



The Petchey Academy

Job Description

Post: Lead Practitioner

Remuneration: Lead Practitioner Range

Status: Full Time, Permanent

Purpose of Job

To be accountable for improving and developing the quality of teaching and learning in the subject area to ensure that students make excellent progress.

The Lead Practitioner will support the Curriculum Director to further improve and develop teaching and learning in the subject.

Responsibilities (all Teachers)

- To plan and prepare courses and lessons, using a variety of teaching methods and to provide written/oral feedback on class and homework in accordance with the scheme of learning.
- To plan effectively to ensure all students have the opportunity to meet their potential, taking account of the needs of students who are underachieving, very able students and those with special educational needs, making use of relevant information and specialist help where available.
- To take account of ethnic and cultural diversity to enrich the curriculum and raise achievement.
- To participate in the development of appropriate syllabuses, materials, reviews of schemes of work and policies. To contribute to the department's improvement plan and its implementation.
- To endeavour to establish a good rapport with classes and to encourage good practice with regard to punctuality, behaviour, standards of work and homework (according to Academy policy).
- To assess, record and report on the development, progress and attainment of pupils, maintaining accurate records and using the information to inform teaching and learning.

Principle Accountabilities

1. Quality of the Provision in the subject area

- a. Maintain expert knowledge of teaching and learning and disseminate this to other teachers.
- b. Maintain knowledge and understanding of the school's aims, priorities, targets, self-evaluation and action plans.
- c. Understand and promote the benefits and effective use of ICT.
- d. Understand and promote links between the subject and the wider curriculum.
- e. Assist in planning the induction year for all ECT staff in accordance with the school policy document and the DFE regulations, arranging regular meetings with them and undertaking classroom observation as appropriate.
- f. Support team members in the management of student behaviour in line with whole academy policies.
- g. Keep abreast of new developments in the subject area and disseminate across the subject team.
- h. Insist on a high-quality climate for learning environment, ensuring it is regularly updated to enhance teaching & learning.

The Lead Practitioner will support staff teaching in the school to consistently and effectively plan lessons and sequences of lessons, to meet student's individual learning needs by:

- Developing and sharing examples of effective planning practice within the school.
- Taking steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning.
- Taking steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning.
- Establishing strategic planning, including short, medium and long term plans for the development and resourcing of the subject in association with the Curriculum Director and Key Stage Coordinators.

The Lead Practitioner will support staff teaching in the school to consistently and effectively use a range of appropriate strategies for teaching and classroom management:

- Taking steps to ensure teachers are clear about the teaching objectives in lessons, understand the schemes of work in the subject area and communicate high expectations to students.
- Observing colleagues' teaching (through subject monitoring) and providing evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement.
- Identifying and promoting innovative and effective strategies within the school to meet the learning needs of all students.

2. Achievement and Progress of Students in the subject area:

- Evaluating and interpreting relevant national, local and school data, research and inspection evidence to inform policies, expectations and teaching methods.
- Monitoring and evaluating assessment data across the school to identify trends in student performance and issues for development.
- Defining intervention strategies (in conjunction with the Curriculum Director) to address issues for development that are identified.
- Evaluating and reporting on the effectiveness of intervention strategies used to address identified issues.
- Use assessment data to make a comparative evaluation of students' performance in the subject area and across teaching groups.

Secondary Accountabilities

3. Managing People

- a. Take part in the Performance Management process both as a teacher and a reviewer.
- b. Lead, develop and enhance the teaching practice of others.
- c. Take responsibility for subject self-evaluation, planning improvement and monitoring activities.
- d. Contribute to the professional development of teaching, support staff and lead CPD within the subject area.
- e. Line manage colleagues to hold them appropriately to account and provide support where necessary.
- f. Observe lessons, scrutinise work and feedback to teachers.

