

Lead Practitioner (Humanities)

Job Description

JOB TITLE: **Lead Practitioner (Humanities)**

SALARY: **L2 – L6**

ACCOUNTABLE TO: **Assistant Principal – Teaching and Learning**

- The core purpose of the Lead Practitioner (Humanities) will be to improve the quality of teaching and learning in English.
- The Lead Practitioner in Humanities will support the Assistant Principal (Teaching and Learning) and Head of Learning for Humanities to develop teaching and learning in Humanities.
- They will also form part of a wider team of Lead Practitioners supporting the development of teaching and learning across the Academy.

In order to promote and achieve the Academy’s vision and purpose, the Lead Practitioner (Humanities) should:

- Meet all the requirements of a class teacher
- Maintain expert knowledge of teaching and learning and disseminate this to other teachers
- Maintain knowledge and understanding of the Academy’s aims, priorities, targets, self-evaluation and action plans
- Understand and promote the benefits and effective use of ICT
- Understand and promote links between the subject and the wider curriculum
- Assist in planning the induction year for all NQT staff. In accordance with the Academies’ policy document and the DFE regulations and the LA programme, arrange regular meetings with them and undertake classroom observation as appropriate
- Work with the LA Advisory service to support NQTs across the Academy
- Support with the planning of relevant CPD for trainees at the Academy
- Support and coach other staff to improve their practice

Lead Practitioner (Humanities) will support staff teaching in the Academy to consistently and effectively plan lessons and sequences of lessons, to meet students’ individual learning needs by:

- Disseminating examples of effective planning practice within the Academy
- Taking steps to ensure that teachers are aware of the inclusion needs 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

Lead Practitioner (Humanities) will support staff teaching in the Academy 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 of objectives in lessons, understand the sequence of teaching and learning in the subject area and communicate this to students
- Observing colleagues' teaching (through subject monitoring and coaching) 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 Academy to meet the needs of all students

Lead Practitioner (Humanities) will support staff teaching in the Academy to consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback by:

- Evaluating and interpreting relevant national, local and Academy data, research and inspection evidence to inform policies, expectations and teaching methods
- Monitoring and evaluating assessment data across the Academy to identify trends in student performance and issues for development
- Defining intervention strategies to address issues for development that are identified
- Evaluating and reporting on the effectiveness of intervention strategies used to address identified issues
- Using assessment data to make comparative evaluation of students' performance in the subject area

Lead Practitioner (Humanities) will support staff teaching in the Academy such that, as a result of their teaching, their students achieve well in relation to prior attainment, making progress as good as or better than similar students nationally by:

- Identifying quantifiable and challenging student progress objectives with teachers within their appraisal/ performance management objectives
- Supporting teachers in planning appropriate strategies to achieve student progress target levels and objectives
- Taking steps to ensure that agreed student progress target levels within the Academy are achieved or exceeded
- Encouraging students' motivation and enthusiasm in the Academy, developing positive responses to challenge and high expectations
- Monitoring the objectives and targets for students with SEN in English and promoting the importance of raising their achievement

Lead Practitioner (Humanities) will take responsibility for their own professional development and use the outcomes to improve their teaching and students learning by:

- Maintaining 'leading edge' knowledge through reading, INSET and research to inform their own practice, demonstrating impact in teaching and on students' learning
- Assimilating and implementing new curriculum guidance to lead the process of change within the Academy
- Prioritising and managing their own time effectively, balancing the demands made by teaching, subject management and involvement in Academy's development



- Achieving their own challenging professional objectives

Lead Practitioner (Humanities) will contribute to the policies and aspirations of the Academy's co-ordinating strategies to achieve relevant Academy improvement priorities that have been identified in the Academy by:

- Co-ordinating strategies to achieve relevant Academy improvement priorities
- Evaluating and reporting on the effectiveness of practice in the Academy annually, suggesting areas and issues for further improvement
- Leading and delivering professional development / INSET activities
- Building effective links with the local business and industry, in order to develop the Academy's network
- Building effective links with universities in order to develop the Academy.

Lead Practitioner (Humanities) will develop effective professionals who challenge and support all students to do their best by:

- Creating a climate, which enables staff to develop, challenge and support each other, resulting in positive growth
- Mentoring and coaching staff to develop confidence and maintain positive attitudes
- Communicating effectively with professional integrity within and beyond the Academy community
- Taking action to build and maintain effective teamwork with high expectations of outcomes