**Community Schools Trust**

**Job Specification**

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| **Job:** | **Lead Practitioner English** |
| **Salary:** | **Leadership Scale (range dependent on experience)** |
| **Reports to:** | **Deputy Headteacher (Teaching and Learning) and ultimately the Head of School** |

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| **Overall Purpose of Job:** |
| To provide effective leadership and management as a Lead Practitioner and thereby play a key part in raising teaching and learning standards through the quality of your own teaching and by supporting the professional development of colleagues. |

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| **Key Tasks:** |
| Working under the direction of the Deputy Headteacher (Teaching and Learning) the post holder will:   * Continuously strive to improve the quality of teaching and learning at The Cumberland School though a number of strategies, e.g. co-ordinating the work of others effectively, balancing strategic matters and day to day control, monitoring and evaluating lessons, feeding back to staff and leading by example. * Be part of and support the delivery of teachers’ professional development, learning and induction programmes, e.g. the school’s NQT programme. * Engage in curriculum development by identifying educational research and applying it to enhance existing practices and use assessment and analysis of results to identify targeted areas for action planning. * Play a major role in the school’s strategic vision by assisting the Head of School and Leadership Group to fulfil the aims of the school and to develop, deliver and monitor school policies and procedures. * Assist with leadership and management of key staff and departments within the school. |

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| **General Teaching Duties:** |
| * To be responsible for the education and welfare of students in accordance with the requirements of the School Teachers Pay and Conditions (STPC) document, having due regard to the requirements of the National Curriculum, the school’s aims, objectives and schemes of work and any policies of the Governing Body and Community Schools Trust. * To share in the corporate responsibility for the wellbeing and discipline of all students and to maintain student discipline. * To contribute to the general management of the school. * To take responsibility for own professional development needs and participate effectively in the schools performance management cycle, keeping up to date with research, developments in teaching pedagogy and changes in the national and local curriculum, maintaining a portfolio of evidence to support the performance management process and, where necessary, undertaking formal development and training. * To be committed to and champion equality and diversity in all aspects of employment with the Community Schools Trust. All employees are expected to understand and promote equality and diversity in the course of their work. * To respect and be courteous to all students, colleagues and members of the public who contact or visit the school. * To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. * To be a form tutor, e.g. monitoring and supporting the overall wellbeing, progress and development of form students, accurate recording and following up of students’ attendance, and providing helpful and accurate responses to parents/carers. * To act responsibly in all matters relating to the health, safety and welfare of oneself and all others. * To co-operate with the Head of School on all issues to do with health, safety, welfare and child protection. * To ensure that classrooms and teaching areas are educationally stimulating, with appropriate displays of work that are relevant and up to date and that work produced is offered for whole school display. * To maintain and build upon the standards achieved in the award of QTS as set out by the Secretary of State. |

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| **Job Specific Duties and Responsibilities:** |
| * To develop and maintain effective methods of communication with all staff, students, parent/carers, governors and the wider community, e.g. the local authority, partner and other schools, higher education, industry, examination boards and awarding bodies. * To develop and maintain effective methods of communication with teaching staff, e.g. through formal and informal meetings, written and electronic contact, record keeping and data dissemination. * To contribute and lead where appropriate the provision of high quality professional development for other members of staff through the school’s Performance Management programme. * To advise on and participate, where appropriate, in staff selection. * To support the writing of comprehensive and creative schemes of work, ensuring that they reflect the whole school development plan, to support the management of its effective implementation and to monitor, review and amend as appropriate. * To ensure that teaching and learning is appropriate for all students, with particular reference to different groups of students, e.g. those with English as an additional language and those with special educational needs, as well as to national priorities, e.g. literacy, numeracy, ICT, work related learning and citizenship. * To support the school’s implementation of current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN Equal Opportunities, Child Protection. * To collect and analyse student data, to apply the findings and to set and meet targets in order to improve student progress. * To support the development of strategies for the students’ spiritual, moral, social and cultural development, including citizenship. * To participate in the teaching of English and, in negotiation with you, any other subject deemed appropriate by the Head of School. * To ensure that teachers supported by you maintain their teaching areas in such a way that they are educationally stimulating, with appropriate displays of work that are relevant and up to date and that work produced is offered for whole school display. * To brief the Head of School, or their representative on all matters of departmental concern, e.g. curriculum content and the recruitment and retention of staff. * To maintain a high profile within the school demonstrating classroom excellence. * To support teachers, department areas, and other leaders in developing and improving their practice. * To prepare and take part in assemblies. * To be part of the school’s duty and invigilation teams. * To carry out school policy and practice in such a way as to promote the school’s values and ethos. * To provide helpful and accurate responses to parent/carers. * To participate in the implementation, monitoring and evaluation of the relevant policies and documentation. * To undertake additional tasks, projects and activities to enhance student learning, to be agreed with the leadership group. |

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| **Knowledge and Experience:** |
| * Relevant and successful experience in a secondary school of improving outcomes. * Evidence of an appreciation of the qualities required to be an effective leader and team member. * A thorough and professional knowledge of the National Curriculum and nationally accredited examinations at Key Stages 3 and 4. * A thorough and professional understanding of child protection matters and what constitutes a safe school culture. * Evidence of a high standard of teaching skills in your specialist subject and good classroom practice. * Commitment to positively promoting the school in events such as Parents’ Evenings, Open Evenings and other events. |

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| **Qualifications:** |
| * Relevant degree. * Appropriate teaching qualification. |

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| **Skills and Behaviours:** |
| * Ability to teach well and improve outcomes with the ability to lead the improvement of teaching skills in the school and carry out the professional responsibilities of a teacher, including those delegated by the Head of School. * Ability to initiate, implement and develop opportunities to maximise student achievement. * Possession of excellent oral and written and ICT communication skills. * Ability to organise and complete administrative tasks effectively. * Ability to lead in developing and evaluating policies and practices that contribute to whole school improvement, including coaching, mentoring and induction of teachers including trainees and NQTs. * Ability to advice on practice, research and continuing professional development provision. * Ability to assess and impact evaluation including through demonstration lessons and classroom observations and help teachers who are experiencing difficulties. * Ability to function as a member of a team and contribute to the development of the department. * Ability or willingness to teach across a range of levels. * Flexibility in approach to work within a rapidly changing environment. * Ability to recognise and respond to the needs of students of different attainment levels. * Commitment to the promotion of equality of opportunity across the school. * Evidence of a high standard of attendance and punctuality. |