

**TEACHING STAFF**  
**JOB DESCRIPTION**

<b>ROLE TITLE</b>	Lead Practitioner - Science
<b>CONTRACTED HOURS</b>	Full time
<b>LOCATION</b>	Newmarket Academy
<b>GRADE / SCALE POINT – SALARY</b>	Leadership (L6-L10)
<b>REPORTING TO</b>	Deputy Headteacher - Curriculum

**INTRODUCTION**

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

**JOB PURPOSE**

- To develop and implement teaching and learning initiatives and strategies throughout the department and school which raise the teaching practice of all members of staff and therefore raise student standards and progress;
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners, ensuring a centre of best practice and excellence;
- To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement;
- To take an active lead in developing links to expand our STEM offer at Newmarket Academy.
- To undertake research into best practice in other schools;
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues;
- To develop high quality teaching materials and schemes of learning;

- To use local and national statistical data and other information, in order to provide a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning;
- To support underperforming teachers to enable them to improve their practice;
- To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations;
- To support the Trust's Initial Teacher Training programme and liaise with all relevant external organisations as required.

## **KEY TASKS & RESPONSIBILITIES**

### **STRATEGIC DIRECTION AND DEVELOPMENT**

1. Ensure the highest possible standard of learning across the school in liaison with the Headteacher and other Senior Leadership colleagues through coaching and mentoring of staff;
2. Support Mentoring Support Plans and capability process for staff requiring to improve professional practice;
3. Take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole-school improvement;
4. To create a world class beacon STEM offer at Newmarket Academy, engaging local, national and international STEM sector stakeholders to inspire young people to pursue careers in the STEM sector and to develop a talent pipeline for the STEM sector in Newmarket and the surrounding areas
5. Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Headteacher and other Senior Leadership colleagues on progress and plans;
6. Use local and national data and other information in order to provide:
  - a comparative baseline for evaluating learners' progress and attainment;
  - a means of judging the effectiveness of their teaching;
  - a basis for improving teaching and learning
6. Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning;
7. Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues;

### **TEACHING AND LEARNING**

1. Ensure the highest possible standard of learning across the school in liaison with the Headteacher and other Senior Leadership colleagues through coaching and mentoring of staff;
2. Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching

staff, work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary;

3. Teach a timetable within specialism appropriate to the demands of the role and the need of the school.

### **LEADING, MOTIVATING AND DEVELOPING**

1. Demonstrate teaching skills which lead to excellent results, excellent and innovative pedagogical practice and deliver model lessons as required;
2. Carry out subject/quality assurance activities e.g. classroom observations;
3. Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction);
4. Disseminate materials and advise on practice, research and CPD provision;
5. Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learning needs leading to improvements in learner outcomes.

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.



The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

**PERSON SPECIFICATION**

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree or equivalent</li> <li>• Established and evidenced practice as an outstanding teacher</li> </ul>	
<b>Teaching and Learning (professional development)</b>	<ul style="list-style-type: none"> <li>• Evidence of a commitment to own professional development</li> <li>• Outstanding classroom practitioner</li> <li>• Proven ability to raise standards in classrooms other than their own</li> <li>• Experience of leading teaching and learning initiatives beyond their own classroom</li> <li>• Excellent understanding of the components which comprise outstanding teaching and learning</li> <li>• Experience of giving effective feedback to colleagues about professional performance</li> <li>• Experience of coaching and mentoring colleagues</li> <li>• Experience of conducting lesson observations</li> </ul>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Use of assessment and attainment information to improve practice and raise standards</li> <li>• Use of strategies to promote good learning relationships and high attainment in an inclusive environment</li> <li>• Vision for the developments of teaching and learning</li> <li>• Strategies to enhance teaching and learning</li> <li>• Use of intervention strategies to address identified issues for development</li> </ul>	

	<p>Awareness of the latest developments and initiatives in education</p>	
<p><b>Skills and Experience</b></p>	<ul style="list-style-type: none"> <li>• Excellent interpersonal and communication skills</li> <li>• The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience</li> <li>• Evidence of developing and using high quality learning strategies and monitoring learner progress to raise attainment</li> <li>• Evidence of high achievement in teaching across the Key Stage / curriculum area</li> <li>• Evidence of working effectively as a middle manager or currently leading a key responsibility/development within a team</li> <li>• Evidence of working effectively as a personal tutor</li> <li>• Experience of contribution to the professional development/mentoring of colleagues</li> <li>• Effective use of Assessment for Learning to engage learners as partners in their learning</li> <li>• Ability to establish curriculum development, assessment, co-ordination and coaching</li> <li>• Ability to plan and resource effective interventions to meet curricular objectives</li> <li>• Experience in development of partnerships and professional relationships with other schools, businesses and both the local and wider community</li> </ul>	