

## JOB DESCRIPTION

**Job Title:** Lead Practitioner

**Location:** Rivington & Blackrod High School

**Grade:** Lead Practitioner Pay Scale P7-P9

**Reports to:** Head of Department

### **Main purpose of the job:**

To lead and promote the school ethos, vision and mission. To lead and promote high quality teaching and learning across the whole school. To improve and continually develop the teaching and learning of the department.

To share in the corporate responsibility for the wellbeing and discipline of all students.

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### **Key duties and responsibilities:**

- To uphold and implement the ethos and values of the school.
- To treat all students as individuals and contribute to their social, emotional spiritual, moral and academic development.
- To follow closely agreed syllabuses and schemes of work and to participate in their development and annual review.
- To plan, implement, deliver and review high quality lessons that meet the needs of the students and are in line with an agreed programme of study at KS3, KS4 and KS5.
- To mark students' work on a regular basis and record this in a mark book to show the students' progress throughout the year in line with departmental and school policy.
- To participate in and contribute to the performance management cycle and INSET.
- To keep a record of assessment and attendance of students in class. To contribute to departmental and school tracking systems and the analysis of data to inform future target setting and planning.
- To develop a classroom environment that allows all students to succeed.
- To implement the school behaviour management policy.
- To contribute towards the provision of assessment methods and their evaluation as outlined in the assessment policy.
- To participate in the school's self-evaluation cycle.
- To undertake the duties as a Form Tutor.
- To liaise with other departments, parents and agencies to meet the individual needs of students.
- To attend departmental, year team or any other meetings as required.
- To carry out a share of the supervisory duties in accordance with published rotas.
- Contribute to the future development of the department, its resources and its teaching materials.
- To attend parents evening and other specific events.
- To make a positive contribution to the wider aspects of the school.
- To assist in the promotion of the good name of the school within the community.
- To undertake any other duty as specified by Headteacher not mentioned in the above.
- To comply with the requirements of Health and Safety Legislation and School Policy taking appropriate action where necessary.

## Monitoring and Assessment:

- To make appropriate use of monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to inform planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' learning. To involve students in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate levels.
- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for students learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.

## Specific Duties:

To lead in the following areas:

- To lead on and develop high quality pedagogy throughout the Science department.
- To work with the Head of department on the self-evaluation of teaching and learning within the department.
- To lead on and deliver INSET and mentoring for staff.
- The identification of high quality assessment for learning practice within the school and the dissemination of skills and techniques to all departments and staff.
- Contribute to the quality assurance of teaching and learning across the whole school.
- To attend relevant meeting and to deputise for the relevant staff where appropriate.

## PERSON SPECIFICATION

**Job Title:** Lead Practitioner

<b>Qualifications and training</b>	<b>Essential</b>	<b>Desirable</b>
Educated to A Level or equivalent.	✓	
Relevant degree	✓	
Qualified teacher status	✓	

<b>Experience, knowledge and skills</b>	<b>Essential</b>	<b>Desirable</b>
Have up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within governs the work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.	✓	
Ability to communicate effectively with young people and colleagues.	✓	
Ability to communicate effectively with parents and carers, encouraging participation in discussions and conveying timely and relevant information about attainment, objectives, progress and wellbeing.	✓	
Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment.	✓	
Ability to evaluate own performance and improving practice through appropriate professional development.	✓	

The ability to act upon advice and feedback and be open to coaching and mentoring	✓	
Have a creative and constructively critical approach towards innovation; being prepared to adapt practice where benefits and improvements are identified.	✓	
Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.	✓	
Experience and understanding of the assessment requirements and arrangements for subjects curriculum areas, including those relating to public examinations and qualifications.	✓	
Experience and understanding of a range of approaches to assessment, including the importance of formative assessment.	✓	
Ability to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those they teach and to raise levels of attainment.	✓	
Ability to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement	✓	
Have a secure knowledge and understanding of subjects /curriculum areas and related pedagogy including: the contribution that subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.	✓	
Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for own subjects /curriculum areas and other relevant initiatives across the age and ability range they teach.	✓	
Know how to use skills in literacy, numeracy and ICT to support own teaching and wider professional activities.	✓	
Knowledge and understand of how children and young people develop and how the progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	✓	
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language, or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	✓	
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and wellbeing of children and young people.	✓	
Ability to know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.	✓	
Knowledge of the current legal requirements, national policies and guidance on the safeguarding and promotion of the wellbeing of children and young people.	✓	
Ability to identify potential child abuse or neglect and follow safeguarding procedures and local arrangements of safeguarding of children and young people.	✓	
Ability to identify and support children and young people whose progress, development or wellbeing is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.	✓	
Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.		✓

Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.		✓
Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		✓
Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.		✓
Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people		✓
Ability to plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.	✓	
Ability to design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context.	✓	
Ability to plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	✓	
Ability to teach challenging, well organised lessons and sequences of lessons across the Secondary age and ability range.	✓	
Ability to use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.	✓	
Ability to build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.	✓	
Ability to develop concepts and processes, which enable learners to apply new knowledge, understanding and skills.	✓	
Ability to adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.	✓	
Ability to manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.	✓	
Ability to teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment.	✓	
Ability to make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.	✓	
Ability to provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.	✓	
Ability to support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.	✓	
Ability to use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.	✓	
Ability to review the effectiveness of their teaching and its impact on learners' progress, attainment and wellbeing, refining their approaches where necessary.	✓	
Ability to review the impact of the feedback provided to learners and guide learners on how to improve their attainment.	✓	
Ability to establish a purposeful and safe learning environment, which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.	✓	
Ability to identify and use opportunities to personalise and extend learning	✓	

through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.		
Ability to manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy	✓	
Ability to use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self- control and independence of learners.	✓	
Ability to promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.	✓	
Ability to work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.	✓	
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well- matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.		✓
Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.		✓
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback		✓

<b>Personal attributes</b>	<b>Essential</b>	<b>Desirable</b>
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	✓	
Hold positive values and attitudes and adopt high standards of behaviour.	✓	
Show commitment to sustaining a high level of attendance at work.	✓	
Demonstrate dedication to teaching as a career.		✓
Responsibility for own professional development and be willing to partake in further development.	✓	
A team player with energy, commitment, enthusiasm and resilience.	✓	
A commitment to equality and diversity policies.	✓	
A commitment to Health and Safety.	✓	
A commitment to child protection and safeguarding.	✓	

<b>Special requirements</b>	<b>Essential</b>	<b>Desirable</b>
Right to work in the UK	✓	
Satisfactory enhanced DBS certificate with barred children's list check.	✓	
Medical clearance.	✓	
2 satisfactory references.	✓	

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.