# LEAD PRACTITIONER: PERSON SPECIFICATION

Reviewed and updated: April 2017

# Salary

The post holder will be paid on the agreed five point range within the pay range for leading practitioners. The post also carries a reduced class room loading, to allow for one day per week to be utilised for the support and development of other staff.

# Line of responsibility

The Leading Practitioner is responsible to the Headteacher (or Deputy Headteacher).

# Job content

## Strategic purpose: S/he shall

* Demonstrate the skills and experience necessary to provide leadership in the improvement of teaching skills within this and other schools.
* Play a key role in raising teaching standards through the quality of her/his own teaching and by supporting the professional development of colleagues to ensure pupils demonstrate consistent improvement in relation to prior and expected attainment.
* Implement an effective model of coaching and mentoring to facilitate continual improvement and to promote good practice in teaching and s/he shall demonstrate motivation, enthusiasm and a positive response to challenge and high expectations in relation to pupil progress.
* Be committed to exploring innovative practice and the dissemination of skills and experience.

## Qualifications and experience

1. Appropriate degree.
2. Qualified teacher status.
3. A continued commitment to own professional development.
4. Evidence of good and outstanding teaching practice and experience within the designated age range.
5. Awareness of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.
6. Excellent knowledge of professional standards.
7. Experience of supporting improvement strategies in school.
8. Lead Practitioner status, or a willingness to undertake appropriate training to gain the status.

## Desirable:

1. Postgraduate degree and/or further relevant professional development.
2. Experience of more than one school/academy.
3. Experience of more than one key stage.
4. Experience of coaching and mentoring

## Promotes good progress and outcomes by pupils especially in relation to specified subject by:

1. Being previously accountable for pupils’ attainment, progress and outcomes.
2. Being aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.
3. Guiding pupils to reflect on the progress they have made and their emerging needs.  
   Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
4. Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.
5. An excellent understanding of use of data in supporting improvement in standards.

## Desirable:

1. Regularly uses teaching skills which lead to excellent results and outcomes.
2. Demonstrates excellent and innovative pedagogical practice.
3. Takes a strategic leadership role to secure best progress and outcomes by all pupils especially in relation to specified subject.

## Plan and teach well-structured lessons by:

1. Imparting knowledge and developing understanding through effective use of lesson time.
2. Promoting a love of learning and student’s intellectual curiosity.
3. Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
4. Reflecting systematically on the effectiveness of lessons and approaches to teaching.
5. Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).

## Desirable:

1. Takes a lead in planning collaboratively with colleagues in order to promote effective practice.
2. Identifies and explores links within and between subjects/curriculum areas in their planning.
3. Takes a strategic leadership role in developing, implementing, and evaluating planning in order to support high quality teaching and learning. Disseminates best practice.

## Make accurate and productive use of assessment especially in relation to specified subject by:

1. Knowing and understanding how to assess the subject and curriculum areas, including   
   statutory assessment requirements.
2. Making use of formative and summative assessment to secure pupils’ progress.
3. Using relevant data to monitor progress, set targets, and plan subsequent lessons.
4. Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.

## Desirable:

1. Demonstrates excellent ability to assess and evaluate.
2. Has an excellent ability to provide pupils, colleagues, parents and carers with timely accurate and constructive feedback on learners’ attainment, progress and areas for development that promotes pupil progress.
3. Improves the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.
4. Takes a strategic leadership role in developing, implementing, and evaluating assessment in order to support high quality teaching and learning. Disseminates best practice.

## Fulfil wider professional responsibilities:

1. Making a positive contribution to the wider life and ethos of the school.
2. Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
3. Communicating effectively with parents with regard to pupils’ achievements and well-being.
4. Deploying support staff effectively.
5. Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

## Desirable:

1. Takes a leading role in developing workplace policies and practices and promoting collective responsibility for their implementation.
2. Researches and evaluates innovative curricular practices and draws on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.
3. Works closely with leadership teams, to promote school improvement.
4. Contributes to the professional development of colleagues so that they demonstrate enhanced and effective practice.
5. Makes well-founded appraisals, applying high level skills in classroom observation to evaluate and advise colleagues on their work.
6. Uses the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams within and beyond their own school.