

City Heights E-ACT Academy

Lead Practitioner

DELIVERING EDUCATIONAL EXCELLENCE

Responsible to: Curriculum Director

JOB DESCRIPTION

CORE PURPOSE:

To support the Vice Principal to develop Learning and Teaching in your subject area based upon The City Heights Academy model of Learning & Teaching. The Lead Practitioner will also form part of a wider team of Lead Practitioners supporting the development of Teaching and Learning across the school.

PARTICULAR DUTIES:

In order to promote and achieve the school vision and purpose:

- To maintain expert knowledge of Learning and Teaching and disseminate this to other teachers
- To maintain knowledge and understanding of the academy aims, priorities, targets and action plans
- To understand and promote the benefits and effective use of ICT with Learning and Teaching
- To understand and promote links between the subject and the wider curriculum

Lead Practitioners will support staff teaching in the academy to consistently and effectively plan lessons and sequences of lessons, to meet students' individual learning needs and be able:

- To model/team-teach and disseminate examples of effective planning practice within the school
- To take steps to ensure that teachers are aware of the needs of inclusion of all students and groups and make provision for this in their planning
- To take steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning and supports effective practice
- To establish strategic planning, including short, medium and long term plans for

development and resourcing of the subject

Lead Practitioners will support staff teaching in the school to consistently and effectively use a range of appropriate strategies for teaching and classroom management:

- To take steps to ensure teachers are clear about the teaching of objectives in lessons, understanding the progression of Learning and Teaching in the subject area and communicate this to students
- To observe colleagues teaching (through subject monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
- To identify and promote innovative and effective strategies within the school to meet the needs of all students

Lead Practitioners will support staff teaching in the school to consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback:

- To evaluate and interpret relevant national, local and school data, research and inspection evidence to inform policies, expectations and teaching methods
- To monitor and evaluate assessment data across the school to identify trends in student performance and issues for development
- To define intervention strategies to address issues for development that are identified
- To evaluate and report on the effectiveness of intervention strategies used to address identified issues
- To use assessment data to make comparative evaluation of students' performance in the subject area

Lead Practitioners will support staff teaching in the school such that, as a result of their teaching, their students achieve well in relation to prior attainment, making progress as good as or better than similar students nationally:

- To identify quantifiable and challenging student progress objectives with teachers within their performance management objectives
- To support teachers in planning appropriate strategies to achieve student progress target levels and objectives
- To take steps to ensure that agreed student progress target levels within the school are achieved or exceeded
- To encourage students' motivation and enthusiasm in the school, developing positive responses to challenge and high expectations
- To monitor the objectives and targets for students with SEN/Pupil Premium/Vulnerable Groups and promote the importance of raising their achievement

Lead Practitioners will take responsibility for their own professional development and use the outcomes to improve their teaching and students learning:

- To maintain 'leading edge' knowledge through reading, training and research to inform their own practice, demonstrating impact in teaching and on students; learning
- To assimilate and implement new curriculum guidance to lead the process of change within the school
- To prioritise and manage their own time effectively, balancing the demands made by

- teaching, subject management and involvement in school development
- To achieve their own challenging professional objectives

Lead Practitioners will contribute to the policies and aspirations of the school co-ordinating strategies to achieve relevant school improvement priorities that have been identified in the school:

- To co-ordinate strategies to achieve relevant school improvement priorities that have been identified in the school
- To evaluate and report the effectiveness of practice in the school annually, suggesting areas and issues for further improvement
- To lead professional development

Lead Practitioners will be effective professionals who challenge and support all students to do their best:

- To create a climate, which enables staff to develop, challenge and support each other, resulting in positive growth
- To mentor and coach staff to develop confidence and maintain positive attitudes
- To communicate effectively with professional integrity within and beyond the school community
- To take action to build and maintain effective teamwork with high expectations of outcomes

SPECIFIC RESPONSIBILITIES

Objectives for the post holder will be agreed through the Performance Management cycle

This appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government. ***This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.***

This job description does not form part of any Contract of Employment. It describes the duties which the post-holder is required and expected to perform.

Person Specification

Knowledge, Skills and Aptitudes

- Good knowledge of the National Curriculum and relevant Schemes of Work
- Good understanding of how to develop skills and attributes in students

Work Experience

- A proven track record of raising and maintaining high educational standards, successful experience of teaching students, of all abilities, in the secondary phase
- Delivery or training
- Coaching other staff

Disposition and Circumstances

- Ability to motivate and enthuse others
- Commitment to comprehensive education and personalising learning
- High levels of initiative and self-motivation

Educational Attainment

- Qualified Teacher status
- Successful application to meet Lead Practitioner standards or Headteacher recommendation
- Relevant Degree
- Significant recent training/development

Knowledge & Understanding:

- Demonstrate excellent Subject and/or specialist knowledge
- Have a full understanding of connections and progressions in the subject and use this in their teaching to ensure students make good progress.
- Understand ICT in the teaching of their subject or specialism.

Planning and setting expectations:

- Demonstrate an excellent ability to plan
- Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all students.
- Set consistently high expectations for students in their class and homework
- Plan their teaching to ensure it builds on the current and previous achievement of students.

Teaching and managing student learning:

- Demonstrate an excellent ability to teach, manage students and maintain discipline
- Understand and use the most effective teaching methods to achieve the teaching objectives in hand
- Display flair and creativity in engaging, enthusing and challenging groups of students
- Use questioning and explanation skilfully to secure maximum progress

- Quickly understand students' perceptions and misconceptions from their questions with responses
- Develop students' literacy, numeracy and ICT skills as appropriate within their phase and context
- Provide positive and targeted support for students who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected
- Maintain respect and discipline and be consistent and fair.

Assessment and evaluation:

- Demonstrate an excellent ability to assess and evaluate
- Use assessment as part of their teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching

Student achievement:

- Demonstrate the ability to achieve excellent results and outcomes.
- As result of their teaching:
 - Students show consistent improvement in relation to prior and expected attainment
 - Students are highly motivated, enthusiastic and respond positively to challenge and high expectations
 - Students exhibit consistently high standards of discipline and behaviour.

Relations with parents and wider community:

- Demonstrate a consistent record of parental involvement and satisfaction.

Managing own performance and development:

- Keep up-to-date in their subject(s) and/or specialism(s)
- Improve their teaching through evaluating their own practice in relation to students' progress, school targets and inspection evidence.

Managing and developing staff and other adults:

- Demonstrate an excellent ability to advise and support other teachers
- Provide clear feedback, good support and sound advice to others
- Provide examples, coaching and training to help others become more effective in their teaching
- Help others to evaluate the impact of their teaching on raising students' achievements
- Analyse teaching and understand how improvements can be made
- Have highly developed interpersonal skills which allow them to be effective in schools and situations other than their own.

Managing resources:

- Know how to plan and prioritise their own time and activity effectively

Strategic leadership:

- Provide a role model for students and other staff through their personal and professional conduct
- Be highly respected and able to motivate others.

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.