



**Recruitment Application Pack**

**Lead Practitioner for Primary**

**Required for January 2018**

**L1 – L5**

# Contents

|  |  |
| --- | --- |
| Welcome Letter | Page 3 |
| Advert | Page 4 |
| Application Process | Page 5 |
| Job Description | Page 6 |
| Person Specification | Page 9 |
|  |  |
|  |  |

**Welcome Letter**

Dear Colleague,

Thank you for taking an interest in joining our talented team of colleagues at **Abbey Multi Academy Trust**. As Executive Headteacher for Primary Schools, I am extremely fortunate to work with a dedicated team who strive daily to provide an excellent learning experience for our students. Our vision is that the academies supported by Abbey MAT, will provide an environment which is welcoming, caring, calm, disciplined and purposeful and which stretch our young people academically, support them pastorally and help them develop socially and spiritually.

The mission for all academies in the MAT is: “To work in partnership to educate, nurture and empower”

In brief, Abbey MAT will:

* have a positive effect on the young people in the geographical area of the Anglican Diocese of Leeds, through the development of a family of provision, from age 3 to 19, aimed at providing outstanding education and training;
* strive for excellence in all areas of school life by developing the skills and knowledge of all our students inside and outside the classroom;
* focus on quality teaching and our commitment to the student, supported by an outstanding pastoral system rooted in mutually respectful relationships;
* ensure that the needs of disadvantaged students are addressed to improve their engagement, aspirations and social mobility.

Potential colleagues will need to be able to meet the demands of a successful academy where expectations are high for students and for staff.

We currently have four primary schools within the trust, Lightcliffe CE Primary (Calderdale), Holy Trinity CE Rothwell (Leeds), Manston St James CE Primary (Leeds) and St.Chad’s CE Primary (Leeds). We are looking for an individual who has a passion for teaching and learning across the primary age phases and who is able to work across our primary academies to secure excellent outcomes, drive curriculum innovation and inspire colleagues to develop best practice.

If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Abbey MAT has to offer.

**Helen Pratten, Executive Headteacher (Primary)**

**Advert**

**ABBEY MULTI ACADEMY TRUST**Butcher Hill, Leeds, |CEO: Carol Kitson, Executive Headteacher (Primary) : Helen Pratten

**Lead Practitioner (Primary)**

**Leadership Scale 1-5**

**Additional recruitment and retention allowance may be available for an exceptional candidate**

**Plus access to an individually tailored CPD package**

**Required for January 2018**

We are seeking to appoint an inspiring and imaginative practitioner to work across our Trust primary academies. You will be a teacher with a passion for primary education, be a specialist in curriculum development and be capable of supporting our primary practitioners in developing their practice.

This is an exciting opportunity for a teacher to join a successful and CPD focused trust where new initiatives are welcomed and encouraged. You’ll be a committed and passionate teacher, able to teach across the primary age phase of 5-11.

As our new Lead Practitioner we will nurture, challenge and support you throughout your career here at Abbey MAT.

You will be:

* A routinely good/outstanding teacher with the ability to teach all aspects of primary education.
* A colleague looking to further your career within a supportive team
* Able to encourage and enthuse students to achieve their full potential
* Inspirational to colleagues and students – sharing best practice

We can offer:

* An Academy Trust that will allow you to be inspirational, creative and play an active part on our journey
* Tailored CPD with a commitment to support your career ambitions.
* An Academy Trust which welcomes new ideas with energy and enthusiasm

This is a genuinely exciting time to join Abbey MAT. If you are looking to join a Trust with happy positive and polite students and staff then we want to hear from you.

Visits are encouraged and can be arranged by contacting Helen Pratten, Executive Headteacher for Primaries, at **helen.pratten@stchadsprimary.net**

To apply please visit <http://www.abbeymat.co.uk/vacancies.html> and download the recruitment pack and email the completed application and equal opportunities form to [recruitment@abbeytrust.org](mailto:recruitment@abbeytrust.org)

The closing date for applications is Friday 20th October 2017 with interviews scheduled Monday 30th October 2017.

***For an informal discussion about the role, please contact Helen Pratten on 0113 2747110.***

Abbey Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people. An enhanced disclosure from the DBS will be required for this post.

## Application Process

The closing date for applications is Friday 20th October 2017.

Completed applications should be returned to [recruitment@abbeytrust.org](mailto:recruitment@abbeytrust.org)

Postal applications can be returned to:

*Helen Pratten*

*Executive Principal (Primary)*

*Abbey Multi Academy Trust*

*c/o St Chads CofE Primary School*

*Northolme Avenue*

*West Park*

*Leeds*

*LS16 5QR*

**All applications will be acknowledged within 24 hours. Should you fail to receive confirmation of receipt please call *0113 2747110.***

We will contact successful candidates after the closing date with details of the interview process.

