**Job Description**

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| **Post Title** | Lead Practitioner Science | **Salary** | L1 – L8  £43,348-£50,923 |
| **Responsible to** | Assistant Principal | | |
| **Main purpose:** To assist in the improvement of the quality of Teaching and Learning in the Science Department. To support the Director of Faculty and other post holders in the Science Department to develop Teaching and Learning. | | | |
| **Main duties and responsibilities**  To assist the Director of Faculty in raising standards of teaching and learning in the Faculty by:   1. planning high quality lessons and leading the delivery of consistently good and outstanding teaching and learning opportunities 2. leading, inspiring and motivating colleagues in developing their teaching and learning 3. identifying and addressing areas for improvement in teaching and learning Supporting the development of Faculty staff to meet the challenge of any future changes to the curriculum 4. securing outstanding outcomes for all students as a result of good and increasingly outstanding teaching 5. providing inspirational, innovative and motivational leadership of the improvement of teaching to enable all students and staff to achieve their highest potential 6. establishing a culture that promotes excellence, equality and high expectations for all students 7. carrying out the day to day duties of a classroom teacher on an exemplary basis in line with the School Teachers Pay and Conditions Document and Teachers Standards   **Teaching**  When directed by the Director of Faculty, support the monitoring and evaluation of the quality of teaching within the Faculty and contribute to the improvement quality of teaching by:   1. developing a high quality ethos of learning amongst students based on high expectations and a shared vision 2. leading and developing innovation in teaching and learning, embedding this across the Faculty and whole school 3. developing, implementing and reviewing support programmes, CPD and intervention to improve teaching and learning 4. delivering high quality support, mentoring, coaching, induction and CPD that improves teaching and learning and support professional development of colleagues 5. acting as an exemplary role model teaching good and outstanding lessons and supporting colleagues to develop their own practice 6. personalising planning and teaching to ensure the achievement of all students including those with SEND and Pupil Premium and other key groups 7. keeping up to date with new teaching and learning strategies and implement as appropriate to further develop the quality of teaching and learning 8. supporting underperforming colleagues to improve and develop good practice 9. taking part in demonstration and ”model” lessons to support colleague professional development 10. observing and making accurate judgements of lessons, providing appropriate and effective feedback.   Systematically monitor and evaluate the quality of learning within the faculty area and lead quality of learning improvement initiatives by:   1. overseeing and monitoring the quality of planning and the use of planning time in the department 2. overseeing and monitoring the quality of teacher marking and feedback 3. ensuring the development and implementation of appropriate schemes of work and assessment 4. sampling students’ books and work to ensure quality control   **Health, safety and discipline**   1. Promote the safety and well-being of pupils. 2. maintain good order and discipline among pupils.   **Leadership and Management**  As directed by the Director of Faculty provide dynamic and inspirational leadership in the Faculty and lead the development and implementation of key curriculum, and Faculty initiatives by:   1. Enthusiastically leading colleagues within a positive and supportive working atmosphere, with a common vision for success 2. assisting in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Faculty. 3. contributing to the Curriculum Area and Faculty’s development plan and its implementation. 4. planning and preparing courses and lessons. 5. taking a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement 6. analysing national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Director of Faculty. 7. using local and national data and other information in order to provide: a comparative baseline for evaluating learners’ progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning. 8. taking a lead role in improving the effectiveness of assessment practice in the Faculty in evaluating the effectiveness of teaching and learning. 9. researching and evaluating innovative curricular practices and drawing on research outcomes and other sources of external evidence to inform own practice and that of colleagues. 10. supporting the KS5 Coordinator in the development of post-16 courses in the department and across school in liaison with external organisations. 11. supporting the G&T post holder in ensuring that students make expected levels of progress.   **Professional development**   1. To contribute to the maintenance and development of the school’s ethos, values and overall purpose. 2. to assist with the development of a programme of CPD. 3. to deliver CPD designed to meet the needs of the teaching staff. 4. to coach and mentor Geography team members and encourage them to engage in appropriate CPD. 5. to use meetings to share good practice, cascade training and to inform team members of any changes to national guidelines and procedures. 6. to observe Maths colleagues and others as necessary, providing evaluative feedback that encourages further development.   **Communication**   1. Communicate with pupils, external agencies, parents and carers.   **Working with colleagues and other relevant professionals**   1. To be responsible for fostering positive relationships across the school. 2. to help in maintaining and developing effective communications and links with parents to provide positive responses to concerns and problems. 3. to develop and maintain positive links and relationships with the community and all external agencies. 4. to monitor the standards of behaviour and achievement and intervene and support as necessary. 5. to be able to create a positive working environment, which enables staff to develop whilst challenging and supporting each other 6. to mentor and coach Teachers within the Maths team. 7. to foster an environment with high expectation for all.   **Other clauses:**   1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD) 2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. 3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. 4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive 5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing. 6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.   **Safeguarding**    We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment.  A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty. | | | |

**Lead Practitioner Science**

**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Knowledge/Qualifications** | | | |
| Qualified Teacher Status | Y |  | Application |
| Be prepared to embark upon further training as required | Y |  | Application/  Interview |
| To be achieving good to outstanding outcomes in most recent role | Y |  | Application/  Interview |
| Good to outstanding teacher grading | Y |  | Application/  Interview |
| Good ICT skills |  | Y | Application/  Interview |
| To have the desire and skills to lead and manage the development of high level cutting edge teaching and learning practice within and outside own area of subject expertise | Y |  | Application/  Interview |
| To have the desire and skills to work with relevant forums to shape a high quality whole school teaching and learning strategy which meets the needs of all students | Y |  | Application/  Interview |
| To have a range of practical strategies to raise achievement and attainment | Y |  | Application/  Interview |
| To have the personal skills and desire to help teaching colleagues who may be experiencing difficulties | Y |  | Application/  Interview |
| To have a good working knowledge of the National Curriculum programmes of study, cross-curricular themes and assessment arrangements across the whole age and ability range | Y |  | Application/  Interview |
| To demonstrate a commitment to safeguarding and promoting the welfare of children and young people and an expectation of colleagues to do the same | Y |  | Application/  Interview |
| To have an understanding of how the school’s community system supports teaching and learning and raises achievement in the school |  | Y | Application/  Interview |
| Experience of coaching, mentoring and induction of staff in relation to teaching practice | Y |  | Application/  Interview |
| **Experience** | | | |
| Be an outstanding classroom practitioner | Y |  | Application/  Interview |
| To be able to demonstrate significant impact in most recent role on the educational progress of students | Y |  | Application/  Interview |
| To be able to evidence substantial impact in your current/ most recent role on the development of other staff | Y |  | Application/  Interview |
| To have experience of teaching functional skills |  | Y | Application/  Interview |
| To have experience of teaching at Key Stage 5 |  | Y | Application/  Interview |
| **Personal Skills** | | | |
| An excellent teacher with enthusiasm and a commitment to education and developing others | Y |  | Application/  Interview |
| An effective team member | Y |  | Application/  Interview |
| Able to develop good personal relationships with students and adults | Y |  | Application/  Interview |
| Able to deal with challenging students effectively | Y |  | Application/  Interview |

**Richmond Park Academy is an equal opportunities employer. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post.**