

LEADING TEACHER

JOB DESCRIPTION & PERSON SPECIFICATION

Job Description

Purpose of Job

- To be an excellent teacher who is able to model their teaching skills for others and lead the improvement of teaching.
- To have direct, positive impact on the quality of teaching, learning and pupil progress across the school and, where required, in other schools or settings.
- To lead, manage and develop a subject across the school ensuring a consistent approach to quality and standards.
- To ensure that standards of pupil progress and attainment improve and are maintained across time.
- To carry out the duties of a class teacher as set out in School Teachers' Pay and Conditions document September 2012

Key Responsibilities

- To be a member of the Middle Leadership Team (MLT).
- To develop, implement and evaluate policies and practice that will underpin and drive school improvement.
- To promote collective responsibility for implementation of policies and practice.
- To provide practical support for teachers that enables them to improve their teaching skills resulting in positive impact on pupil progress and attainment.
- To keep up to date with subject knowledge and work closely with SLT in raising and maintaining standards across the curriculum.
- To ensure that their subject is in line with and covers the National Curriculum and that teaching and learning in that subject is innovative, engaging and relevant to the needs of the pupils.
- To provide a clear leading teacher coaching and mentoring programme/plan and impact reports to SLT and others as requested.
- Typical activities will normally include:
 - Modelling aspirational teaching,
 - team teaching,
 - observing lessons and advising teachers how to improve the quality of their teaching;
 - Scrutinising teachers' planning, pupils' work and marking and giving feedback for improvement;
 - Leading training sessions;
 - Ensuring that colleagues are kept up to date with new initiatives;
 - Coaching, mentoring and induction of teachers, NQTs and trainees;
 - Advising on practice, research and continuing professional development opportunities;

- Advising on the use of assessment for learning and its impact on pupil progress;
- Overseeing assessment of their subject;
- Evaluating the learning environment and supporting colleagues in developing an engaging and interactive environment that promotes learning for all e.g. working walls; inclusive learning environment; immersive learning opportunities;
- Advising teachers on the effective deployment of additional adults in the classroom for the best impact on pupil outcomes;
- Providing support to teachers who are experiencing difficulties in performance including those being supported through a managerial support programme or going through a capability process.
- To be responsible for and teach allocated class(es) at Pinkwell
- To work towards gaining accreditation as an Elliot Foundation Academy Trust Expert Teacher and subsequently support across “The Elliot Foundation Academy Trust” school as requested.
- To be aware of and meet the needs of target/vulnerable groups of pupils e.g. LAC, EAL/EMA, SEND, Pupil Premium, G&T to accelerate their progress.
- To ensure that lessons are well planned and matched to learning objectives and the needs of learners.
- To introduce and deliver new initiatives and support others to integrate recent developments through mentoring programmes and leading CPD opportunities/training for staff.
- To support colleagues in providing learners, parents and carers with timely, accurate and constructive feedback on attainment, progress and areas for development.
- To provide advice to colleagues on the development and well-being of pupils.
- To research and draw on research outcomes and other sources of external evidence to inform and extend own practice and that of colleagues.
- To work with the Assessment Vice Principal to use the outcomes of formative and summative assessment, including analysing statistical information, to identify and address areas requiring improvement.
- To take a lead in planning with colleagues and advising year team leaders (where requested) in order to promote effective practice and identify and explore links within and between subjects/curriculum areas.
- To support colleagues to understand school, local and national statistical data as a basis for improving teaching and learning.
- To work effectively as a team member and promote collaboration, supporting others to develop such skills.
- To contribute to the professional development of colleagues using a broad range of techniques and skills (e.g. coaching and mentoring, lesson study) demonstrating enhanced and effective practice, and effectively providing advice and feedback.
- To be able to make sound judgements of standards of teaching and give constructive feedback and advice to colleagues.
- To work effectively with colleagues at all levels, acting as a key link in supporting the senior leadership team to implement new policies and practice across the school.
- To carry out such other duties as may reasonably be required from time to time to meet the school’s development targets.

Specific Responsibilities

- Demonstrate teaching skills which lead to excellent results and outcomes.
- Exhibit excellent and innovative pedagogical practice, and model lessons to peers.
- Support Mentoring Support Plans and capability process for staff requiring to improve professional practice.
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning.
- Act as lead teacher for a given subject as and when requested.
- To use and implement the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff and leadership.

Class Responsibilities

- Class responsibilities as per Class Teacher Role.

Qualifications and Training

- Qualified Teacher Status

LEADING TEACHER PERSON SPECIFICATION

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Applicants must address each point of the person specification sequentially within the statement of suitability within their application. Applications where this has not been fulfilled will not be considered. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.

