



St Paul's Way Trust School

JOB DESCRIPTION			
Post Title:	Lead Practitioner of Personal Development Or Aspiring Lead Practitioner of Personal Development	Grade:	Inner London Pay Spine Range: L8-L12 Or TLR 2b throughout training year
Department:	School of Education	Responsible to:	Director of Learning. School of Education

INTRODUCTION

In addition to the duties covered by the School Teacher's Pay and Conditions Document, as a key leader 'Lead Practitioners' will help to implement strategic leadership objectives, help shape and develop policy and monitor key aspects of our pastoral and/or academic provision.

The following are generic responsibilities of the post:

1. Basic principles

- To contribute to and lead aspects of the School Development Plan as required.
- To help develop, monitor and implement school policies as required.
- To act as a behavioural role model to staff and students.
- To actively work to engage parents and carers in all aspects of their child's learning.
- To ensure accountability through regular reviews of progress and monitoring.
- To provide support and challenge to staff.
- To ensure that St Paul's Way Trust School policy and practice reflects a commitment to equal opportunities and inclusion.
- To ensure that procedures for safeguarding children are in place and followed by all staff.

2. Learning and Teaching

- To undertake both internal and external teaching deployments as required by the School of Education and its work as National Teaching School.
- To support the development and implementation of projects relating to the School of Education and its work as National Teaching School.
- To act as a lead professional in the classroom promoting the highest standards of learning.
- To coach and mentor staff and students to become more effective learners, teachers and leaders.
- To take a lead role in Quality Assurance processes within the school (e.g. in scrutiny of student work and independent learning, quality reviews).
- To promote the highest standards throughout the organisation and to challenge underachievement in all its forms.
- To promote high expectations from and towards all members of the school community.
- To stretch and challenge students at all key stages so that they fulfil their potential.
- To take a lead role in the effective use of ICT to support learning (e.g. development of pedagogy and practice involving the school virtual learning environment).

3. Working with Others

- To attend Lead Practitioner meetings and Quality of Provision meetings.
- To support the quality of provision for students and student progress through attending 'student progress' and 'quality of provision' meetings.
- To provide the Governing Body with relevant reports to ensure that they have an accurate understanding of the impact of your work within the school.
- To support the induction of NQTs and to take a lead role in Initial Teacher Training.
- To work with our broader community to promote St Paul's Way Trust School.
- To take a lead role in leading and supporting the CPD of colleagues who need additional support and guidance.
- To support recruitment processes within the school.

4. Raising aspirations

- To agree challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans.
- To ensure that underachieving students are supported appropriately.

5. Effective use of staff and resources

- To line-manage staff within relevant teams.

Specific Duties:

- To have joint responsibility for the learning and progress of every child in one subject area and one phase of the school.
- To use prior attainment and predictive data to set ambitious targets for student progress in across all key-stages in your subject area.
- To set ambitious targets for faculty results at across all key-stages.
- To design teaching groups which will maximise the progress of the whole cohort and which are informed by a sophisticated understanding of progress data and the priorities of the SIDP / FIDP.
- To use a range of data to track progress across all key-stages in your subject area.
- To identify individuals and groups who are making insufficient progress, to challenge this robustly and to organise interventions which will help put their learning back on track.
- To monitor the progress of particular groups of children (e.g. ethnicity, LAC, AEN, G&T) within your subject area and help close any gaps.
- To identify and take overall responsibility for the progress of 'key marginal' students in all years within your subject area and key stage phase – especially those in examination groups.
- To be responsible for fostering an ethos of aspiration and challenge within your subject area and key stage.
- To lead on Assessment for Learning within your subject area.
- To lead on and raise standards of marking of classwork and home-based independent learning within your subject area and key stage.
- To take a lead role in Quality Assurance within your subject area, including lesson observation.
- To write an analysis of faculty or whole school phase performance in public examinations.
- Lead subject specific CPD strategy.
- Oversee recruitment, progression and enrichment of triple science students and A Level students.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head teacher.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____
Postholder

Date _____

Signed _____
Headteacher

Date _____

St Paul's Way Trust School

Person Specification

Lead Practitioner of Personal Development

Education, Qualifications & Experience	<ol style="list-style-type: none"> 1. Graduate with qualified teacher status. 2. Minimum of three years teaching experience ideally with sixth form classes and key examination classes. 3. Recent appropriate Continuous Professional Development. 4. Experience of successfully leading an aspect of faculty and/or whole school improvement. 5. Experience of closely monitoring and raising achievement.
Knowledge, Skills & Understanding	<ol style="list-style-type: none"> 1. Has the knowledge and understanding of current and national issues in relation to student development, progress and raising attainment, including the National Curriculum, Ofsted frameworks and 2015 SEN Code of Practice. 2. Good knowledge of curriculum design and implementation. 3. Knowledge of tracking and target setting to raise attainment at individual student, cohort and whole-school level. 4. Ability to analyse data, present findings and implement improvements. 5. Ability to communicate effectively, both orally and in writing with a range of audiences. 6. Ability to make sound and informed judgements on the quality of teaching & learning observed, giving quality feedback using a coaching model. 7. Proven administrative and organisational skills. 8. Proven ability to motivate and inspire students and colleagues 9. An ability to continuously develop the pastoral, career, and university progression of our students 10. Experience in helping young people to overcome the personal, motivational, and academic challenges involved in school life.
Professional Expertise	<ol style="list-style-type: none"> 1. Outstanding classroom practitioner at any Key Stage. 2. Extensive and deep knowledge of pedagogy in the subject area 3. Experience of faculty self-evaluation and development planning procedures.
Monitoring, Evaluation & Review and Accountability	<ol style="list-style-type: none"> 1. Has the skills and aptitude to lead and manage faculties and faculty teams and to be accountable for faculty outcomes. 2. Ability to monitor performance (student, curricular, faculty, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary.
Other Professional Requirements	<ol style="list-style-type: none"> 1. A willingness to initiate and participate in both cross curricular and extra-curricular activities 2. Has the ability to work with parents, external agencies and the wider community. 3. Determination to promote a culture that celebrates success. 4. Leads by example, setting high standards of punctuality, dress and conduct. 5. Clarity of thought and vision with proven ability to finish a task. 6. Desire to develop professionally beyond this post.