

Lead Practitioner (English)

Salary / grade range	Trust Lead Practitioner Range LP6 (£45084) to LP12 (£50030)
Location	Co-op Academy Stoke-on-Trent
Reports to	Head of English Faculty and Vice Principal: Teaching and Learning

Purpose of role:

i) Develop the teaching and learning of English across Key Stage 3 and Key Stage 4 by taking a lead role in English CPD, coaching and mentoring staff.

ii) Take curriculum responsibility for Key Stage 3 (Years 7 to 9), ensuring that it is compliant with the National Curriculum; academically rigorous; and logically sequenced, and be responsible for raising standards of progress and attainment in Key Stage 3, including devising an appropriate catch-up curriculum for students in Year 7.

iii) Devise, lead and implement an academy-wide strategy to develop disciplinary literacy, so that students can communicate their knowledge and understanding.

iv) Be the strategic lead for the Empowered Readers Strategy and ensure that all students have the knowledge and skills to read widely, judiciously, and confidently.

v) Devise, lead and implement an academy-wide oracy strategy equipping students with the knowledge and skills to speak confidently and fluently in a range of contexts.

vi) Support the Head of Faculty with the quality assurance and implementation of the relevant initiatives.

vii) As the second in charge of the Faculty, deputise for the Head of Faculty when necessary.

vii) Be the strategic lead for the library, ensuring that it is a vibrant, stimulating place that adds value to the learning taking place across the curriculum.

Key accountabilities (and specific duties / responsibilities):

i) Maintain an excellent level of up-to-date knowledge in relation to best practice in all aspects of curriculum design and pedagogy. Ensure that departmental staff are trained to: effectively implement the provisions of the Academy's Teaching, Learning, and Assessment policy; implement the curriculum so that all students develop a rich knowledge and understanding of the

subject. Deliver lessons which help to close the gap in attainment between our students and students nationally.

ii) Develop the English curriculum and assessment systems in Year 7 and 9 so that there is an effective and rigorous Year 5 to 9 English curriculum in place, that is compliant with the National Curriculum. Work with the English staff and primary school staff of the main feeder primaries to support this. Oversee the organisation of the Year 7 catch-up programme with the English leader i/c of transition and intervention (English).

iii) The post-holder will devise, implement and evaluate a strategy that delivers the recommendations of the EEF's *Improving Literacy in Secondary Schools* guidance report, by: formulating and devising a strategy that delivers the EEF recommendations; delivering an appropriate programme of CPD to staff; engaging and securing buy-in from staff, students and parents; devising a programme of evaluation against the strategy's key performance indicators.

iv) The post-holder will lead the implementation of the Academy's Empowered Readers Strategy ensuring that all elements are embedded according to the time frames outlined in the plan by: planning and developing a CPD programme for staff; engaging and securing buy-in from students, staff and parents; devising a programme of evaluation against the strategy's key performance indicators.

v) The post-holder will formulate an oracy strategy based on best research evidence supporting students to develop the knowledge, skills and confidence to articulate their ideas across a range of contexts. The post-holder will be required to: assess the best available research evidence; seek out and evaluate effective practice across schools; formulate a time-bound strategy and implementation plan; provide appropriate CPD and support to staff; engage students; evaluate the impact of the strategy.

vi) Lead the further development and implementation of English faculty systems in Key Stage 3 for: Developing a relevant and engaging English Key Stage 3 curriculum; tracking students' development of English skills within the taught curriculum; identifying students who are in need of additional support with English; providing and organise effective additional English support to boost students' progress; and evaluating the impact of additional English support provided.

vii) The post-holder will be the strategic lead for the library and will be required to: line manage the librarian; devise a plan to develop the library; ensure that the environment in the library is designed to support learning in the curriculum; that the library has a high profile amongst staff and students as a place to support and enhance learning.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications <ul style="list-style-type: none"> University graduate Postgraduate teaching qualification (or equivalent) Accredited leadership qualification or participation on leadership programme relevant to middle leadership eg NPML; NPQSL. Or accredited or desire to become accredited Lead Practitioner status. 	D	A A A
Experience <ul style="list-style-type: none"> Knowledge and understanding of current teaching and learning developments in English. Knowledge and understanding of GCSE specifications. Thorough understanding of innovative and effective curriculum design at KS3. 		AI AI AI
Skills, Ability, Knowledge <ul style="list-style-type: none"> Previous strong and effective middle leadership experience. Led teaching and learning initiatives Experience of leading whole academy literacy Delivering and designing Inset programmes for whole teaching staff and selected cohorts such as NQTs and middle leaders. 	D D	AI AI AI
Personal Qualities <ul style="list-style-type: none"> Motivate and inspire staff and students. Analyse and interpret student data. Excellent verbal and written communication skills and able to communicate effectively with a range of stakeholders. Resilient Able to work under pressure and a determination to succeed Passionate about teaching and learning. 		

<ul style="list-style-type: none"> • Willingness to learn and develop new skills. • A commitment to excellence. • Ambition for further progression • Able to demonstrate a commitment to the behaviours and values of the co-operative movement. 		
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.