

Lead Practitioner in English

Applicant Information

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**Dear Applicant**

Thank you for considering the position of Lead Practitioner in English here at Lipson Co-operative Academy.

For the successful applicant one of the first phrases you will come to learn, and be proud of, is ‘to Lipsonise’. Here at Lipson we like to think of each and every one of our students as having unique talents and needs, we have a diverse cohort, we have a high level with English as an Additional Language, we have a high Pupil Premium intake, and we are situated in a challenging area of Plymouth. We simply don’t fit in a standard box! We take best practice and mould it to fit our students and their needs. Our students, our parents, and our staff are all fiercely proud, loyal and protective towards their academy, you would be joining a community within a community, and become a key member of our youthful, energetic and driven team.

Lipson is a stand-alone academy, we are confident and comfortable in our own skin, we have no other agenda than to head in the direction that allows us to best enhance the life skills and chances of our students. We are looking for an applicant with the same confidence but who is willing to challenge themselves, to look for development, to bring ideas, to listen, to contribute, and to be part of exciting times with an ever-improving academy. Our results speak for themselves, both in Plymouth and nationally we stand our ground, but we are not complacent, we are on an upward journey and the successful applicant will be an essential part of that.

Please do read our Principal’s blogs on the website; you will gain a great insight into our culture and our beliefs. Our pastoral care is second to none and we are immensely proud of the support we provide to our students, the core curriculum is vital but equally is helping our students to develop their wider life skills.

For those applicants who may be considering a move into Devon, then you will not be disappointed! Plymouth itself has the benefits of the big cities without the normal drawbacks. We have fantastic facilities and a diverse countryside that you would still be exploring in many years to come, it is simply a great place to live and work.

Thank you again for considering Lipson, please contact us if you would like to make an informal visit or phone for further information. We look forward to your application.

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**Yours faithfully**

**Chris Glazier**

**Chair of Governors**

**Introduction by the Principal**

As the Principal of Lipson Co-operative Academy I am pleased by your interest in the role of Lead Practitioner in English.

Our Co-operative ethos strives for excellence for all and from all through Co-operation. The International Co-operative values of self-help, self responsiblity, democrary, equality, equity and solidarity are at the heart of all we do giving a voice to students, parents, staff and the community, not only on important issues, but in every part of the Academy’s life. We are particularly proud of our unique Guild structure and vertical tutoring system. The pastoral care and support of students is an enduring feature of the academy and cited by parents as the reason they choose to send their children to this school.

We want the best for our students and to be a school where teachers love teaching and children love learning. We make no apologies for asking you to reflect on what you believe and practice. We want teachers to join our team who genuinely care about children and who are prepared to work hard with colleagues to make a difference. It is very important that any applicants have very strong relationship management skills and that they are prepared to adopt our school values, pedagogy, cultural competencies, key competencies and developmental approach. Our vision and strategic goals are what drives us and you will need to be a positive and dynamic influence in our school. This position is an exciting opportunity to lead the school into the future. Our teachers are expert practitioners and totally committed to modern learning practice and deeper learning. They set the bar high for student achievement and model what we want from our students. We want our students to flourish. We are committed to raising student achievement and our core business is quality teaching and learning. We want to be the best that we can be for the children in our care.



**Lynda Budd**

**Principal**

**LEADERSHIP AND GOVERNANCE**

The Support and Leadership Team (SLT) consists of the Principal, two Vice Principals, four Assistant Principals and Business Manager. All members of the SLT are leading professionals in the Academy. They are the custodians of all Academy outcomes and standards. Working with the governing body and the Co-operative Academy Trust, the SLT provide vision, leadership and direction for the Academy and ensure that it is managed and organised to meet its values and principles. The SLT is responsible for the continuous improvement in the quality of education; for raising standards; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the Academy’s aims and objectives. The SLT also secure the commitment of the staff, students, parents and the wider community to the Academy.

All members of SLT have undertaken NPQH, Leadership Pathways or M-level CPD and one is currently working towards an EdD. SLT have also been trained through the Challenge Partners programme and have completed ECO training. The impact of their CPD is seen in their ability to evaluate learning, lead on new initiatives and help teachers develop their skills. Strong leaders have been developed at all levels at Lipson for the last two decades with eight SLT members moving on to headships and three moving to HMI and LA advisory service. We do not passively let suitable prospective candidates for key leadership posts simply emerge from the ether but take the long term development view and recruit candidates with potential and then hone that potential.

