

The role of the Numbers Count Teacher Leader in the Local Authority/ consortium of LAs

A Teacher Leader (TL) for Numbers Count holds the primary responsibility for training Teachers in Numbers Count (NC), maintaining their entitlement to Continuing Professional Development and ongoing quality assurance of their work. In partnership with other key officers and advisers, the TL will also play a leading role in the implementation of an LA's strategy for implementing the layered approach of *Every Child Counts*, aspects of which may apply to all schools.

Wave	Teaching Approach	Children	Support for Schools
Wave 1	Quality First Teaching	all children	Universal/targeted/intensive offer from PNS/LA
Wave 2	small group additional intervention	just below national expectations	Universal/targeted/intensive offer from PNS/LA
Wave 3	individual or very small group additional intervention with a trained and supported TA	struggling	Universal/targeted/intensive offer from LA
	NUMBERS COUNT intensive numeracy additional intervention on an individual and/or very small group basis with a trained specialist teacher	lowest attaining	Targeted/intensive offer from LA

This is a key role in contributing to the national and LA overall drive to raise standards and close attainment gaps for those children most at risk of underachievement.

Purpose of the post

To contribute to raising standards of educational achievement in schools
 To provide training and consultancy in Numbers Count
 To provide training and consultancy in a range of other proven Wave 2 and 3 numeracy interventions
 To ensure the effective implementation of the Primary National Strategy in schools

Duties and responsibilities

To provide training, consultancy AND Quality Assurance for the work of Numbers Count teachers in schools

To contribute to training and consultancy on the effective teaching of early mathematics for a range of staff in schools and local authority services

To contribute to training, coaching and support on the effective management of intervention in schools

To promote understanding of the benefits of the <i>Every Child Counts</i> initiative amongst head teachers, senior leadership teams and more widely
To monitor, evaluate and report on the implementation of the <i>Every Child Counts</i> initiative and its impact on standards locally and coordinate and present feedback to local authority line managers and Primary National Strategy Regional Advisers
To maintain an up-to-date knowledge of mathematics and developments in teaching and learning
To maintain an up-to-date knowledge of Numbers Count. This will include continuing to teach children directly and attending relevant professional development
To network best practice within and beyond the local authorities' schools

Effective LA management of *Every Child Counts*

LA features	Characteristics of effective positioning of TL
Steering arrangements promote wide ownership of ECC amongst LA teams and schools.	TL is key member of steering group which includes representation of School Improvement (including SIPs) , PNS and Inclusion (EMA, SEN, B&A)
ECC is well integrated into other local authority Primary Strategy and inclusion work, and all relevant LA teams briefed.	Role of TL and ECC is promoted at high LA strategic leadership level TL is line managed through PNS TL is a member of the PNS consultancy team ECC and NC are integral to the LA approach to raising standards and closing attainment gaps through its universal/targeted and intensive offer to schools Regularly timetabled opportunities for TL to brief LA school improvement and inclusion teams
The LA supports head teachers /SMTs in managing ECC effectively and links the programme to other leadership CPD and initiatives	TL is aware of and able to input as appropriate to LA approach to leadership/management development, including, for example, PNS Framework CPD, Leading on intervention TL is able to support/influence LA initiatives and arrangements for schools to share resources and transfer effective practice
The LA promotes strategies that will enable transfer of the child's learning from classroom to intensive support teaching and vice versa.	TL is included in/consulted on planning for delivery of CPD focused on day to day teaching of early mathematics. LA numeracy consultants are well informed about the pedagogical principles of Numbers Count , its position within ECC and core expectations regarding liaison between the NC and class teacher
ECC is seen as a school improvement strategy that can impact on all children, rather than just a Wave 3 intervention; the LA promotes the wider involvement of the intensive support teacher in raising standards in the school.	Role of TL and ECC is promoted at high LA strategic leadership level TL is included in/consulted on planning for delivery of CPD focused on day to day teaching of early mathematics.

	TL is aware of and able to input as appropriate to LA approach to leadership/management development, including leading on intervention
The LA 'contracts' clearly with schools, for example making clear to schools the importance of not pulling intensive support teachers off for other duties.	The TL is supported in their work through such robust arrangements with schools and follow through involving LA officers, SIPs etc
The LA promotes the importance of involving parents and carers	The TL is included in the development of LA initiatives for engaging parents and carers in children's learning