptions.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject.
- Plan lessons (in line with minimum expectations) and teach well-structured lessons.
- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum.

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to learn more effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and implement strategies to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching and learning to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, 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.
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of students.

Make accurate and productive use of assessment

- Make accurate and productive use of assessment in line with the expectations of the school.
- Make effective use of a range of assessment for learning techniques to measure progress in lessons.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy.

Job description continued

- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

Contribution to whole Academy

- Leading numeracy across the school.

Responsibilities for people (line management)

- None.

Responsibilities for Resources

- Effective use of materials and resources.

Responsibilities for Budgets

- None.

Everyday Development

- EDD will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line – manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required.

Core responsibilities and duties

The post holder will:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- 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;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification.

No.	Categories	Essential or Desirable	Assessed by	
			Application Form	Interview or Task
1.	4 or more GCSE's, including English and Maths, at Grade C/4 or higher. (Or equivalent)	E	✓	
2.	Education to degree level or equivalent.	E	✓	
3.	Qualified teacher status.	E	✓	
4.	An excellent track record of recent, relevant professional development.	D	✓	✓
Experience				
5.	Experience working with children of relevant age.	E	✓	✓
6.	Experience of raising standards and performance of young people.	E	✓	✓
7.	Experience of effective teaching and performance within the curriculum area.	E	✓	✓
8.	Experience of developing staff practice and performance, e.g. through work with ITTs or ECTS.	D	✓	✓
Abilities, Skills and Knowledge				
9.	Able to deliver effective maths teaching and act as a role model within the department.	E	✓	✓
10.	Able to initiate, lead and manage change programmes.	D	✓	✓
11.	Able to effectively prioritise, plan and organise.	E	✓	✓
12.	Set high standards and provide a role model for students and staff.	E	✓	✓
13.	Able to relate well to children and adults.	E	✓	✓
14.	Able to work effectively as part of a team, understanding roles and responsibilities of others and your own position within these.	E	✓	✓
15.	Able to organise self and work to tight deadlines with minimum supervision.	E	✓	✓
16.	Know the principles and characteristics of effective maths delivery.	E	✓	✓
17.	Know the principles and characteristics of effective maths curriculum design and improvement, with reference to the mastery approach.	D	✓	✓
18.	Ability to communicate effectively and clearly to a range of stakeholders.	E	✓	✓
19.	Ability to show empathy and sensitivity with pupils and parents depending on home circumstances.	E	✓	✓
20.	Experience of a coaching model to develop skills and practices.	E	✓	✓
21.	Accuracy and attention to detail.	E	✓	✓
22.	Able to be proactive and act on own initiative.	E	✓	✓
Personal Qualities				
23.	Excellent role model for young people and staff.	E	✓	✓
24.	Resilience and high personal standards.	E	✓	✓
25.	Establish and maintain strong relationships with colleagues, including those outside your immediate team.	E	✓	✓
26.	Flexibility with a willingness to support and contribute to school/Trust events, as required.	E	✓	✓
27.	A commitment to inclusive education.	E	✓	✓
28.	High expectations for self and others and a strong commitment to raising achievement.	E	✓	✓

Employee Benefits.

We're passionate about employee benefits at Pontefract Academies Trust, offering the following as standard to all:



Exciting career and leadership pathways supported by outstanding CPD opportunities.



Everyday Development (EDD) Framework: A simple, personal and flexible goal-based approach to continuous learning, career growth and wellbeing.



For the 2025/26 academic year, we will be providing staff with **three Everyday Development (EDD) Days**. These development days will offer you self-directed time away from the workplace to recharge and reflect on your personal and career goals.



Energise and Engage Weeks throughout the year, where no meetings take place. These dedicated weeks prioritise personal professional development, support work-life balance, and allow for an early finish on designated days.



Generous employer pension (Teachers Pension).



Laptop.



Fantastic family friendly policies with a focus on employee work/life balance.



Cycle to work scheme.



Blue Light card.



Discounted gym membership.



Free eyecare via Specsavers.



Childcare vouchers.



Employee wellbeing programme (including physiotherapy, personal or professional concerns on legal, health, finance, wellbeing, and other matters).



Discounts at numerous retailers including O2.



Free flu vaccinations.

Making your application.

School Visits and Further Information

Potential candidates are welcome to visit our school. This is a great opportunity to explore our facilities, meet our dedicated staff, and get a feel for the vibrant community we have built here. We look forward to welcoming you and answering any questions you may have.

Application Process

- Please complete an application form via our website: <https://www.pontefractacademiestrust.org.uk/>
- Complete the examinations results form (via our website) that is required for this role.
- Attach the document in the 'Additional Information & Documents' section of your application within SamPeople Recruit.

Key Dates

Application deadline: **10:00, Wednesday 9th July 2025 (or earlier depending on application volume. Early applications are encouraged).**

Interview date: **TBC**

Start date: **Monday 1st September 2025 or ASAP**

Important Links

[Pontefract Academies Trust Website](#)

[Trust Strategic Plan 2025 to 2028](#)

[The King's School website](#)

Further Information

Email: recruitment@kings.patrust.org.uk

Tel: 01977 601701

We look forward to hearing from you.



PONTEFRACT
ACADEMIES TRUST

Pontefract Academies Trust

The Barracks Business Centre,
Wakefield Road Pontefract,
WF8 4HH.

Tel: 01977 232146

Email: adminsupport@patrust.org.uk

@PontefractAT

Pontefract Academies Trust

Registered Company: 08445158

The Pontefract Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant pre-employment checks (including online checks).