**Job Description**

**Post:** Lead Practitioner

**Salary:** MPS/UPS TLR 2H

**Responsible to:** Director of Faculty

**Responsible For:** Staff as agreed

**Core Purpose:**

Provide strategic leadership across the faculty to secure improvements in teaching and learning, which raise levels of student achievement and attainment.

**Key Accountabilities – Lead Practitioner**

* Support the Director of Faculty in improving the quality of teaching and learning.
* To lead on implementation and monitoring of individual coaching and mentoring in faculty interventions to improve the performance of individuals where gaps are identified.
* To lead on the production, implementation and evaluation of a delegated aspect of continuous professional development.
* Identify and share best practice in all elements of teaching and learning across the academy, providing support and guidance to colleagues on all aspects of pedagogy.
* Create, deliver and monitor the impact of CPD resources and training sessions.
* Work with partner schools and colleges to identify and develop best practice.

**Achievement and Quality Assurance:**

* Lead on the delegated elements of the Academy Improvement Plan using accurate self-evaluation to devise and implement the teaching and learning aspect of the faculty improvement plan.
* Assess the impact of actions in the improvement plan; modify and develop actions to maintain continuous improvement.
* Deliver outstanding learning and teaching across the academy, and use appropriate quality assurance strategies to ensure continuous improvement and effective implementation of academy policies i.e. learning and teaching, behaviour for learning, independent learning and marking.
* Ensure student data is accurate and up to date and used proactively to develop individual targets which enable students to monitor their own progress
* Use data analysis to inform planning and intervention, set high expectations and targets for students and staff to drive up achievement.
* Contribute to the development of outstanding curriculum provision including appropriate syllabuses and schemes of work which promote high achievement, outstanding student leadership and spiritual, moral, social, and cultural development.
* Maximise opportunities for students to develop skills in reading, writing, communication and maths across the curriculum within the faculty.
* Work with colleagues to develop strategies which enable students’ to acquire individual and collective study skills (and key skills) to help them to become independent learners.

**The Halifax Academy Leadership and Communication Framework Accountabilities**

There is a shared commitment to leadership accountabilities in The Halifax Academy. This commitment is aligned to The Halifax Academy Leadership and Communication Framework which means:

**Leadership:**

* Supporting the Headteacher in the developing and embedding of the Academy’s ethos and policies, taking responsibility for the creation, implementation and impact evaluation of specifically delegated aspects of the academy strategic plan as identified in the key accountabilities of the post.
* Being accountable for the strategic direction and delivery of the aims and objectives identified in the key accountabilities of the post and promoting high levels of achievement.
* Acting as a positive behaviour role model as per The Halifax Academy Leadership and Communication Framework.
* Accepting and acknowledging accountability to the Governing Body. Creating effective communication and strong working relationships to enable the Governing Body to discharge its duties to preserve the distinctive character of the academy.
* Being proactive in forging links with parents, community figures and external organisations to ensure the diversity of the outside world is reflected in the student’s experience of the academy.
* Promoting a shared commitment to the safeguarding of children at all times.

**Leading and Developing**

* Set clear direction for individuals and the team to ensure the key accountabilities are achieved. Challenge underperformance at all levels and, where appropriate, implement effective corrective action and follow up.
* Ensure equal opportunity for development is given to all staff to reach their full potential by holding regular CPD discussions/coaching sessions and ensuring actions identified are followed up.
* Take ownership for and reflect on own practice CPD/performance management and coaching discussions ensuring that agreed actions are implemented.
* Implement effective communication channels for those directly impacted by the key accountabilities.
* Communicate the bigger picture and set organisational change in context.

**Communication**

The Halifax Academy also requires a commitment to the continuous improvement of communication internally and externally which translates into the following accountabilities:

* Develop effective working relationships with schools, partners, and other agencies and liaise with other educational establishments in order to promote continuity of learning, progression and curriculum developments.
* Ensure that the wider academy population is consulted and kept informed on updates/changes in a timely fashion.

**Key Accountabilities – Teaching Post – (refer to national teaching standards)**

* Demonstrate good or outstanding subject and curriculum knowledge.
* Plan and teach well-structured lessons adhering to the academy’s teaching and learning policy.
* Set High expectations which inspire, motivate and challenge students.
* Be accountable for students’ attainment, progress and outcomes.
* Be responsible for creating, resourcing and sharing schemes of work and lesson plans.
* Promote high standards of literacy, numeracy and communication skills across the curriculum.
* Guide students to reflect on their progress and emerging needs – adhering to the academy’s marking policy.
* Adapt teaching to respond to the strengths and needs of all pupils – using appropriate differentiation and individual targets.
* Make accurate and productive use of assessment – pupil progress, setting targets, lesson planning, and student feedback.
* Ensure that the programme of learning for tutor time is effectively delivered.
* Be accountable for implementing the academy's Behaviour for Learning policy and play an active role in the day to day management of student behaviour through duty rotas as and when required.
* Work collaboratively with teaching assistants ensuring they are fully briefed on lesson plans and expectations to enable them to fully contribute to improving student outcomes.
* Make a positive contribution to the wider life and ethos of the academy, including extra-curricular activities where appropriate.
* Give a positive impression of the academy at all times to external visitors and during education visits.