

Ortu Hassenbrook Academy

Job Description

Date: April 2018

**Post Title: English (Lead Practitioner)**

**Responsible to: Line Manager**

**Grade: Leadership Spine L9—L14**

**Contract starts: Easter 2018**

**General Principles**

* To assist in improving the academic outcomes of all students. To ensure that all students achieve challenging targets. To assist in providing high quality leadership of learning for all staff and students in the Department.
* To carry out the functions of a teacher at Hassenbrook Academy or any Stanford and Corringham Trust school in accordance with the stated aims.
* To support the Head of Department and the School/s to achieve the Department and School/s aims and implement whole School/s decisions.
* To be committed to safeguarding and promoting the welfare of our young people.

**Job Outline**

The Lead Practitioner is responsible for the standards and day-to-day management of the department. It will include other subjects dependent on the expertise and interest of the successful candidate. They will be responsible for monitoring the academic progress of all students taught within the department/s, encouraging high aspirations and achievement.

**Principal Duties and Responsibilities/SLT responsibilities**

* To support the school’s educational vision and direction in securing effective teaching, successful learning and achievement by students within an inclusive environment.
* Work with governors, local authority personnel and other members of SLT contributing and establishing the core values of the leadership team/s and the wider community.
* To contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school’s development plan and other plans for improvement.
* To establish outstanding relationships, encourage excellent working practices which support and lead teachers and support staff.
* To develop systems and structures which secure the highest achievement for each student.
* Support the school/s in securing and sustaining outstanding teaching and learning; monitoring and evaluating the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement.
* To ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
* To ensure outstanding communication to parents regarding student progress.

**Lead Practitioner specific responsibilities**

* To provide further professional development, the LP will lead an area of whole school responsibility.
* They will also line manage at least one other subject leader in a related subject area.
* In addition to the duties laid out in the latest edition of the School Teachers Pay and Conditions Document and those detailed in the general job profile for teachers, the Lead Practitioner English will be expected to:
* Ensure the highest possible standards in English and the other subject areas within the department/s
* Work to build a department/s identity as a cohesive group through collaborative activities and events and appropriately organised department/s meetings
* Develop a strategic view and plan for the department/s which supports the vision, ethos and policies of the school contributing to the School Development Plan (SDP) and securing its objectives
* Ensure that the department/s reviews the effectiveness of its work through the completion and maintenance of the school/s self-evaluation form (SEF)
* Use National, Local and School data effectively, to monitor standards of attainment and progress and across the department/s including disadvantaged and vulnerable groups
* Use data to plan and implement appropriate interventions across the department/s liaising with the Raising Standards, teaching staff and tutors where appropriate
* Ensure that the department/s meets the appropriate school expectations for reporting to parents such as completing student reports and attending parent evenings
* Develop the leadership and management skills of the department leaders at all key stages
* Ensure the school/s procedures for performance management are followed
* To liaise and work positively with the senior leadership team/s, teachers, colleagues, parents and governors
* Regularly collect and act on student, parent and teacher views of the department/s

**Teaching and Learning**

* Provide professional leadership to a large team of teachers and support staff in the delivery of the full range of English and related teaching
* Ensure that appropriate innovative schemes of learning and differentiated teaching materials are available for all courses within the department/s and monitor their delivery by team members
* To present themselves as a model of great teaching in the department
* To monitor the quality of teaching and learning of the English and other associated curriculum areas
* To coach and support teachers in the department to overcome barriers to good learning
* To lead the department in planning and delivering consistently good and outstanding lessons
* Promote high expectations and secure standards in terms of student behaviour, well-being and safety throughout the department/s by monitoring the effectiveness of sanctions and praise within the department/s and developing systems as required
* To ensure the team create a positive ‘behaviour for learning’ within the department/s and intervening, supporting, coaching and making changes where necessary
* Monitor the quality of teaching and learning by undertaking learning walks, work scrutiny, lesson observations and stakeholder feedback and by supporting whole school monitoring activities such as year reviews
* To support and work with the team to achieve an outstanding department
* Ensure trainee teachers or supply / cover teachers are inducted to the department and adequately supervised. Provide access to the relevant lesson plans and behaviour procedures to ensure these lessons maintain the department standards

**Assessment and Feedback**

* To ensure that assessments are completed both accurately and at appropriate
* times during each key stage course
* To ensure that teachers are acutely aware of the demands of individual assessments in the KS3, KS4 and contribute to our 6th Form via KS5 curriculum
* To lead the department in the accurate assessment of mock examinations
* Lead moderation of assessments and ensure consistent standards across the department
* To develop a working folder of exemplar work
* To monitor the quality of feedback offered to students at all levels ensuring that it results in progression

**EQUALITIES**

Be aware of and support difference and ensure that the school’s equalities and diversity policies are followed.

**HEALTH AND SAFETY**

Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection and report all concerns to an appropriate person.

**CRIMINAL RECORDS BUREAU**

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service (DBS) as part of Hertfordshire County Council’s pre-employment checks. Please note that additional information referring to the DBS is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

**ADDITIONAL INFORMATION**

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools’ policies and practices.

**\*\* The duties and responsibilities listed above describe the post as it is at present. The final responsibilities of the successful candidate will be by agreement. All SLT members are expected to accept any reasonable alterations that may from time to time**

These duties will be varied at the reasonable discretion of the Headteacher, to meet the changing needs of the school.

Date for review: At annual Performance Management review.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_