The governing body is effective, supportive of the needs of the school and provides regular challenge in order to hold senior leaders to account for all aspects of performance. Governors attend LA training and academy based CPD events which mean they are well informed to fulfil their statutory duties and challenge leaders effectively.

**FINANCE**

Financial management at the academy is sound. Annual Academy Accounts have always been unqualified and auditors' management letter detailed no further recommendations to be considered. Quarterly reviews undertaken by an internal auditor provides assurance that resources are managed in an efficient, economical and effective manner, that sound systems of financial control are being instigated and maintained and that financial considerations are fully employed in reaching decisions.

The sports and arts facilities of the academy are used by a wide range of community groups outside of school hours which also provides a valuable income stream.

**The Campus**

We are located on a beautiful site in a valley with plenty of playing fields on all sides. Since becoming an academy we have been fortunate to secure over £2 million of academy capital funding to improve our facilities which has enabled us to replace our boilers, all windows and roofs, refurbish toilets and address issues with our external concrete access routes. During this summer we have also replaced our 13 year old astro at the same time as being able to create a further MUGA facility on the site of unused hard courts.



**CURRICULUM PROVISION**

**Principles of our Co-operative Curriculum**

**Learners are at the centre** of our curriculum that aims to:

* Develop their meta-cognitive skills (the ability to think deeply);
* Acquire and use a good depth and breadth of knowledge;
* Inspire motivation to learn;
* Encourage study and a scholarly attitude;
* Raise the achievement of our young people to enable them to compete nationally and internationally;
* Enable students to progress to the most appropriate next step in their education.

Our **Co-operative curriculum** also acknowledges the socio-cultural nature of learning – and actively encourages well-organised co-operative learning (based on the latest OECD research).

Co-operative group work, appropriately organised and structured, has demonstrated very clear benefits for achievement as well as for behavioural and emotional outcomes. Co-operative methods work for all types of students because, done well, they push learners of all abilities.





We **recognise individual differences** – Students differ in many ways fundamental to learning: prior knowledge, ability, conceptions of learning, learning styles and strategies, interest, motivation, self-efficacy beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds. The curriculum therefore is chunked into schemes of learning and rich authentic end point tasks. Lessons are then planned based on fine diagnosis from the teacher.



Job Description

Post: Lead practitioner in English

To use your expertise to make a distinctive contribution to improving teaching and learning by sharing your skills with experienced, developing, beginning and intending teachers, which go beyond what would normally be expected of all classroom teachers. You will be able to contribute to coaching and mentoring, underpinned by professionally supported classroom observation, work scrutiny and evaluations taking into account skill level, expertise and experience of teachers within the Academy and reflecting your use of up-to-date subject knowledge and pedagogy. You will play a key role in leading supporting, guiding and motivating teachers co-professionals ensuring their performance is effective in ensuring students make exceptional progress. You will evaluate the effectiveness of teaching and learning programmes and progress towards targets for students and staff to inform future priorities.

