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**WITCHFORD VILLAGE COLLEGE**

**Job Description**

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| **Post Holder:** |  |
| **Post Title:** | **Lead Practitioner: Humanities** |
| **Post Purpose:** | Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD)  To provide leadership of quality of teaching and learning in the Faculty that secures outstanding achievement  To evaluate and review the quality of teaching and learning in the Faculty and to secure necessary improvements for the quality of teaching through coaching and/or mentoring and other professional development    To develop high-quality materials for teaching which offer exemplar material to other teachers within the Faculty, including ICT materials  To have responsibility for whole-school school improvement activity as directed by the Vice-Principal or Senior Leadership Team of the College  To be deployed, as directed by the Vice-Principal, to support the development of other members of staff outside of the Faculty  To play an active role as part of the SLT as determined by the Principal  To be responsible for safeguarding and promoting the welfare of students and to ensure that teaching and learning takes place in a safe environment |
| **Reporting to:** | Vice-Principal |
| **Responsible for:** | The quality of teaching and the professional development of teachers in the Faculty (including Business Studies, Geography, History and Religious Studies) |
| **Location:** | The main place of work will be Witchford Village College but you may be required to work at other schools and sites within Morris Education Trust by mutual agreement |
| **Working Time:** | As determined by Lead Practitioner Scale (similar to Leadership P&C) |
| **Salary/Grade:** | Leadership L7-11 |
| **Disclosure Level:** | Enhanced DBS |

## 1. Teaching

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| 1.1 | To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. |
| 1.2 | To develop teaching practice and expertise in accordance with Teachers’ Standards (2012) and WVC’s ‘Excellence as Standard’ |

## 2. Operational & Strategic Planning

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| 2.1 | To lead, support and model the development of ‘great’ teaching & learning across the whole Faculty |
| 2.2 | To lead and manage relevant colleagues to deliver the aims, objectives and strategic plans of the Faculty and the College |
| 2.3 | To lead, support and guide the Lead Teachers (HODs) in the Faculty in their responsibilities |
| 2.4 | To advise, support and offer guidance to subject teachers of the Faculty in removing barriers to learning and differentiating the curriculum appropriately.  To disseminate materials and advise on practice, research and continuing professional development provision |
| 2.5 | To coach, mentor and induct teachers, including trainees and NQTs |
| 2.6 | To be accountable for the quality of teaching and learning and to secure improvements where necessary to ensure all teaching is ‘Good’ or better, with a high proportion ‘Outstanding’ |
| 2.7 | To help and support any teacher experience difficulties or any teacher not typically delivering as good experience for learners/students |
| 2.8 | To play a leading role in monitoring and evaluating the performance of students in the Faculty |
| 2.9 | To play a leading role in day-to-day management of the Faculty, ensuring its smooth operation |
| 2.10 | To deliver relevant intervention programmes for students and produce course booklets and revision materials |
| 2.11 | To play a leading role in the development of a vibrant extra-curricular programme |
| 2.12 | To implement College and Trust policies and procedures. |

## 3. Curriculum Provision

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| 3.1 | To liaise with the Vice-Principal to ensure the delivery of an appropriate, personalised, comprehensive, high quality and cost-effective curriculum programme for the Faculty which complements the College Development Plan and College/Faculty Self-Evaluation. |

## 4. Curriculum Development

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| 4.1 | To keep up to date with national developments in the subject teaching practice and methodology and to disseminate these across the team |
| 4.2 | To explore, shape and lead new curriculum developments in the subjects reflecting national developments aiming to secure the best possible outcomes for all students |

## 5. Staffing

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| 5.1 | To be responsible for ensuring that staff development needs are identified and that appropriate programmes are designed to meet such needs |
| 5.2 | To continue own professional development as agreed with the Vice-Principal and the Principal. |
| 5.3 | To support the Appraisal Policy and to coordinate CPD for members of the Faculty to enable colleagues to meet Appraisal objectives |
| 5.4 | To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with College procedures |
| 5.5 | To promote teamwork and to motivate staff to ensure effective working relations |
| 5.6 | To engage in the day-to-day management of staff within the Faculty as agreed with the Vice-Principal |

