



Astrea Academy Trust

INSPIRING BEYOND MEASURE

# Role Profile

Lead Practitioner -  
Geography

Ernulf Academy

## **ROLE SPECIFICATION**

<b>Academy / Department</b>	Ernulf Academy
<b>Post title</b>	Lead Practitioner Geography
<b>Responsible to</b>	Head of Humanities
<b>Full time Salary</b>	£52,301 - £57,720
<b>Pro-Rata Actual Salary</b>	N/A
<b>Working Pattern</b>	Full Time
<b>Working Hours</b>	Monday - Friday
<b>Line Management Responsibility</b>	No

## **ROLE SUMMARY**

Lead Practitioners will implement and deliver and appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high-quality teaching and learning for which the teacher is accountable. They will lead on specific responsibilities within the department and drive high quality teaching and learning strategies across the subject area through coaching and developing staff to maximise student outcomes.

### Key Responsibilities and Duties:

- ★\* Use coaching and feedback to develop teaching and learning strategies to improve whole school provision and student outcomes Treat everyone within the academy fairly and equitably.
- ★\* Use the outcomes of learning walks, Learning Enquiries, work scrutiny, student and teacher voice to plan and deliver high quality CPD to enhance practice in the subject area and the whole academy To build a collaborative learning culture within the academy and actively engage with other academies within the Trust and the wider Astrea family to build effective learning communities.
- ★\* Meet regularly with colleagues receiving coaching and actively monitor and celebrate improvements, addressing misconceptions and addressing further improvements as required.
- ★\* As part of the subject team, embed a clear vision for assessing learning and progress which embodies high expectations of staff and learners, ensuring that all groups of learners meet or exceed national expectations.
- ★\* Consistently model the teaching of engaging and effective lessons that motivate, inspire and improve student attainment and embed an Open Door ethos across the school.
- ★\* To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.
- ★\* To lead teaching teams, meetings, and events.
- ★\* To plan for the deployment of any support staff who are contributing to students' learning.
- ★\* To lead the subject development plan in conjunction with line manager.
- ★\* To develop and audit schemes of work and other documentation related to the subject area and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.

- ★\* To develop strategies to promote new teaching methods in the subject area and improve learning throughout the academy and monitor their effectiveness in raising standards of teaching and learning.
- ★\* To lead professional development activities as part of the planned programme for the school and to promote the sharing of good practice.

#### Monitoring and Assessment:

- ★\* To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- ★\* To use monitoring and assessment information to improve planning and teaching.
- ★\* To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
- ★\* To involve students in reflecting on, evaluating and improving their own performance and progress.
- ★\* To assess student progress accurately against appropriate standards.
- ★\* 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 student progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- ★\* To report on student attainment to parents, carers, other professionals and students as appropriate.

#### Teaching and Class Management:

- ★\* Support the effective and consistent implementation of the Astrea Appraisal Policy and other systems of quality assurance and professional development of teachers.
- ★\* To establish a purposeful learning environment where diversity is valued and where students feel safe and secure and confident.
- ★\* To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- ★\* To teach clearly structured lessons or sequences of work which interest and motivate students.
- ★\* To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- ★\* To differentiate teaching to meet the needs of students of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- ★\* To organise and manage teaching and learning time effectively.
- ★\* To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- ★\* To set high expectations for students' behaviour and establish a clear framework for classroom discipline

- ★\* in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- ★\* To use ICT effectively in delivery of teaching and learning.
- ★\* To take responsibility for teaching a class or classes over a sustained and substantial period.
- ★\* To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- ★\* To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- ★\* To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- ★\* To attend and participate in regular meetings.
- ★\* To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements of the post.

## **PERSON SPECIFICATION**

	<b>Essential</b>	<b>Desirable</b>
<b>Education and Training</b>		
Qualified Teacher Status	•	
Good Honour's Degree	•	
Further academic qualifications or management training		•
Evidence of outstanding teaching	•	
Personal success in delivering strong academic outcomes across Key Stages 3 and 4	•	
<b>Experience</b>		
Expertise in teaching throughout the age and ability range including evidence of excellence in own work as practitioner	•	
Experience of leading others, or a willingness to undertake training in this area	•	
Displays excellent teaching skills with a range of strategies	•	
Evidence of a commitment to self-improvement as a professional	•	
<b>Knowledge</b>		
Excellent knowledge and understanding of current issues in Geography	•	
A thorough understanding of current educational issues	•	
<b>Professional Skills</b>		
The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome	•	
The ability to manage change effectively	•	
High level personal IT skills and the ability to use these effectively in a range of situations	•	
Ability to work under pressure and to deadlines	•	
High expectation of self and others	•	
Strong classroom management skills	•	
An understanding and commitment to the protection and safeguarding of children and young people	•	
Excellent organisational skills	•	
Ability to establish and maintain good relationships with students, teachers and parents	•	
Ability to formulate clear and effective mid and long term plans	•	
Expertise in value-added analysis and / pr target setting is desirable	•	
Ability to inspire the trust, confidence and respect of	•	

pupils, staff and the community.		
<b>Personal Qualities</b>		
Confident, enthusiastic and motivated with a passion for people practice	•	
Commitment to self-development and continual improvement	•	
Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these	•	
Commitment to Diversity, Equity and Inclusion	•	
Ability to command credibility and respect		
Flexible and organised approach to work	•	
High levels of resilience and emotional maturity	•	
Inquisitive nature with sound problem solving skills, judgement and initiative	•	
Can-do attitude and solution focused approach with an ability to manage expectations	•	
Able to adapt to changing circumstances and new ideas	•	
High level of integrity with an ability to self-evaluate and reflect	•	
<b>Line Management</b>		
This role will have line management responsibility for others.		•

### **GENERAL RESPONSIBILITIES**

- ★\* Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★\* Commitment to continual learning and development of skills.
- ★\* Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★\* Demonstrate an excellent record of attendance and punctuality.
- ★\* Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy
  - Code of Conduct
  - Keeping Children Safe in Education (KCSIE 2024)
  - Child Protection and Safeguarding Policy
- ★\* Work cooperatively as part of the Trust wide staff team.
- ★\* This role profile is not exhaustive and undertaking other duties may be required.

### **THIRD PARTY CHECK**

Is this role subject to the following checks?

Disclosure Barring Service Enhanced Check (DBS)	Yes
Section 128 (S128) check	No

Is this role a Senior Leadership Role with management responsibility for the academy?	
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**APPLICATION PROCESS**

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)