4. Management of Resources

- a. Ensure efficient deployment of staff within the subject area.
- b. Monitor and make sure that effective use is made of the delegated budget to provide value for money.
- c. Assist in the recruitment and appointment of new staff.
- d. Ensure the provision of high quality, appropriate resources.
- e. Ensure that student group lists are kept up to date using the SIMS system.

5. Make a strong contribution to the day to day management of the academy

- a. Support the Curriculum Director in managing day to day behaviour issues.
- b. Ensure that Health & Safety and Child Protection procedures are strictly adhered to in the subject area.
- c. Model the highest expectations and act as a strong presence around the academy, including duties and assemblies.
- d. Act as a role model for staff and students through personal and professional conduct.

Commitments

6. All staff must be fully committed to:

- a. The highest possible expectations of all students.
- b. Equity, diversity, inclusion and social justice.
- c. Safeguarding and promoting the welfare of children.
- d. Their own professional and personal development.

Person Specification

Qualifications

1. First degree or equivalent in the relevant subject(s).
2. Qualified Teacher Status.
3. Lead Practitioner Accreditation or equivalent (Desirable).
4. Recent and relevant professional development.
5. Higher degree or other professional qualification in a relevant area (Desirable).

Experience

5. Has knowledge, skills and experience and the appropriate behaviour required in relation to relationships with students.
6. Teaching that is outstanding which impacts positively on student progress.
7. A broad knowledge of relevant curriculum areas at Key Stages 3, 4 and 5, including a sound understanding of assessment and monitoring.
8. Experience of the use of data, tracking and target setting to raise attainment at individual student and cohort level and identify underperformance.
9. Direct experience of managing a budget and resources.
10. Experience of team leadership and team building.
11. Experience of mentoring or coaching a colleague or team to make improvements or address underperformance'.
12. An understanding and appreciation of the value of interesting and stimulating display and other motivational materials.
13. A familiarity with Information Technology and with its educational use to enhance learning and teaching.

Knowledge and Skills

14. A commitment to and knowledge/experience of effective strategies to maintain and raise attainment, in particular to address the differing needs which exist in the mixed-ability classroom, which include second language learners.
15. To be aware of current statutory and educational developments in relation to the post, including the SEND code of practice.
16. An understanding of target setting and improvement planning.
17. Experience of curriculum design and development, which impacts positively on student progress.
18. The ability to think and work strategically and with vision.
19. An understanding of the principles of management and leadership with an ability to engage others and ability/potential to lead a team to achieve its goals. To understand the importance of monitoring staff and being accountable for Key Stage outcomes.
20. An awareness of staff professional development and the enthusiasm to deliver and promote ongoing staff training.
21. Ability to communicate effectively, both orally and in writing, with a range of audiences.
22. Proven administrative and organisational skills.

Personal Qualities and Attributes

23. A commitment to the aims and values of community comprehensive education, the academy's vision and ethos, as well as to the implementation of equal opportunities policy and practice.
24. A commitment to and understanding of the wider aspects of student development, including PSHCE and tutoring.
25. A willingness to initiate and participate in both cross-curricular and extra-curricular activities, as well as demonstrating successful involvement in all aspects of academy life.
26. The ability to establish effective and appropriate relationships with students and staff.

27. The ability to relate well to parents, external agencies and the wider community.
28. Is flexible, able to work under pressure and meet deadlines.
29. Is a reflective practitioner who responds to change positively.
30. Understands the importance of professionalism and confidentiality.
31. Is a strong role model for staff and students.
32. Has a proven record of excellent attendance and punctuality.
33. Has the potential for further promotion and a commitment to career development.

EQUALITY AND DIVERSITY

The Petchey Academy is committed to promoting equality for all students and employees. Every individual will be treated with courtesy and respect, and their contribution to the learning process will be valued. All employees are expected to understand and promote equality and diversity in the course of their work.

SAFEGUARDING CHILDREN

The Petchey Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.

A Section 128 check will be carried out on individuals applying for any role that retains or has been delegated any management responsibilities under the terms of a direction made by the Secretary of State for Education.

Note: This job description will be reviewed annually.