



**FUTURE
ACADEMIES**
LIBERTAS PER CULTUM

Regional Lead Practitioner of Mathematics - Hertfordshire Recruitment Pack



A welcome from our Chief Executive Officer

Dear Applicant,

Thank you for your interest in the position of Regional Lead Practitioner of Mathematics at Future Academies.

I am delighted to introduce you to Future Academies, a family of schools across London and Hertfordshire dedicated to transforming young people's lives and expanding their horizons.

Guided by our motto, *Libertas per Cultum* - 'Freedom Through Education' - we believe that a first-class education is the key to unlocking a lifetime of freedom and opportunity. Our mission is to help students discover and develop their talents, interests and skills, empowering them to lead rich and fulfilling lives.

It is an honour to lead Future Academies, a Trust where my own career in education began more than fifteen years ago.

This is an exciting opportunity for an ambitious and inspirational Mathematics specialist to join our Team. Working across our Hertfordshire academies, the successful candidate will play a key role in driving consistently high standards of teaching and learning, sharing excellent practice and supporting colleagues to achieve the very best student outcomes.

The role offers an excellent opportunity to make a significant contribution beyond your own classroom. You will work collaboratively across academies, support professional development of colleagues, champion effective practice and help shape the continued development of Mathematics across the Trust, while remaining closely connected to teaching and learning.

Future Academies is passionate about diversity and inclusion. We welcome applications from individuals who have the skills and experience to fulfil the requirements of the job description and whose values align with the ethos of our Trust. We encourage applications from candidates of all backgrounds, regardless of any protected characteristic.

If you would like to discuss the role in more detail or arrange a pre-application visit, please contact the HR team at HREnquiries@futureacademies.org. We strongly encourage prospective candidates to visit one of our academies and meet with the Principal to gain a genuine insight of the culture and community.

We look forward to receiving your application and to hearing about what you could bring to Future Academies.

Lawrence Foley
Chief Executive Officer



JOB DESCRIPTION

JOB TITLE: Regional Lead Practitioner of Mathematics

LINE MANAGER: Senior Mathematics Trust Lead

Working Pattern: Full time, permanent Monday – Friday

SALARY: The salary will be calculated in accordance with the School Teachers **Lead Practitioner (Fringe) pay scale, points 10 – 14 (£68,770 - £75,678)**

Starting salary will be subject to previous experience and determined on appointment.

PLACE OF WORK You will work across the six Future Academies schools in Hertfordshire. Your principal base will be agreed on appointment and will normally be the academy most conveniently located to your home.

Regular travel between all six Hertfordshire academies will be required, with occasional travel to other Future Academies locations as necessary.

RIGHT TO WORK: This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations will be required in accordance with the statutory guidance.

STAFF BENEFITS: Future Academies recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits:

- A supportive ethos and concern for the well-being of all colleagues.
- Excellent CPD opportunities and career progression.
- Employer Contributions to Local Government or Teachers Pension Scheme.
- Mintago – employee benefits platform.
- Employee Assistance Programme.
- Access to a Virtual GP
- Eye Care Voucher scheme.
- Partnership with YellowNest -Salary sacrifice childcare.

For further information regarding our staff benefits, please visit our [website](#).

PROBATION PERIOD: The post holder will be required to complete a 4 - month probation period.

PURPOSE OF THE ROLE

The Regional Lead Practitioner of Mathematics - Hertfordshire will play a key role in developing and securing consistently excellent mathematics provision across Future Academies.

The postholder will combine excellent classroom practice with cross-site leadership, curriculum development, professional development and coaching. Working closely with school and Trust leaders, they will support the continuous improvement of teaching and learning, strengthen mathematics subject leadership, share effective practice and help secure excellent student outcomes.

The postholder will:

- Model consistently excellent mathematics teaching.
- Support the development and implementation of an ambitious and coherent mathematics curriculum.
- Improve the quality and consistency of mathematics teaching across designated schools.
- Support Heads of Mathematics and school leaders to identify priorities and implement effective improvement strategies.
- Coach, mentor and develop mathematics teachers at different stages of their careers.
- Support schools to improve pupil attainment and progress, particularly at Key Stage 4.
- Contribute to the development of shared resources, assessment and professional development.
- Promote collaboration and the sharing of effective practice across the Trust.

The postholder will also undertake the professional duties of a teacher in accordance with the current School Teachers' Pay and Conditions Document and the Teachers' Standards.