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| **Key personal qualities** | * The ability to enable outstanding achievements for students of all ages and abilities through your subject(s); * The ability to lead with professional courage, using a blended approach of mentoring and coaching strategies to ensure that teachers perform at the highest levels. * The intellectual capacity, energy and enthusiasm for continual improvement and personal lifelong learning; * Initiative, vision, and organisational ability; * Possession of a clear philosophy of teaching and learning which is supported by an understanding of co-operative pedagogy; * The capacity for short and long term planning built upon accurate self- evaluation; * The ability to be highly reflective, pragmatic and to distil eclectic practices into communicable excellent practice; * Flexibility, resilience, determination and rigour.   To be successful in this role you must be an outstanding teacher in English who is motivated by leading and enabling your colleagues to improve their effectiveness and to address their developmental needs arising out of the Appraisal process. You are expected to set high standards of teaching and learning in the Academy. You will be a role model that not only advises but actively participates in peer observation and provides demonstration lessons for colleagues.  Your role in the development of colleagues includes assisting with monitoring the work of teachers, subject mentors and learning co-ordinators; and ensuring effective communication to all staff of information and developments relating to pedagogical advances.  Most importantly are charged with ensuring that all students make good or exceptional progress in English. You must lead and support students’ academic progress and emotional development within the Faculty.  Leadership in this role will also be evident through work with other faculties on developing a good climate for learning and coaching them on the application of resources and deployment of colleagues. You will work with colleagues as appropriate to increase progress. This role requires you to keep the focus of debate on teaching and learning for teacher and support staff. This would include all aspects of delivery such as assessment, recording, reporting, communication with parents, and action planning and self-evaluation. |
| **Key Outcomes** | **Develop teachers who can**   * + Make exceptional progress with students and who maintain the highest standards for academic success for all students they teach.   + Monitor and track students’ progress through their learning journey effectively and make appropriate, timely and effective interventions to accelerate learning.   + Work well together within their faculty and understand how they relate to the Academy’s aims.   + Are dedicated to improving standards of teaching and learning.   + Are experts in the use of assessment for learning and co-operative learning.   + Have high expectations for students and set challenging targets based on a good knowledge of their students and the progression of concepts in English.   + Make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching.   + Meet the DfE teachers’ standards as appropriate and provide personalised and differentiated support to enable this to be achieved.   **Develop teachers whose students will**   * + Make appropriate progress from their KS2 starting points.   + Show sustained improvement in their attitude to learning.   + Show improvement in their literacy, numeracy and information technology skills.   + Are well prepared for any tests and examinations.   + Show enhanced co-operative, collaborative and independent learning skills.   + Contribute to the maintenance of a purposeful working environment.   + Develop their love of English through a wide range of enrichment activities. |
| **Main areas of responsibility and accountability** | * Lead, improve and support the teachers in the English Faculty. * Act as an excellent role model for teachers and support staff * Ensure all teachers in English understand and develop the skills described by Ofsted for outstanding teaching. * Keep up to date on current thinking on pedagogy/methodology and learning, in particular how it relates to improving the progress of students. * Lead and make positive contributions to leading regular whole school CPD. * Monitor and evaluate teaching and learning and contribute to the self-evaluation of the Academy for English. * Ensure that regular lesson observations and other forms of monitoring are completed according Academy’s expectations as appropriate. * Advise on Ofsted standards for teaching and learning in English * Maintain an effective ambience/climate for learning and able to coach others in this. * Maintain high expectations for students. * Make effective use of data analysis, assessment, marking and reporting and demonstrate the ability to coach others in this. In particular an up-to-date knowledge and pedagogic skill in assessment for learning strategies by implementing PiXL approaches. * Regularly demonstrate the capacity to meet needs of all students (including management of behaviour and its impact on learning). * Assist in the creation, consistent implementation and improvement of schemes of learning which encapsulate key Academy learning strategies and educational developments. * Ensure continuity and progression for the learning of all students, actively planning for all student groups (e.g. Able students, SEND) |
| **Personnel/Training** | * Take responsibility for the day to day supervision and management of developing English teachers (including NQTs) alongside the Head of Faculty to move all teachers to ‘good’ or ‘outstanding’. * Contribute to the meeting cycle for English to ensure dialogue is continually focussed on progress, learning and pedagogy. Match progress with the teachers’ standards as appropriate. * Monitor and advise on the level of provision for all students alongside the Head of Faculty. * Conduct needs analyses and follow up the actions plans for teachers in the Appraisal process. * Liaise with other PiXL schools and schools in our networks to ensure that Lipson Co-operative Academy stays ‘ahead of the game’ with respect to curriculum planning and learning developments. * Monitor the impact of your work in developing teachers in terms of the impact on the progress and learning developments of students. * Heighten common purpose/shared vision for improving outcomes by securing the commitment to high levels of challenge amongst English teachers. * Develop coaching and leadership skills and qualifications. |
| **Assessment and Evaluation** | In collaboration with the Senior Leadership Team assess the impact of developments in Teaching and Learning on student attainment and progress within the English department. |
| **Student Achievement** | Work with all staff in establishing clear targets for students’ achievement outcomes and evaluate progress and achievement by all students |
| **Liaising with Parents and the Wider Community** | * Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community. * Utilise expertise in the local community and beyond to enhance the English programme. * Develop a working partnership with outside experts. * Development of whole school partnerships for learning eg parental involvement and training. * Share best practice with wider community. |
| **Managing Own Performance and development** | Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching and leadership. Take responsibility for own professional development. |

