



Co-op Academy Stoke-on-Trent

Lead Practitioner - Maths
For September 2025

LP Scale: £54,651 - £60,648

Headteacher Mr S. Richardson

Westport Road
Stoke-on-Trent
Staffordshire
ST6 4LD



Co-op Academy
Stoke-on-Trent

April 2025

Dear Applicant,

LEAD PRACTITIONER - MATHS

I am delighted that you are interested in this important position in our maths team. We need to make sure that teaching and learning is of the very highest standard so that our students benefit from an excellent classroom experience and achieve the best outcomes in maths.

Lead Practitioners play a key role in helping to shape and develop teaching. We are looking for someone who has a clear vision for what teaching should look like in maths. Equally, we want someone who knows how to implement that vision by working with teachers to help develop their practice. This is a role where the successful candidate can have a powerful impact.

Furthermore, all of our Lead Practitioners are part of our wider Teaching and Learning Team, led by the Deputy Headteacher (Academy Improvement). The successful candidate will have the opportunity to lead across the Academy.

If you would like an informal discussion about the role, please contact me at shane.richardson@coopacademies.co.uk.

If you wish to apply for the role, please complete the standard application form and include a statement outlining: (1) your vision for high quality teaching in maths (2) how you will look to deliver that working with our maths team and (3) an outline of how your experience to date has prepared you for this role.

The deadline for applications is Friday 2nd May at 09:00.

Interviews will take place in the week commencing Monday 5th May 2025.

Yours sincerely,

Mr S Richardson
Headteacher



Lead Practitioner (Maths)

Salary / grade range	Trust Lead Practitioner Range LP6 (£54,651) to LP12 (£60,648)
Location	Co-op Academy Stoke-on-Trent
Reports to	Head of Maths & Deputy Headteacher Innovation & Improvement

Purpose of role:

The postholder will be responsible for the quality of education in maths: ensuring the curriculum is rigorous, ambitious and aligned to the aims and content of the National Curriculum; they will take the lead in innovating, devising and implementing pedagogical approaches that ensure the curriculum is implemented effectively; and they will be accountable for driving a culture of high quality teacher development in maths. The post-holder will also play a leading role in delivering the Academy's strategic aims working at a whole-school level.

Key accountabilities (and specific duties / responsibilities):

- Curriculum
 - Be the lead for the curriculum in maths.
 - Ensure that the curriculum is National Curriculum compliant.
 - Produce, maintain, review and revise curriculum maps, bodies of knowledge and learning cycles to structure the curriculum.
 - Undertake constant reviews of the curriculum to ensure that there is an iterative approach.
 - Ensure the curriculum is responsive and adaptive while maintaining the highest expectations of all students.
 - Devise and implement a curriculum that ensures all students are able to flourish, including PP students and those with SEND.
 - Use Teacher Collaboration Time to keep the curriculum a living entity that is discussed, amended, debated and revised.
- Pedagogy
 - Lead the implementation of evidence-informed practice that is innovative and responsive to the evolving needs of the subject, the students and the Academy.
 - Ensure that teachers are experts in using the Learning Framework leading to exceptional levels of student fluency, expertise and achievement.



- Devise and implement approaches to reading, writing and oracy that ensure students are expert communicators.
 - Ensure assessment focuses on the curriculum as the progression model; that formative assessment is used consistently to identify and address misconceptions in learning; and that summative assessment is devised and used to assess students' fluency and expertise.
 - Adopt approaches to modelling and scaffolding that ensure all students, irrespective of starting point, background, or barriers, can develop fluency and expertise.
 - Ensure a collaborative approach to pedagogy in maths.
- Teacher Development
 - Be accountable for ensuring that all teachers in the department have exceptional subject knowledge.
 - Lead the teacher development and CPD strategy in maths, ensuring that it meets the needs of the subject, team and students.
 - Place the curriculum and its delivery at the heart of the department's CPD.
 - Align CPD and quality assurance to ensure that underperformance is tackled and addressed with urgency.
 - Foster a culture of innovation and relentless improvement through an unbreakable determination to improve and be better.
 - Be the lead for ECTs and trainees in maths.
- Culture
 - Be a standard bearer for the characteristics, qualities and values that combine to create an exceptional quality of education in maths.
 - Embrace purposeful innovation as the means to solving the problems that prevent students being expert in the subject.
 - Develop a culture in which all teachers and students can realise their potential and excel.
 - Be seen as a pioneer, leader and advocate for excellence in teaching and learning in English and across the Academy.
- Whole Academy Strategy
 - Work with the Deputy Headteacher to drive the whole-Academy teaching and learning strategy.
 - Take a leading role on delivering elements of the AIP.
- Wider Leadership Expectations
 - Attend SLT meetings and similar such meetings as invited or required.
 - Undertake duties and contribute to the effective running of the Academy as directed by the Headteacher.



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications <ul style="list-style-type: none">• University graduate• BHons in maths or related subject at 2:1 or higher• Completed, or desire to complete, a relevant NPQ.		AI
Experience <ul style="list-style-type: none">• Substantial evidence of innovation and development in maths.• Holding a TLR in maths and demonstrable evidence of having led improvement.• Influenced practice across the Trust.		AI
Skills, Ability, Knowledge <ul style="list-style-type: none">• Formidable knowledge of curriculum design.• Expert understanding of pedagogy.• Understanding of effective models of CPD and teacher development.		AI
Personal Qualities <ul style="list-style-type: none">• A delivery focused approach.• Resilient and pragmatic.• A positive outlook.• Seeking promotion to a leadership role within 3 years.		AI



Academies Trust

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.