



Pool Hayes Academy
Job Description - Lead Practitioner of English

Job title: Lead Practitioner of English

Grade: Lead Practitioner Scale (subject to experience)

Responsible to: Director of Learning

Principal Responsibilities:

- To be an outstanding practitioner with vision, tenacity, optimism, strong interpersonal skills and a proven ability to motivate and lead change in a progressive, dynamic and improving Academy.
- To work with a team of outstanding practitioners in the Academy.
- To work with the Academy Senior Leadership Team to improve teaching and learning across the entire Academy. Central to this will be the fostering of a culture of sharing best practice and embracing change.
- The teaching and learning team is responsible for:
 - Modelling and sharing outstanding teaching and learning;
 - The preparation and delivery of whole school and departmental CPD;
 - Developing a programme of support and guidance for all teachers relative to their experience and expertise.
- To model and establish a teaching and learning culture founded on developing independent, resilient and reflective learners and inspiring and coaching colleagues to adopt a creative, enterprising and collaborative approach to their professional pedagogy. By incorporating these two aspects of academy improvement, the successful candidate will contribute to the strategic leadership of the academy in order to secure outstanding outcomes for all our students.
- To shape teaching and learning within their subject areas in order to establish a relentless drive to raise standards of teaching, achievement and continuing professional development. As a Lead Practitioner within the subject area, they will drive an achievement agenda unique to the needs of the department, whilst also embedding the academy philosophy for teaching and learning.
- To work collaboratively with the subject Area Leader to innovate, implement and review aspects of the English Faculty curriculum to secure rapid and sustainable progress.
- To deliver high quality teaching, learning and pastoral care as a matter of course.
- To uphold and cultivate the ethos (core values and vision) of the academy and work within its established policies and guidelines.
- To develop an effective 'Coaching' approach to the development of teaching and learning within the academy and beyond.

Tasks/accountabilities (please note these are not in any order of priority):

Teaching and Learning

- To model outstanding teaching and learning in one's own lessons.
- To lead the improvement of pedagogy across the academy and specifically, the English faculty.
- To liaise effectively with colleagues to ensure that there is consistency of approach throughout the academy and specifically within the English Faculty.
- To promote the academy's vision, culture and ethos of teaching and learning throughout the academy and specifically within the English faculty.

Curriculum

- To assist in ensuring that the curriculum offer is appropriate for all students and is supported by high quality teaching and learning.
- To assist in developing an innovative curriculum for students which values the talents and aspirations of all.
- To keep abreast of new curriculum developments and current educational thinking and lead on adjusting pedagogy accordingly.

Classroom Management

- To be at the forefront of developing a consistent and rigorous approach to classroom management across the academy in order to enhance the quality of teaching and learning.
- To role model outstanding classroom management through regular observations.

Liaison

- To take a lead role in the teaching and learning team in order to develop a culture of sharing best practice within the Academy.
- To lead and develop a thorough coaching programme so that all staff benefit.
- To work closely with colleagues from other Trust institutions to develop common approaches and strategies.

Professional Development

- To deliver appropriate INSET on ways to improve teaching and learning.
- To maintain an up-to-date knowledge of new ideas regarding teaching and learning pedagogy, Teacher Standards and Ofsted inspection standards and implement them with staff and students.
- Be proactive in seeking out networks and research in order to identify best practice and latest developments.
- Carry out action research to inform curriculum innovation.
- Use outcomes from internal and external reviews to inform the planning and delivery of Academy CPD.

General

- Take responsibility for promoting and safeguarding the welfare and protection of children and young people within the school.
- Working to and within school policies and procedures, including safeguarding, child

protection and health and safety.

- Taking care of own and other people's health and safety.

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.



Pool Hayes Academy Person Specification - Lead Practitioner of English

Criteria	Essential
Qualifications and attainment	<ul style="list-style-type: none"> • Qualified Teacher Status. • Bachelor's degree. • Willingness to continue to develop own expertise (evidenced through Continuing Professional Development). • Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare and safety of children and young people.
Skills / Knowledge required	<p>Knows about:</p> <ul style="list-style-type: none"> • Strategies for raising achievement and achieving excellence. • Different methods of teaching and learning. • The use of new and emerging technologies to support teaching and learning. • Principles of effective teaching and assessment for learning. • Models of behaviour management. • Strategies for ensuring inclusion and access to the curriculum. • Tools for data collection and analysis. • Monitoring and evaluating performance. • Strategies for developing effective teachers including coaching.
Relevant experience	<p>Can demonstrate evidence of:</p> <ul style="list-style-type: none"> • High level of performance with personal teaching groups. • Successful subject or leadership of Academy issues with high impact on student achievement. • Involvement in evaluation and support of performance of others. • Successful change management and team leadership. • Willingness to embrace new developments. • Commitment to the broader life of the Academy outside the classroom. • Impact of leadership in current role. • Some successful leadership experience of managing change. • Involvement in developing a successful Coaching model. <p>Teaching Experience</p> <ul style="list-style-type: none"> • Evidence of outstanding teaching and learning. • Evidence of outstanding classroom management skills. • The ability to use ICT effectively to engage students. • The ability to create effective lesson plans. • An understanding of how to use assessment to inform planning for good teaching and learning.

	<ul style="list-style-type: none"> • The ability to differentiate materials to meet the needs of learners. • Experience of being involved in a curriculum initiative. • Experience of raising standards of achievement.
Aptitude and attitude	<p>Is committed to:</p> <ul style="list-style-type: none"> • Raising standards for all in the pursuit of excellence. • The entitlement of all students to effective teaching and learning. • Effective working relationships and team working. • Continuing professional development for self and all others. • Using Coaching as a model for improvement. <p>Is able to:</p> <ul style="list-style-type: none"> • Demonstrate personal enthusiasm for and commitment to the learning process. • Demonstrate the principles and practice of effective teaching and learning. • Access, analyse and interpret information. • Initiate and support debate about effective learning and teaching. • Acknowledge excellence and challenge poor performance. • Foster an open, fair, equitable and respectful culture and manage conflict. • Collaborate and network with others within and beyond the Academy. • Give and receive effective feedback and act to improve personal performance. • Accept support from others including colleagues and Governors. • Inspire other staff. • Be an effective role model to more junior staff. • Delegate and distribute leadership effectively. • Think and act strategically and creatively in proposing solutions. • Establish and sustain appropriate structures and systems and monitor them. • Be an effective Coach to other staff. <p>Has:</p> <ul style="list-style-type: none"> • A passion for learning and teaching and is committed to inspire the love of learning. • A positive, enthusiastic outlook, embracing risk and innovation. • A sense of humour. • A 'can do' approach and is not prone to negativity. • A realistic and pragmatic understanding of the demands of the teaching profession. • Empathy and good emotional intelligence. • High standards and high expectations of self and others. • Excellent organisational skills – prioritises, keeps calm and thrives under pressure. • Ability to communicate effectively orally and in writing to a range of

	<p>audiences.</p> <ul style="list-style-type: none"> • Ability to recognise and celebrate excellence. • A willingness to embrace change. • Resilience, perseverance and optimism in the face of challenges. • Ability to remain calm and effective when under pressure. • Ability to be flexible and adaptable. • Commitment to social justice, equality and excellence. • Commitment to dignity in the work place.
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