**This Job Description will be reviewed annually**

Person Specification-Lead Practitioner

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| **Attributes** | **Essential** | **Desirable** |
| **Qualifications** | * Good degree or relevant vocational qualification pertaining to the subject to be taught * Regular and appropriate CPD including evidence of recent leadership and management development * Qualified Teacher Status (QTS) | * Further professional level qualifications (e.g. M level or D level qualifications) * AST accredited teacher |
| **Experience and Job Knowledge and Training undertaken** | * Demonstrable, successful experience of teaching (11-18). * Up to date knowledge on current educational thinking on the impact of pedagogical approaches to enhance progress in English * Experience of the successful implementation strategies to improve performance and raise standards. * Ability to analyse and use data effectively | * Experience and knowledge related to PiXL approaches to tracking students’ progress * Detailed knowledge of recent curriculum developments. * Understanding of CEIAG pertaining to all key stages. |
| **Job Related Abilities** | * A love of teaching and proven excellence including results/outcomes. * Unrelenting determination to raise standards. * Professional courage to take responsibility and hold people to account for their performance * A thorough understanding of self-evaluation and how it can be used to raise standards. * The ability to set short term, medium term and long term goals and action plans and to monitor and review progress. * The ability to operate as a highly successful coach and mentor. * Outstanding organisational skills * Ability to work co-operatively within a team and on own initiative * Ability to work within our policies and procedures with an awareness of equal opportunities * Outstanding communication skills * Good administration and ICT skills * An understanding of student-centred learning and ability to develop effective relationships with students and staff * Willingness to undertake further professional development in order to enhance skills. * A thorough understanding of Assessment for Learning. * An appreciation of the responsibility for safeguarding. | * Recent experience of leading a successful English department. * Willingness to be involved in extra-curricular activities * Experience of coaching and mentoring * To be able to present well to parents, students and staff. |
| **Personal Qualities** | * Open, responsive & reflective * Ability to work on own initiative and also as part of a team * Enthusiasm and a passion for leadership. * Real commitment to education as a tool for improving life chances. * Stamina and the ability to be willing to work hard, flexibly, and to hold people to account. * Resilience. * Commitment to an inclusive and child centred approach. * Commitment to the Co-operative ethos and values of the Academy. * High level of emotional intelligence. * Excellent communication skills. * Ability to form and maintain relationships. * Analytical thinker. * Inspirational teacher * Able to use ICT for management systems and learning. * Ability to prioritise. * Able to plan strategically. * A high level of organisational skills, including the ability to meet deadlines and run meetings.      * Proven ability to maintain positive relationships with students, parents/carers and staff. * Evidence of the ability to effectively manage the variety of demands and pressures that come with a leadership role * Willingness to display flexibility in working hours as occasions may sometimes demand * Set exceptionally high expectations for self and others | * The ability to lead INSET for colleagues. * The personal skills to enable networking with professional colleagues, locally, regionally or nationally. * The ability to mediate and resolve conflict. |
| **Leading, Learning & Teaching** | * Proven track record in leading creativity in teaching and learning * Place learning at the heart of the school and further improve the quality of teaching and learning * Be imaginative and innovative in leading teaching and learning * Implement strategies to remove barriers to learning |  |
| **Personal skills** | * Ability to lead and motivate both colleagues and pupils * Good team player * Creative thinker * High level of commitment * Positive outlook * Commitment to raising pupils’ standard of achievement * Energy and enthusiasm * Good communication skills * Effective at delegating responsibilities * An eye for detail * Well-organised * Imaginative * A willingness to demonstrate commitment to Lipson’s co-operative values | Ability to think “outside of the box” |
| **Safeguarding Children** | * Commitment to safeguarding and promoting the welfare of children and young people * Contributed significantly in the safeguarding of young people | Senior responsibility for Safeguarding |

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**APPLICATION DETAILS**

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the school’s Governors, should be included in your supporting statement. Please ensure that you take each of the essential and desirable criteria found on the person specification and say why and how you meet these criteria in your letter of application.

For an informal discussion about the role please contact Lynda Budd, Principal on 01752 671318 or [headspa@lipson.plymouth.sch.uk](mailto:headspa@lipson.plymouth.sch.uk)

**References** must cover the previous five years’ employment and please provide an email address for your referees so that we can contact them.

**The closing date** for applications is **NOON on Thursday 18th January 2018. Interviews will take place on Thursday 25th January 2018.**

The application form is available at:

<http://www.lipsonco-operativeacademy.coop/College-Vacancies/>

Please submit your application and supporting statement [no longer than 2 sides of A4] to:

Amy Bates, PA to the Principal

Lipson Co-operative Academy

Bernice Terrace, Plymouth PL4 7PG

or email to:- [headspa@lipson.plymouth.sch.uk](mailto:headspa@lipson.plymouth.sch.uk)

**SAFEGUARDING**

The safer recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Lipson Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and of competent, motivated employees who are suited to and fulfilled in the roles they undertake. The academy implements robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.