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| **Job Title:** Lead Practitioner | Salary range: LP10-14 | Hours: Full Time |
| Line managing (direct):   * No direct line management | Reporting to:   * Deputy Headteacher (L&T) | |
| **Job Purpose:**  Lead Practitioners at Frederick Bremer School hold a key post of responsibility within the school for ensuring a high level of teaching and learning. They form the Learning and Teaching leadership team, and are responsible for disseminating high quality pedagogy and practice to support teachers to be ‘the very best they can be’.  **Responsible for:**  (i) The achievement and safety of pupils by providing high quality teaching and learning opportunities within the spirit of the school’s vision.  (ii) the coaching and development of other teachers  (iii) the leadership of implementing digital technologies in the classroom (including Google, Apple etc)  **Job Purpose – with a specific focus on the use of ICT and digital learning technologies**   * To support the development of best practice of ICT and digital learning technologies across the school to enhance standards of teaching and learning. * To support the SLT in the robust self-evaluation of teaching and learning and make a significant contribution to improving the quality of teaching and learning across the school * To contribute to the school’s Teaching and Learning reviews and support the Deputy and Assistant Headteachers with responsibility for Teaching and Learning in developing a range of activities and strategies to strengthen teaching and learning across the school. * To be a lead coach, and develop the practice of others across the school * To lead training across the school, and to lead on curriculum links with feeder primaries * To ensure that their own lessons consistently model best practice. * To lead on safe and responsible use of ICT by all stakeholders (staff, parents and pupils) and to be responsible for the E-Safety Policy   **Specific Tasks in addition to those of a MPS/UPS teacher**   * Assist the Deputy Headteacher and Assistant Headteacher: Teaching and Learning in the development of teaching and learning by contributing to the staff development, induction, NQT and ITT programmes across the school * To be a key member of the ICT strategy team and to be responsible for the implementation of the relevant strategic aspects * To support staff in making progress on the school’s leadership support programmes * Devise and lead workshops and development activities to train staff in the implementation of using digital technologies in and beyond the classroom * To develop a team of lead professionals across the school (including support staff) to model best practice * Support and coach staff in developing and extending their pedagogic repertoire. * To contribute significantly to the development of course outlines, syllabuses and schemes of work within your specified curriculum area and others * To model best practice in ensuring that lessons are well differentiated including providing for the least able and for the most able and gifted students. * To assist in the strategy planning for students with special educational needs * To model best practice in the setting of homework on a regular basis and ensure that students’ work is marked in line with any school or department policy. * To model best practice in the effective use of student performance data, and student and staff target-setting so that this impacts on classroom practice and contributes to raising achievement. | | |

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|  | Lead Practitioner (**subject** )  **Exemplary** | Lead Practitioner ( **subject/target group**)  **Exemplary** | Lead Practitioner ( w**hole school**)  **Exemplary** |
| **Professional Practice** | Majority of teaching over time are exemplary  Demonstrating very well developed pedagogical subject knowledge | Majority of teaching over time are exemplary  Enable others to plan and teach well-structured lessons | Majority of teaching over time are exemplary  Enable others to access an extensive range of teaching and learning strategies.  Modelling very high standards of school teaching and learning priorities in all professional activities |
| **Professional outcomes** | Majority number of pupils exceeds expectations across the department | Majority number of pupils exceeds expectations taught by a range of staff. | Significant number of pupils exceeds expectations taught by a range of staff.  Progress over time in a range of subject areas exceed national expectations |
| **Professional relationships** | Collaborative working relationship within the department resulting in good progress over time | Collaborative working relationship through committed support within own department and other identified department’s needs resulting in good progress over time | Collaborative working relationship creating frequent opportunities for all members of staff to share strategies .across a range of subjects/ year groups resulting in significant progress over time |
| **Professional development** | Lead whole school teaching and learning priorities with the department which have a significant impact on pupil progress for pupils | Lead whole school teaching and learning priorities within the department and other subjects which have a significant impact on pupil progress for pupils. | Lead whole school teaching and learning priorities across the school which have a significant impact on pupil progress and outcomes for pupils.  Work with a range of colleagues to share best practice and/or develop pedagogical subject knowledge |
| **Professional conduct** | Role models consistently high standards of behaviours and attitudes in their professional conduct set out in the Teachers’ Standards | Role models consistently high standards of behaviours and attitudes in their professional conduct set out in the Teachers’ Standards | Role models consistently high standards of behaviours and attitudes in their professional conduct set out in the Teachers’ Standards |

**Person Specification**

**Person Specification (in addition the the person specification for a MPS/UPS teacher)**

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| **Job Requirements** | **Essential** | **Desirable** | **Method of Assessment** |
| **Qualifications** | | | |
| Evidence of professional development relevant to the role and linked to the Lead Practitioner standards | ✓ |  | A |
| **Skills, knowledge and understanding** | | | |
| Excellent knowledge of the National Curriculum at KS3 and of the requirements of GCSE syllabuses at KS4 in relevant subject | ✓ |  | A |
| Excellent knowledge of the requirements of other KS4 courses. | ✓ |  | A |
| Excellent knowledge of digital technologies, and experience in implementing these successfully in classrooms | ✓ |  | A/I |
| Experience in using google technologies and willingness to be a Google trainer | ✓ |  | A/I |
| Excellent understanding of the assessment processes at KS3 and KS4 and how to use these to support planning and raise student achievement | ✓ |  | A/I |
| Excellent knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged. | ✓ |  | A/I |
| Excellent understanding of what constitutes effective teaching for learning | ✓ |  | A/I |
| Excellent knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques | ✓ |  | I |
| Excellent knowledge of a wide range of software for use with interactive technologies and the application of these to engage and interest students. | ✓ |  | A/I |
| Excellent knowledge and understanding of how literacy skills are developed in students and the teaching and learning approaches that best support the development of these skills. | ✓ |  | A |
| Excellent communication skills orally and written, including confident presentation to groups of adult learners. | ✓ |  | I |
| **Experience** |  |  |  |
| At least three years’ experience as a classroom teacher in a mainstream secondary school. | ✓ |  | A |
| Experience of leadership roles within a team including designing and developing resources to support learning. |  | ✓ | A |
| Experience of working with other teachers and support professionals to extend their understanding of educational issues. | ✓ |  | A/I |
| Experience of robust self-evaluation and development planning linked to this. |  | ✓ | A/I |
| Experience of coaching other staff so that their classroom practice develops. | ✓ |  | A |
| Experience of preparing and leading training sessions. |  | ✓ | A/I |
| **Personal Qualities** | | | |
| The capacity to consistently perform to a high level of success and act as a role model for other professionals. | ✓ |  | A/I |
| The capacity to form positive learning-centred relationships with other professionals at different stages in their careers. | ✓ |  | A/I |

**CONFIRMATION OF JOB DESCRIPTION AND PERSON SPECIFICATION**

**POST:**

**NAME:**

I confirm that I have read this job description and person specification

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

**Signatures:**

The job description is current at the date below but may be reviewed, in consultation with you, and may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Signed.……...…………………………… (Staff Member) Date ……………………