MAIN RESPONSIBILITIES AND TASKS

1. Excellent Classroom Practice

The postholder will:

- Teach consistently excellent mathematics lessons across designated Trust schools.
- Model high expectations, strong subject knowledge and effective classroom practice.
- Establish a calm, purposeful and inclusive learning environment.
- Demonstrate effective explanations, modelling, questioning, checking for understanding and guided practice.
- Adapt teaching appropriately so that all pupils, including those with special educational needs and disabilities, can access an ambitious curriculum.
- Use assessment effectively to identify misconceptions, address gaps and inform future teaching.
- Secure strong pupil engagement, progress and attainment.
- Model the effective implementation of each school's behaviour, teaching and curriculum expectations.
- Provide demonstration lessons and opportunities for colleagues to observe excellent practice.
- Remain informed about developments in mathematics education and evidence-informed teaching practice.

2. Curriculum Development

The postholder will:

- Support the design, implementation and evaluation of a rigorous, coherent and knowledge-rich mathematics curriculum.

- Work with subject leaders to ensure that curriculum content is appropriately sequenced and builds pupils' knowledge over time.
- Support the development of high-quality schemes of work, lesson materials, assessments and intervention resources.
- Help ensure consistency in curriculum implementation while responding appropriately to the context of individual schools.
- Evaluate the effectiveness of curriculum plans and resources using pupil work, assessment information and classroom evidence.
- Support effective transition between key stages, including the transition from primary to secondary education where appropriate.
- Ensure that curriculum planning is ambitious for all pupils, including disadvantaged pupils and pupils with SEND.
- Support schools to prepare pupils effectively for external examinations.

3. Improving Student Outcomes

The postholder will:

- Work with Trust and school leaders to raise standards of attainment and progress in mathematics.
- Analyse performance information to identify strengths, gaps, trends and priorities for improvement.
- Support the development and implementation of improvement plans for mathematics.
- Help schools identify pupils or groups requiring additional support.
- Contribute to the planning and delivery of effective intervention and examination-preparation programmes.
- Monitor the impact of agreed actions and adjust support where required.
- Maintain a clear focus on improving outcomes for disadvantaged students and other identified groups.
- Support academies to establish ambitious targets and appropriate strategies for achieving them

4. Coaching and Professional Development

The postholder will:

- Coach and mentor mathematics teachers to improve their subject knowledge, confidence and classroom practice.
- Provide precise, constructive and actionable feedback.
- Support teachers to set appropriate development targets and review their progress.
- Work sensitively and professionally with colleagues requiring additional support.
- Support the development of Early Career Teachers, trainee teachers and colleagues new to teaching mathematics.
- Plan and deliver high-quality subject-specific professional development.
- Facilitate opportunities for colleagues to practise and refine key teaching techniques.
- Support Heads of Mathematics to develop effective departmental professional-development programmes.
- Contribute to Trust-wide conferences, training days, networks and development programmes.
- Promote a culture in which colleagues are open to feedback, reflection and continuous improvement.

5. Subject Leadership and School Improvement

The postholder will:

- Work collaboratively with Heads of Mathematics and senior leaders across designated schools.
- Provide subject-specific advice, challenge and support.

- Help subject leaders evaluate the quality of curriculum implementation and classroom practice.
- Support leaders to establish clear priorities, actions and measures of success.
- Contribute to reviews of mathematics provision through lesson visits, work scrutiny, pupil discussions and analysis of assessment information.
- Provide clear verbal and written feedback following review and support activity.
- Support subject leaders to monitor the consistency and impact of agreed approaches.
- Build leadership capacity within mathematics departments.
- Promote collaboration between mathematics teams across the Trust.
- Share effective practice and support the development of common approaches where these will benefit pupils.
- Contribute to Trust-wide improvement projects and priorities as required.

6. Assessment and Quality Assurance

The postholder will:

- Support the development and use of high-quality formative and summative assessment.
- Help ensure that assessments are aligned with the taught curriculum.
- Support appropriate standardisation and moderation across Trust schools.
- Help subject leaders use assessment information accurately and effectively.
- Review pupil work and assessment evidence to evaluate curriculum impact.
- Support schools to identify and respond to patterns of underachievement.
- Contribute to the evaluation of Trust-wide mathematics initiatives.
- Produce reports and recommendations for school and Trust leaders when required.

7. Research and Professional Learning

The postholder will:

- Maintain up-to-date knowledge of mathematics education, curriculum development and effective teaching practice.
- Engage critically with relevant educational research.
- Use appropriate evidence to inform classroom practice, curriculum development and professional development.
- Evaluate the impact of new approaches before recommending wider implementation.
- Share relevant research and professional learning with colleagues.
- Engage actively in appraisal and their own continuing professional development.

