

JOB DESCRIPTION

Job Title:	Lead Practitioner
Responsible to:	Head of Academy (Teaching & Learning)
Location:	Maltings Academy & New Rickstones Academy The post is based at one academy but required to work across both as required
Scale:	L6-10

Job Purpose

To lead on teaching and learning initiatives and strategies to raise the teaching practice of all staff in order to raise student standards and progress.

Safeguarding

Our academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Main Duties

- To take the lead on designated teaching and learning initiatives as directed by the Vice Principal (Teaching & Learning) which may include:
 - whole school coaching programme for all staff
 - teaching support programme for teaching staff
 - whole school teaching framework
 - Inspiring Teacher Programme (ITP) and Outstanding Teacher Programme (OTP)
 - new teacher induction programme
 - marking
 - Teaching and Learning website
 - Teaching & Learning briefings
 - Teaching & Learning meetings and sharing good practice events
 - sharing resources using various mediums
- To coach and support teaching staff who are required to improve their teaching
- To engage in professional dialogue with colleagues which emphasises improvements in teaching and learning and highlights areas for development, resulting in a positive impact on student learning.
- To promote the use of our teaching framework techniques (SONAR) and underpinning elements to ensure the high quality of teaching and deeper learning.
- To develop the use of coaching techniques and styles to develop the teaching practice of all teaching staff

- To promote the academy vision and purpose.
 - Maintain expert knowledge of teaching and learning and disseminate this to other teachers
 - Maintain knowledge and understanding of academy aims, priorities, targets, self-evaluation and action plans
 - Understand and promote the benefits and effective use of ICT
- To support staff teaching in the academy to consistently and effectively plan lessons and sequences of lessons, to meet students' individual learning needs.
 - Disseminate examples of effective planning practice within the academy
 - Take steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning
 - Take steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning
 - Establish strategic planning, including short, medium and long term plans for the development and resourcing of the subject
- To support staff teaching in the academy to consistently and effectively use a range of appropriate strategies for teaching and classroom management:
 - Take steps to ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject area and communicate this to students
 - Observe colleagues' teaching and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
 - Identify and promote innovative and effective strategies within the academies to meet the needs of all students
- To support staff teaching in the academy 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.
 - Evaluate and interpret relevant national, local and academy data, research and inspection evidence to inform policies, expectation and teaching methods.
 - Monitor and evaluate assessment data across the academy to identify trends in student performance and issues for development
 - Define intervention strategies to address issues for development that are identified
 - Evaluate and report on the effectiveness of intervention strategies used to address identified issues
- To take responsibility for own professional development and use the outcomes to improve teaching and students learning.
 - Maintain 'leading edge' knowledge through reading, INSET and research to inform own practice, demonstrating impact in teaching and on students' learning
 - Assimilate and implement new guidance to lead the process of change within the academy
 - Prioritise and manage own time effectively, balancing the demands made by teaching, subject management and involvement in academy development
 - Achieve own challenging professional objectives
- To contribute to the policies and aspirations of the academy, co-ordinating strategies to achieve relevant improvement priorities that have been identified in the academy.
 - Co-ordinate strategies to achieve relevant academy improvement priorities that

- have been identified in the academy
 - Evaluate and report the effectiveness of practice in the academy annually, suggesting areas and issues for further improvement
 - Lead and deliver professional development / INSET activities
 - Build effective links with the local business and industry, in order to develop the academy
- To be an effective professional who challenges and supports all students to do their best
 - Create a climate, which enables staff to develop, challenge and support each other, resulting in positive growth
 - Mentor and coach staff to develop confidence and maintain positive attitudes
 - Communicate effectively with professional integrity within and beyond the academy community
 - Take action to build and maintain effective teamwork with high expectations of outcomes

General

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all duties and services provided are in accordance with the academy's Equal Opportunities Policy
- To maintain confidentiality in all academy related matters

Notes

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out
3. The job description is not a comprehensive definition of the post. It should be reviewed annually by the Line Manager and post holder. It may be subject to amendment to meet the changing demands of the academy at the reasonable discretion of the Head of Academy
4. This job description does not form part of the contract of employment

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.

September 2018

Please sign and return one copy to Human Resources and keep one copy for your records.

Signed _____ Date _____

Print Name _____

PERSON SPECIFICATION: LEAD PRACTITIONER

Criteria	Standard	Essential /Desirable
1.Qualifications, Specialist Knowledge & Experience	<ul style="list-style-type: none"> • Degree in a relevant discipline and Qualified Teacher Status • Significant teaching experience across KS3 / KS4 / KS5 • Evidence of continuing and recent professional development relevant to middle leadership • Significant experience of teaching and learning initiatives with successful outcomes in attainment and student progress • Advanced knowledge of National Curriculum requirements • ICT skills that reflect the impact of technology on todays classrooms 	E
	<ul style="list-style-type: none"> • Completion of Middle Management Training or other leadership qualification 	D
2. Organisation & Planning	<ul style="list-style-type: none"> • Experience of strategic planning and resourcing the work of a department 	E
3. Problem Solving & Initiative	<ul style="list-style-type: none"> • Experience of developing effective strategies to raise attainment and progress which has had a significant impact at whole school level. • Experience of leading, planning, managing and evaluating change 	E
4.Communication	<ul style="list-style-type: none"> • Experience of communicating effectively to a variety of audiences, both orally and in writing, with the ability to communicate logically, concisely and persuasively • Ability to deliver whole school presentations and training • Ability to write reports and guidance documents 	E
5. People Skills	<ul style="list-style-type: none"> • Experience of leading, managing and developing a team • Experience of effectively negotiating and influencing others • Experience of building and maintaining effective relationships at whole school level and with external partners • Demonstrate a commitment to equality 	E
6. Flexibility & Adaptability	<ul style="list-style-type: none"> • Ability to work across both academy sites and willing to work flexibility to meet academy needs 	E
7. Safeguarding	<ul style="list-style-type: none"> • Advanced understanding of safeguarding / child protection procedures 	E
8. Other	<ul style="list-style-type: none"> • Commitment to the academies aims, ethos and vision • Demonstrable commitment to own professional development 	E