Abbey Multi-Academy Trust is robust in promoting the safeguarding of children and is rigorous in its recruitment checks. An enhanced disclosure from the DBS will be required for this post.

## Queries

If you have any queries on any aspect of the application process or need any further information please contact Helen Pratten, Executive Headteacher for Primaries, at **helen.pratten@stchadsprimary.net**



## Job Description

**Job title:** Lead Practitioner Primary

**Salary: L1-5**

**Reporting to:** Executive Headteacher for Primaries

|  |
| --- |
| **Overall purpose of the post:**   * To develop and implement teaching and learning initiatives and strategies throughout the academies within the trust which raise the teaching practice of all members of staff and therefore raise student standards and progress.   **Key responsibilities:**   * To promote the raising of aspiration and achievement with particular reference to targeted cohorts across the trust academies. * To ensure a relevant and differentiated curriculum for students. * To ensure development of outstanding practice within primary academies. * To work with the Principal/ Heads of School and senior staff to develop ongoing training and staff development activities to ensure staff have the confidence to deliver to the highest standard. * To provide in class professional development for teachers, through modelling. * To support the Director of Education in all aspects of teaching, learning and progress. |

|  |
| --- |
| **Key Tasks:**  **Educate**  **Teaching & Learning**   * To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence * To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement * To undertake research into best practice in other schools * To promote a positive climate for learning * To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues * To develop high quality teaching materials and schemes of learning across the curriculum * To create and co-ordinate personalised intervention programmes * To set clear and ambitious targets for interventions * To support underperforming teachers to enable them to improve their practise * To secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school’s monitoring, evaluation and review cycle through lesson observations, feedback to teaching staff, work scrutiny, student voice and written reports to the Senior Leadership Team as necessary. * To take a lead role, working closely with other leading practitioners, in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement   **Achievement/Progress**   * To use local and national statistical data and other information, in order to provide, a comparative baseline for evaluating learners’ progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning * To lead on developing a culture of high expectation within trust academies, so that goals are set which challenge students of all backgrounds, abilities and dispositions. * To be accountable for student attainment, progress and outcomes. * To share in the leadership of the trust academies in encouraging students to adopt independent learning and take a responsible and conscientious attitude to their own work and study. |

|  |
| --- |
| **Nurture**   * To ensure a high standard of learning through coaching and mentoring of staff * To support colleagues in Teacher Experiencing Difficulties and Capability processes to improve professional practice. |

|  |
| --- |
| **Empower**  **Staff**     * To motivate and enable staff to plan for and support raising achievement and monitor outcomes. * To promote strategies which support differentiation, inclusion and positive behaviour. * To check on the planning and practice of team members. * To assist the Director of Education with Self Evaluation in relation to teaching, learning and progress, making well founded appraisals of situations upon which they are asked to advise. * To apply high level skills in lesson observation to evaluate and advise colleagues on their work * To devise and implement effective strategies to meet learner needs leading to improvements in learner outcomes. * To ensure that the development of teaching and learning resources in the subject empowers staff to deliver Quality First Training. * Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction) * Disseminate materials and advise on practice, research and CPD provision * To ensure staff are well informed about innovation and developments in intervention programmes.   **Students**   * To encourage students to take a responsible, conscientious and independent attitude to their own work and study.   **Partnership**   * To communicate as appropriate with parents, carers and colleagues on matters pertaining to teaching, learning and progress. * To contribute to the development of effective links with partner schools and external bodies in relation to teaching, learning and progress. * To take a leading role across the Academy Trust for local/national/cross curricular initiatives/projects as appropriate. |

|  |
| --- |
| **General Duties:**   * To carry out supervisory duties in accordance with published schedules. * To attend and participate as required in appropriate meetings and events with colleagues, parents/carers and governors. * To accept personal responsibility for supporting the general ethos, atmosphere and progress of the Academy. * To contribute to the PHSE programme as required. |