General

- Act as a trusted professional across the Trust, maintaining confidentiality, professionalism, and high standards at all times
- Attend relevant meetings, training sessions and Trust events.
- Work flexibly to meet the reasonable requirements of the role.
- Travel between Trust schools as required.
- Comply with data-protection, confidentiality, health and safety and information-management requirements.
- Adhere to all safeguarding, child protection, equality, and data protection policies.
- Undertake any other duties commensurate with the grade of the post as reasonably requested by the Line Manager.

No job description can be entirely comprehensive, and roles develop organically over time. The post holder will be expected to undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:	
• Qualified Teacher Status (QTS) • A Mathematics or Mathematics-related degree • Successful experience of teaching Mathematics at secondary level • Experience of teaching Mathematics at Key Stage 4 and 5 • Experience of supporting, coaching or developing colleagues • Experience of supporting Early Career Teachers or trainee teachers • Experience of leading a departmental, whole-school or cross-school improvement project • Evidence of ongoing professional development relevant to Mathematics teaching, curriculum development or educational leadership	• Experience of working across more than one school or educational setting
Knowledge, Skills, and Attitude: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:	
• Demonstrate excellent Mathematics subject knowledge and a secure understanding of the secondary Mathematics curriculum • Demonstrate a strong understanding of how pupils develop mathematical fluency, reasoning and problem-solving skills • Plan and deliver a rigorous, coherent and knowledge-rich Mathematics curriculum • Secure strong progress and attainment for pupils, including disadvantaged pupils and pupils with special educational needs and disabilities • Excellent written and verbal communication skills. • Strong IT skills, including Microsoft Office, with the ability to learn and confidently use new systems. • Excellent attention to detail and a commitment to maintaining accurate records. • Ability to use initiative, solve problems and take a proactive approach to work. • Ability to remain calm, professional, and effective within a busy school environment. • Strong interpersonal skills and the ability to communicate professionally with children, parents/carers, colleagues, and external agencies.	• Demonstrate knowledge of effective instructional coaching and deliberate-practice approaches • Demonstrate knowledge of current research and evidence-informed practice in Mathematics education
Personal competencies and qualities. In their statement of suitability and during the selection process, candidates will demonstrate the ability to:	
• High levels of personal integrity, professionalism, and accountability. • Commitment to ongoing professional development. • Commitment to equality, diversity, and inclusion. • Commitment to the safeguarding and promoting the welfare of children and young people.	

WHAT CAN WE OFFER YOU?

1

Colleagues who care about the children they serve and each other.

2

A curriculum that is centrally resourced and locally owned.

3

An evidence-based hybrid CPD offer, striking balance between central input and local tailoring to context.

4

Bespoke leadership development opportunities with the chance to be involved in a year-long programme including executive coaching.

5

A thoughtfully crafted staff benefits offer through our partner, Mintago, including tax-free childcare, cycle to work vouchers, virtual GP access and much more.

6

A two-week October half term with no reduction in holidays elsewhere.

7

Integrated instructional coaching through StepLab, enabling feedback, which is timely, developmental and low-stakes.

8

Access to a generous enrichment fund, outside of the school funding envelope, through a bidding process to our charity sponsor, Future.

9

We lean into the size of our MAT. With 11 schools, we are small enough for you to know everybody, and big enough for you to lean on them for support.

10

We treasure staff voice and use SchoolSurveys to get benchmarked data on how our staff feel and what they think. 83% of staff feel their line manager make them do their job better, against a contextual benchmark of 69%.

APPLICATION PROCESS

1. Applying for the role

- To apply for the post, please visit our website - [Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)
- Applicants should complete the online application form via Sam Recruit. Applicants should also complete the 'Personal Statement' section of the online form to the best of their ability and use this section to demonstrate how they meet the requirements set out in the person specification. Please ensure specific examples are included.
- Applications must be received no later than **11am 12th November 2026** Applications after this date will not be considered.

2. Interview Process

- The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role.

3. Notification & Feedback

- Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.
- Unsuccessful candidates will be given the opportunity to receive professional feedback.

4. Taking up the post

- The successful candidate will take up the post as soon as possible.

5. Additional information

- For further information please email HREnquiries@futureacademies.org and a member of the HR team will contact you.

6. Safer Recruitment Statement

Future Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are committed to safer recruitment, and all appointments are subject to satisfactory pre-employment checks, including an Enhanced DBS check with Children's Barred List information, online searches in accordance with Keeping Children Safe in Education (KCSIE), and any other statutory checks relevant to the role.

This post is exempt from the Rehabilitation of Offenders Act 1974. Shortlisted candidates will be required to complete a self-declaration of relevant criminal record information and any other information that may make them unsuitable to work with children. Candidates are not required to disclose cautions or convictions that are protected under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended.

It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Please refer to the Trusts Policy on the Recruitment of Ex-Offenders for further information.