

	<b>Lead Practitioner - CRITERIA</b>	<b>Essential / Desirable</b>
<b>Work related circumstances – professional values and practices of the Bishop Fraser Trust</b>	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	E
	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	E
	Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work	E
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people and support the Trust's agenda for safeguarding	E
	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	E
	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	E
	Able to improve their own practice through observations, evaluations and discussion with colleagues.	E
	Flexible with an ability to be able to embrace and generate change	E
<b>Personal Qualities</b>	Proven recognition of leadership potential	E
	Strongly self-motivated with personal resilience, persistence and perseverance.	E
	Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness	E
	Presence, dynamism, good sense of humour and approachability	E
	Strong intellect underpinned by a clear moral compass, instinct and intuition	E
	Conscientious and diligent work ethic	E
	High standard of professional personal presentation with an excellent attendance and time-keeping record	E
	Patience, kindness and understanding	E
<b>Role Specific Professional Dispositions</b>	Evidence that the candidate perceives that the role of the teacher is to provide effectively for <b>all</b> of their learners through identifying individual needs and providing appropriate teaching	E
	As a tutor, the ability to guide students' academic, personal and professional development, in accordance with the academy's guidelines and procedures	E
	The ability to analyse the strengths and weaknesses of lessons, lesson plans, student feedback and resources so as to best help the teacher	E
	The ability to work within a team and hold staff to account	E
	The ability to effectively direct the work of non-teaching staff allocated to support the learning of students in the classroom	E
<b>Qualifications</b>	Honours degree	E
	Qualified Teacher Status or equivalent in specialist area	E
	Lead Practitioner accreditation	D

	Lead Practitioner - CRITERIA	Essential / Desirable
	Evidence of learning beyond the workplace	E
Experience	Track record of outstanding learning and teaching results in Humanities subjects across KS3 & KS4	E
	Outstanding teaching practice	E
	Experience of implementing a range of strategies to raise student achievement, with evidence of success across the whole ability range	E
	Partnership working and collaboration within a school context.	E
	Experience of lesson observations and giving robust feedback	E
	Experience of high quality student tracking and feedback practices	E
	To have an innovative approach to teaching and learning and the ability to share expertise and improve the practice of other colleagues	E
	To be registered with an external exam board as a marker of examinations	D
	To have delivered INSET to teaching staff	E
	Engagement with other organisations to enrich students' experiences	E
	Experience of successfully teaching students with challenging behaviour and of utilising excellent behaviour management skills	E
	Experience of teaching A level Humanities	D
Curriculum	Clear evidence of research and current knowledge and views in subject and curriculum development	E
	A thorough knowledge of curricula, specifications and assessment criteria	E
	Ability to plan for progression and implement developments effectively	E
	Ability to review, evaluate and implement schemes of work and syllabus	E
	Understanding of the importance of links with KS2	E
	An excellent working knowledge of assessment for learning processes and practices	E
Knowledge & skills	A good understanding of external examination requirements	E
	Excellent levels of literacy	E
	Ability to understand and interpret complex information to identify appropriate intervention and maximise student progress	E
	Understand how to plan lessons with challenging learning objectives and outcomes	E
	Ability to work autonomously, prioritise conflicting demands and thrive under pressure.	E
	Strategies for working with staff and delivering robust feedback and holding staff to account	E
	The ability to analyse issues and identify solutions	E
	Ability to use data to analyse performance and plan interventions to achieve desired outcomes.	E
	Can demonstrate high standards of classroom management and strategies to maintain good behaviour and pace	E
	Ability to use new technology and appropriate software to enhance learning	E
	Ability to plan, organise and prioritise effectively	E
Communication skills	Confident communicator, communicating effectively and concisely both in written and verbal form to a variety of audiences	E
	Ability to conduct difficult conversations in supporting and challenging underperformance of colleagues	E