



Job Description

Job Title:	Lead Practitioner - Physics
Location:	Richmond Park Academy
Hours of work:	Full Time, Permanent
Reports to:	Senior Leadership Team

Purpose of the Role:

General professional duties of all teachers are specified in the Conditions of Employment. In addition to the duties and responsibilities set out below this post is to be performed in accordance with the School Teachers' Pay and Conditions Document and the full range of teachers' duties set out in that document.

To promote and adhere to the Trust's values to be unusually brave, discover what's possible, push the limits and be big hearted.

Responsibilities:

Their own Professional Development

- keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with the Vice Principal for Curriculum
- evaluating their own teaching critically and use this to improve their effectiveness
- building up a thorough understanding of their professional responsibilities in relation to school policies and practices
- setting a good example to the students they teach in their presentation and their personal conduct
- participating in Appraisal arrangements

Teaching and Managing Student Learning

- identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught
- setting appropriate and demanding expectations for students' learning and motivation
- setting clear targets for students' learning, building on prior attainment and considering each student as an individual
- using Provision Maps to identify students who have special educational needs, and
- ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time
- using teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- setting high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships

- ensuring that students are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
- liaising effectively with support staff working within Department
- providing extra curricular activities to extend and challenge students for at least two after school sessions per week each of forty-five minutes

Monitoring and Assessing Student Progress

- marking and monitoring students' class and homework providing constructive oral and written feedback, setting targets for students' progress
- assessing how well learning objectives have been achieved and use this assessment for future teaching
- maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for students taught, including members of the tutor group
- producing and analysing teaching group examination predictions and results as requested by the Head of Department and the Vice Principal Academic
- participating in departmental discussions of student targets and progress and of the development of strategies to meet departmental targets
- overseeing the pastoral needs of all students taught and passing on any concerns to the appropriate member of staff
- mentoring and negotiating individual targets for tutees

Duties as a Form Tutor

- offering care and support to students in all aspects of their academy life and prepare them for adult life
- developing an understanding and knowledge of each student as an individual
- enabling students to play an active role in all aspects of the Academy's tutorial and PSHE programme

Resources within the Department

- selecting and making good use of learning resources to enable teaching objectives to be met
- ensuring that stock and equipment is well cared for and economically used
- ensuring that departmental rooms present a stimulating and tidy environment
- implementing the Academy and Departmental Health and Safety Policies

Communication with Parents

- attending any appropriate meetings with parents
- providing informative reports to parents
- raising, in consultation with the Head of Year, particular concerns regarding tutees with parents

Internal Communication

- representing the views and interests of the Department to the Head of Department and
- providing information required by HODs, HOY, SENCO, SLT
- actively participating in Departmental/Year Group/Group Tutor meetings

Staff Absence

- ensuring that appropriate work has been set and that the resources required are available
- supporting supply staff who are working within the Department

Employee value proposition:



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We passionately believe that every child can discover their own remarkable life. It's what motivates us around here. We know this vision requires something extra. Which is why at AET, you'll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we're inspiring. Come inspire their remarkable with us.

Our values:

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Pay and Conditions.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification

Job Title: Lead Practitioner

General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> • A graduate in a relevant discipline 	<ul style="list-style-type: none"> •
Knowledge/Experience	Specific knowledge/experience required for the role	<ul style="list-style-type: none"> • To hold a teaching qualification that is recognised by the DFE 	<ul style="list-style-type: none"> •
Skills	Line management responsibilities (No.)	<ul style="list-style-type: none"> • Recent evidence of delivering at least consistently good quality of teaching 	<ul style="list-style-type: none"> •
	Forward and strategic planning	<ul style="list-style-type: none"> • Good understanding of effective and engaging teaching methods 	<ul style="list-style-type: none"> •

	Budget (size and responsibilities)	<ul style="list-style-type: none"> • Excellent classroom practitioner, who is passionate about teaching 	•
	Abilities	The ability to engage, enthuse and motivate students	•



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Personal Characteristics	Behaviours	Ability to teach the relevant subject area at Key Stage 3, 4 and 5	•
	Values	<ul style="list-style-type: none"> • Experience of the use of ICT to enhance the teaching and learning processes 	
Special Requirements		<ul style="list-style-type: none"> • An understanding of the use of assessment to inform planning 	•
		Evidence of improved student outcomes	
		The ability to monitor student progress through the use of ICT	
		The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students	

		The ability to set consistently high expectations for all students through class work and homework	
		A willingness to be involved in extended curriculum opportunities in the subject area	



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