|  |
| --- |
| **Note:**  This Job Description provides the overall strategy and remit of the post holder. This Job Description will be reviewed annually and may be subject to amendment or notification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder’s professional responsibilities and duties. Elements of this Job Description, and changes to it, may be agreed at the request of the Principal or the incumbent of the post. The above must be viewed in conjunction with the relevant sections of the School Teachers’ Pay and Conditions of Service document which is published annually. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LEAD PRACTITIONER PRIMARY**  **PERSON SPECIFICATION CRITERIA** | | | | | | | | |
| **Qualifications** | | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 1 | Qualified teacher status for England (or equivalent) | | A |  |  |  |  |  |
| 2 | Relevant degree (or equivalent) | | A |  |  |  |  |  |
| 3 | Recent, relevant professional learning and development | | A |  |  |  |  |  |
| 4 | Completion of, or working towards, additional professional qualifications | |  |  |  | A | R |  |
| **Professional aptitudes** | | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 1 | Outstanding classroom practitioner | | A | R | I |  |  |  |
| 2 | Evidence of track record of results that exceed expectations | | A | R | I |  |  |  |
| 3 | Proven ability to raise standards in classrooms other than their own | | A | R | I |  |  |  |
| 4 | Experience of leading teaching and learning initiatives beyond their own classroom | | A | R | I |  |  |  |
| 5 | Excellent understanding of the components which comprise outstanding teaching and learning | | A | R | I |  |  |  |
| 6 | Experience of giving effective feedback to colleagues about professional performance | | A | R | I |  |  |  |
| 7 | Experience of coaching and mentoring colleagues | | A | R | I |  |  |  |
| 8 | Experience of conducting lesson observations | | A | R | I |  |  |  |
| 9 | Evidence of high expectations which inspire, motivate and challenge every student | | A | R | I |  |  |  |
| **Professional responsibilities & conduct** | | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 1 | Use of assessment and attainment information to improve practice and raise standards | | A | R | I |  |  |  |
| 2 | Use of strategies to promote good learning relationships and high attainment in an inclusive environment | | A | R | I |  |  |  |
| 3 | Development of an innovative curriculum | |  |  |  |  |  |  |
| 4 | Vision for the developments of Teaching and Learning  Strategies to enhance teaching and learning | | A | R | I |  |  |  |
| 5 | Use of intervention strategies to address identified issues for development | | A | R | I |  |  |  |
| 6 | Awareness of the latest developments and initiatives in education | | A | R | I |  |  |  |
| 7 | Track record of making a positive contribution to the wider life of the school and community | | A | R | I |  |  |  |
| 8 | Developed effective professional relationships with all | | A | R | I |  |  |  |
| 9 | Outstanding communication skills, including the use of ICT where appropriate | | A | R | I |  |  |  |
| **Professional responsibilities & conduct** | | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 10 | Ability to reflect critically, and respond to, performance and feedback | | A | R | I |  |  |  |
| 11 | Awareness of the need to safeguard students’ well-being, in accordance with statutory provisions and policies | |  | R | I |  |  |  |
| 12 | Proper and professional regard for the ethos, policies and practices of the school | |  | R | I |  |  |  |
| 13 | Support for the Christian ethos of the school. | | A |  | I |  |  |  |
| 14 | A willingness to contribute to Study Support (extra-curricular) activities | |  |  |  | A |  | I |
| 15 | A willingness to play a full part in general school life and activities outside the classroom | |  |  |  | A |  | I |
| **Experience and Skills** | | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 1 | | Excellent interpersonal and communication skills | A | R | I |  |  |  |
| 2 | | The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience, developing high quality learning strategies and monitoring learner progress to raise attainment | A | R | I |  |  |  |
| 3 | | Evidence of high achievement in teaching across the Key Stages | A | R | I |  |  |  |
| 4 | | Working effectively as a middle manager or currently leading a key responsibility/development within a team | A | R | I |  |  |  |
| 5 | | Experience of contribution to the professional development/mentoring of colleagues | A | R | I |  |  |  |
| 6 | | Experience of reflecting on and improving teaching practice to increase student achievement | A | R | I |  |  |  |
| 7 | | Ability to establish curriculum development, assessment, coordination and coaching | A | R |  |  |  |  |
|  | | Experience of designing and developing resources to support learning across different subject areas | A | R |  |  |  |  |
| 8 | | Ability to plan and resource effective interventions to meet curricular objectives | A | R | I |  |  |  |
| 9 | | Development of partnerships with other schools, business and the community |  |  |  | A |  | I |
| 10 | | Evidence of continually improving the teaching and learning in their subject area though schemes of work, assessment and extra-curricular activities etc | A | R | I |  |  |  |

The criteria will be evidenced as indicated:

‘A’ refers to the candidate’s application form and letter, ‘I’ to interview and ‘R’ to reference. Candidates should address at least all items marked ‘A’; referees are asked to comment on items marked ‘R’. Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview