

MULBERRY SCHOOLS TRUST
MULBERRY ACADEMY SHOREDITCH

JOB DESCRIPTION	
Post Title:	Leading Practitioner - English
Grade:	Leading Practitioner Scale LP9 – LP13
Faculty:	English
Reports to:	Senior Leadership Team
Responsible for:	<ul style="list-style-type: none"> • Middle leaders to whom you are allocated • Subject teaching staff to whom you are allocated • Relevant non-teaching support staff to whom you are allocated • Trainees/ECTs to whom you are allocated
Date:	April 26

MAIN DUTIES & RESPONSIBILITIES

As a Leading Practitioner, you will:

- Support the department, as deployed by the Head of department, in relation (but not limited) to: curriculum development, monitoring the quality of teaching and learning, department CPD, transitions and data analysis
- Lead your department intervention plan and program including monitoring and evaluating the quality and impact and being accountable for this
- Mentoring the trainee teachers in the department.
- Provide coaching as delegated/requested.
- Report regularly on impact of your leadership, particularly in relation to lesson visits and intervention, and, as and when relevant, curriculum development, transition, data analysis and outcomes

Key Accountabilities, Duties and Responsibilities

- To model and exemplify consistently outstanding practice and pupil progress in order to develop and enhance the teaching practice of others as directed
- To make a significant contribution to leading the strategic planning, delivery and impact evaluation of teaching and learning projects and Learning and professional learning so that school improvement targets are met
- To work effectively with a diverse range of teachers to secure school developments in pedagogy and practice, including the mentoring and professional development of initial teacher trainees and ECTs as directed, and to ensure effective induction of new staff in line with school procedures

- To be accountable for improving the performance of teachers to whom you are allocated for support and professional development
- To undertake Appraisal review(s) and to act as Team Leader for a group of staff within the designated department
- To lead on an area of the department improvement plan, as delegated by the Head of department, to include agreed aims, objectives and strategic plans for the faculty which have coherence and relevance to the needs of pupils/students and the aims, objectives and strategic plans and priorities of the school
- To lead and be accountable for, the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies, and teaching and learning strategies within the department in liaison with the Head of Department and on a whole school level in liaison with your senior line manager
- To actively monitor and respond to curriculum developments, teaching practice and methodology at national, regional and local levels and to ensure relevant colleagues are informed and trained appropriately
- To ensure the development of the department is in line with national developments.
- To act as a consultant leader to other schools as appropriate and to provide professional support to them as required under the direction of the Headteacher of Mulberry Academy Shoreditch
- To provide regular impact evaluation reports in line with school self-evaluation procedures
To consistently meet the criteria outlined in the person specification.
- To undertake an appropriate program of teaching and pastoral duties in accordance with the duties of a standard-scale teacher, commensurate with the grade of this post.
- To carry out at least two lunchtime and/or after-school interventions a week.
- Contribute to the work of the senior leadership team in leading and managing the operational and strategic processes of the school including carrying out supervisory duties in accordance with published schedules.

Equality, Diversity and Inclusion

- Adhere to the Trust's policies and ensure anti-discriminatory practice in all aspects of the role.
- Leadership responsibility for ensuring compliance with equality legislation.

Safeguarding

- The post-holder will have due regard for safeguarding and promoting the welfare of children and young people and will follow the child protection and safeguarding procedures adopted by Mulberry Schools Trust. Any safeguarding and child protection issues will be acted upon immediately by informing a Designated Child Protection Lead.
- The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf.

Health and Safety

The Health and Safety at Work Act (1974) places duties on all employees:

- To take reasonable care for their own Health and Safety and that of other persons who may be affected by the individual's acts or omissions at work.
- To co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation.
- Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare.

Data Protection

All staff within the Trust have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with the Data Protection Act 2018.

This job description is correct at the date of publication and may alter over time as the needs of the Trust/School change.

Signed _____
Postholder

Date _____

Signed _____
Responsible Officer/Principal

Date

PERSON SPECIFICATION

You will have detailed understanding and experience of how to achieve the main outcomes of the Leading Practitioner post as evidenced by how you meet the person specification.

Strategic Leadership

- Demonstrate a detailed understanding of how to strategically lead on developing whole school and faculty level policy and practice and how to promote collective responsibility for their implementation in their own and others' practice.
- Have experience of successfully planning, implementing and evaluating whole school action-research projects in teaching and learning with evidence of a positive impact on raising standards.
- Be aware of current relevant legislation, educational research and innovative curricular practices to inform appropriate strategic improvements and classroom practice at a whole school, subject and individual level and evaluate their effectiveness/appropriateness for a specific school context.
- Have extensive subject specialist knowledge, as well as a sophisticated, critical understanding of pedagogy and how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning, which has resulted in at least three year's evidence of excellent pupil attainment and progress for all learners.
- Have experience of improving assessment practice in the workplace by participating in school self-evaluation processes, including effective analysis of statistical information, to evaluate the effectiveness of teaching and learning across the school as well as providing learners, colleagues and parents accurate and constructive feedback that promotes pupil progress.
- Have experience of monitoring and tracking performance, including the use of baseline data to inform progress, with an ability to hold people to account
- Participate in the schools' Appraisal arrangements.
- Demonstrate a commitment to all school and MAT policies.
- Have the capacity and desire to develop skills and experience in the leadership of learning and teaching at a whole school level.

Excellent Classroom Practitioner

- Have excelled in the classroom as a teacher, as a result of being adept at planning flexible, creative, inclusive learning sequences, evidenced through lesson observations, planning and results that show excellent progress and attainment and consistently outstanding teaching over time.
- To have a strong subject knowledge and experience in KS4 and KS5 with proven outcomes.
- Have extensive knowledge and experience of curriculum design and assessment requirements in their subject area and how best to structure personalised teaching and learning to enable excellent outcomes for all pupils in an inclusive setting.
- Have a sustained track record of successful performance as a teacher at UPS.

Leader of Professional Learning

- Have experience of planning collaboratively with colleagues in order to promote effective practice with evidence of a positive impact on raising standards.
- Have experience of strategically leading on whole school and faculty level continuous professional development, including leading INSETs, coaching and mentoring, demonstrating effective and innovative practice and providing expert advice and feedback.
- Lead on the improvement of teaching skills and demonstrated excellence in teaching
- Make well founded appraisals of situations upon which you are asked to advise and devise and implement effective strategies to meet the learning needs of colleagues and pupils.
- Have experience of mentoring initial teacher trainees and early career teachers and contributing to the strategic planning and delivery of their professional studies programmes.
- Evidence of producing high-quality materials for teaching which offer easily accessible exemplar materials to other teachers.
- Have experience of offering school to school support with evidence of positive outcomes.

Personal Attributes

- Values the education of young women.
- Presents a positive role model in carrying out duties and when representing the school.
- Demonstrate excellent analytical, interpersonal and organisational skills to the high professional standard required to work effectively with colleagues, leadership teams and other schools.
- Be able to work as a team, valuing the contribution of other members whilst holding people to account.
- Have experience of working sensitively with colleagues to improve their quality of teaching with positive outcomes.
- Be able to interpret theory into practice appreciating how different contexts influence decisions made.
- Be a good listener who exemplifies to others how to be an effective reflective practitioner and life-long learner.
- Possess excellent communication skills both verbal and written.

Candidates should demonstrate how they meet these selection criteria in their application form, their supporting statement and the selection interview, including supporting tasks.