The Panel will use the following assessment tools:

- Application form including supportive statement
- Interview/assessment activities
- Professional References and other pre-employment checks

(E = essential; D = desirable)

QUALIFICATIONS & CPD	E/D	Application & Supporting Statement	Interview	Assessment Activities
Qualified Teacher Status	E	✓		
Higher Qualifications (eg diplomas; masters degree)	D	✓		
Continuing Professional Development	E	✓	✓	

EXPERIENCE	E/D	Application & Supporting Statement	Interview	Assessment Activities
Established and evidenced practice as an outstanding teacher	E	✓	✓	✓
Experience of leading teaching and learning initiatives beyond their own classroom	E	✓	✓	
Experience of leading teaching and learning improvements and initiatives across their own school	E	✓	✓	
Experience of leading teaching and learning improvements and initiatives in other schools (as well as their own)	D	✓	✓	
Experience of giving effective feedback to colleagues about professional performance	E	✓	✓	✓
Experience of leading and giving effective feedback to colleagues within an informal support plan and formal capability plan	D	✓	✓	
Experience of coaching and mentoring colleagues	E	✓	✓	
Experience of conducting lesson observations and giving feedback to colleagues and SLT	E	✓	✓	✓
Experience of leading staff training/CPD across the school	E	✓	✓	
Experience of implementing whole school policy as it relates to all aspects of teaching and learning	E	✓	✓	
Experience of working in networks across schools supporting best practice teaching and learning	D	✓	✓	

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	E/D	Application & Supporting Statement	Interview	Assessment Activities
Knowledge and understanding of effective learning pedagogy and how children learn	E	✓	✓	
Thorough knowledge of progression within and expectations of the National Curriculum	E	✓		✓
Knowledge and understanding of the new OFSTED recommendations in respect of curriculum development	D	✓	✓	
A clear understanding of a range of assessment practices including Assessment for learning (AfL) and gap analysis	E	✓	✓	✓
Wide ranging knowledge of teaching and learning strategies to inspire and motivate all groups of learners	E	✓	✓	✓
Wide ranging knowledge of intervention strategies and inclusive practice to address identified issues for improvement	E	✓	✓	✓
Use of assessment and attainment information to improve practice and raise standards	E	✓	✓	
Knowledge and understanding of coaching and mentoring models	E	✓	✓	
Knowledge and understanding of inclusive practice and booster provision for vulnerable groups of learners (eg SENd, PPG, LAC)	E	✓	✓	✓
Knowledge and understanding of statutory policies as they relate to primary schools	E	✓	✓	

PROFESSIONAL SKILLS AND ATTRIBUTES	E/D	Application & Supporting Statement	Interview	Assessment Activities
The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience	E	✓	✓	✓
The ability to develop high quality learning strategies and monitoring learner progress to raise attainment	E	✓	✓	
Evidence of high achievement in teaching across primary key stages	E	✓		✓
Evidence of working effectively as a middle manager or currently leading a key responsibility/development within a team	E	✓	✓	
Experience of successful contribution to the professional development, coaching and mentoring of colleagues	E	✓	✓	
Effective use of Assessment for Learning to engage learners as partners in their learning	E	✓	✓	✓
Effective leadership of a curriculum subject or area of improvement across the school	E	✓	✓	
Effective leadership of a core subject across the school	D	✓		
Ability to plan and resource effective interventions to meet support objectives for staff and children	E	✓	✓	✓
Ability to network and develop relationships with key local schools within our community: TEFAT academy schools and other outstanding schools	E	✓	✓	

PERSONAL AND PROFESSIONAL QUALITIES	E/D	Application & Supporting Statement	Interview	Assessment Activities
Ambitious and driven to support your own career development and the school's journey to excellence.	E	✓	✓	
Dedicated to life-long learning and thinking for learning success	E	✓	✓	
Flexible, solution focussed and the ability to support and challenge in a sensitive and where required confidential manner.	E	✓	✓	✓
Collaborative team member and leader with the ability to be a self starter in planning and delivering personal support programmes.	E	✓	✓	
Excellent record of personal attendance and punctuality	E	✓		
Committed to Equal Opportunities and Safeguarding across all aspects of school life	E	✓		
Willingness to engage in the wider life of the school (Eg After School Clubs, Family Learning, Fundraising events)	E	✓		
Resilient, reflective and with a good sense of humour!	E	✓	✓	

This job description may be amended at any time following discussion between the Principal and member of staff, and will be reviewed annually.

Pinkwell is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. DBS checks and/or police vetting will be required for all posts. Pinkwell and The Elliot Foundation Academy Trust - welcome diversity and are committed to equal opportunities for all.