## 6. Quality Assurance

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| 6.1 | To play a significant role in the effective operation of quality control systems |
| 6.2 | To contribute to the College procedures for lesson observation and self- evaluation |
| 6.3 | To monitor and evaluate the quality of teaching & learning in the Faculty in line with agreed College procedures including evaluation against quality standards and performance criteria and to support the wider evaluation of teaching & learning and behaviour across the College |
| 6.4 | To monitor and evaluate the impact of CPD and to provide reports and evidence as required by the Principal and CEO |
| 6.5 | To seek/implement modification and improvement where required |
| 6.6 | To ensure that the Faculty’s quality procedures meet the requirements of self-evaluation and the College Development Plan |

## 7. Management Information

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| 7.1 | To ensure the maintenance of accurate and up-to-date information concerning the Faculty |
| 7.2 | To provide, analyse and report upon information relating to the improvements to the quality of teaching & learning and the impact of CPD within the Faculty |
| 7.3 | To identify and take appropriate action on issues arising in the Faculty keeping relevant colleagues informed |
| 7.4 | To provide the Principal and CEO with relevant information relating to the performance and development of the Faculty and of teaching & learning |
| 7.5 | To attend relevant meetings in line with the post, including the Senior Leadership Team (as required by the Principal) |

## 8. Communications & Liaison

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| 8.1 | Liaise with the Vice-Principal and individual teachers in the Faculty in relation to the teaching, learning and development of whole College inclusive practice |
| 8.2 | Promote collaborative partnerships with outside agencies/ other schools |
| 8.3 | To communicate effectively with parents and colleagues about the Faculty and to ensure effective communication/consultation as appropriate with the parents of students |

## 9. Management of Resources

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| 9.1 | To work with the appropriate Vice-Principal in order to ensure that the Faculty’s teaching commitments are effectively and efficiently time-tabled and roomed |
| 9.2 | To work with other colleagues to ensure that associated human and material resources related to the delivery of intervention and enrichment programmes are efficiently and effectively managed and deployed |

## 10. Pastoral System

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| 10.1 | To be a Tutor to an assigned group of students |
| 10.2 | To promote the general progress and well-being of individual students and of the Form Tutor group as a whole |
| 10.3 | To liaise with the Pastoral Leader to ensure the implementation of the College’s Pastoral System |
| 10.4 | To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of College life |
| 10.5 | To evaluate and monitor the progress of students and keep up-to-date student records as may be required |
| 10.6 | To contribute to the preparation of action plans and progress files and other reports |
| 10.7 | To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved |
| 10.8 | To communicate as appropriate, with the parents of students and with persons or bodies outside the College concerned with the welfare of individual students, after consultation with the appropriate staff |
| 10.9 | To contribute to PSHE, citizenship, careers-related learning and enterprise according to College policy |
| 10.10 | To apply the Behaviour Policy so that effective learning can take place |

## 11. College Ethos

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| 11.1 | To play a full part in the life of the College and Trust community, to support its distinctive vision and ethos and to encourage staff and students to follow this example. |
| 11.2 | To support the College in meeting its legal requirements for worship. |
| 11.3 | To promote actively the College’s and Trust’s corporate policies. |
| 11.4 | To comply with the Trust’s Health and Safety policy and undertake risk assessments as appropriate. |

## 12. Safeguarding

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| 12.1 | To be aware of safeguarding and promoting the welfare of children and vulnerable adults and to report any concerns in accordance with the Trust’s and College’s Safeguarding/Child Protection policies. |
| 12.2 | To undertake regular safeguarding/child protection/prevent training, adult protection training as required by the College/Trust. |

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| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. |

## 14. Signatures

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

**Signed .......................................... Signed ......................................**

**(Lead Practitioner) (Principal)**

**Dated ............................................ Dated .......................................**