

<b>Job Title:</b>	Professional Development Lead (Lead Practitioner; English, maths, science or humanities specialist)*
<b>Location:</b>	Royal Greenwich Trust School
<b>Responsible to:</b>	Assistant Headteacher – Teaching & Learning
<b>Responsible for:</b>	Teaching Staff
<b>Full/part time:</b>	Full-time
<b>GRADE:</b>	L4 – L8 (Inner London)

## INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

## OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

## MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

## JOB PURPOSE

This role provides an exciting opportunity for a colleague who is a great classroom practitioner and has a desire to be an integral part of the Continued Professional Learning of others. RGTS is committed to the development of all employees, and we are excited to be expanding our Teaching & Learning team to enable us to deliver on this. As this is a new role within the school, the specifics of the portfolio will naturally evolve over time.

The core elements of this role are to;

- support the development of the continual professional learning programme at RGTS so that it is responsive to need for all teachers and relative to their experience and expertise

- develop and implement teaching and learning initiatives and strategies throughout the school to raise and enhance the teaching practice of others
- monitor and evaluate the quality of teaching and learning across the school alongside the Assistant Headteacher for Teacher Development, in order to aid the design of effective interventions to support improvement
- work collaboratively on the quality of provision and provide expertise to assist staff in their development

## **SPECIFIC RESPONSIBILITIES**

### **Learning and Teaching**

- Act as a lead professional in the classroom promoting the highest standards of learning.
- Promote high expectations from and towards all members of the school community.
- Work with colleagues across the school to support the development and implementation of projects relating to the improvement of teaching and learning and teacher development.
- Use instructional coaching to develop teaching staff in line with up to date research on pedagogy
- Observe, coach, mentor and support staff by providing high quality feedback that enables improvement
- Continue to promote a positive climate for learning within teams and support the notion that all teachers are learners.
- Maintain outstanding practice in terms of classroom teaching, preparation, marking and assessment.
- Conduct relevant research related to new practice.
- Deliver high quality CPL sessions based on needs and relating to the school improvement plan and design, implement and monitor interventions.
- Create a culture of sharing and celebrating best practice across the school.
- Proactively seek out networks and research in order to identify best practice and the latest developments in pedagogy
- Model and disseminate examples of effective planning and practice within the school.

### **Working with Others**

- Work with in-school mentors and curriculum leaders to ensure teachers are receiving high quality training and support in all subject areas.
- Work with university partners and other external agencies to engage and provide high quality CPL for RGTS staff.
- Work with teaching staff to develop plans for the classroom with measurable results that are evaluated to support improvement in student achievement.
- Support all teachers in raising student achievement and progress in all subjects.
- Support with the development of early stage teachers
- Work with our broader community to promote Royal Greenwich Trust School as part of the UST.
- Take a lead role in leading and supporting the CPD of colleagues who need additional support and guidance.
- Provide support and challenge to staff through regular review of practice within a supportive environment
- Ensure that Royal Greenwich Trust School policy and practice reflects a commitment to equal opportunities and inclusion.
- Quality assure teaching and learning across the school in collaboration with other leaders, Trust colleagues and any external parties.

**Teaching responsibilities**

- Undertake a designated programme of teaching across all key stages.
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Teach consistently high-quality lessons informed by the school's teaching principles.
- Set expectations for students in relation to standards of achievement and the quality of learning and teaching.
- Teach to ensure knowledge is retained in long term memory of students.
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes.
- Follow the school's policies on feedback, providing formative feedback in every lesson and whole class feedback for set pieces of work.
- Maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Work in collaboration with Learning Support Assistants, Special Educational Needs team and wider inclusion team.
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.
- Be a role model for students, inspiring them to be actively interested in the subject.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject.
- Promote learning through out of hours activities such as enrichment.
- Promote aspects of Personal Development, cultural capital, CEIAG and enrichment related to the subject
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- Follow the school policies and procedures.

**Finance and resources**

- Ensuring that budgets are used in line with school procedure and that resources are recorded and monitored.
- Seek to ensure the effectiveness of the department's equipment, proper maintenance of the materials and observance of relevant health and safety regulations.
- Be responsible for the registration, maintenance and recording of all assets and resources within the department.

**Staff Development**

- Continue professional learning in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the Performance Management process.
- Participate and lead whole school CPL programmes.

**General administration**

- Check that information required by various external bodies is produced within the given time scale and is of excellent quality.
- Ensure that communications are responded to in a timely manner and agreed deadlines are met.

**Wider Professional Responsibilities**

- Make an active contribution to the policies and aspirations of the school.
- Seek to share your expertise with colleagues.
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promoting the general progress and well-being of individual students.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers.
- Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer.
- Communicating and consulting with the parents / carers of students in line with school procedures;
- Participating in meetings arranged for any of the purposes described above;
- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

**Qualification criteria**

- A fully qualified teacher with evidence of QTS for secondary teaching.
- Qualified to at least degree level in subject area and/or good A Levels or equivalent.
- Qualified to teach and work in the UK.

**COMMON ROLES OF ALL TRUST MEMBERS****Leadership: Vision and Values**

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

**Leading and Managing Others and Self**

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

**Additional requirements:**

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

**JOB DESCRIPTION AGREEMENT**

The post holder will be line managed and appraisal managed by: Deputy Headteacher

The above job description was agreed in February 2020. It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

\_\_\_\_\_  
Signed by (Post holder)

\_\_\_\_\_  
Signed by (Headteacher)

## PERSON SPECIFICATION

	Essential
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience at secondary level, preferably within a multi-ethnic urban school (not essential).</li> <li>• Understanding of current theory and practice of effective teaching and learning.</li> <li>• Relevant experience/proven success in teaching at all Key Stages and confidence in developing the curriculum.</li> <li>• Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard.</li> <li>• Knowledge of current academic research on pedagogy (preferable).</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• The ability to work as part of a team and to develop and maintain positive relationships with all colleagues.</li> <li>• Good level of ICT skills.</li> <li>• Accuracy of judgement in lesson observation and work reviews to ensure effective feedback to colleagues.</li> <li>• Knowledge of strategies that can be used effectively at Key Stages 3, 4 and 5 to raise attainment.</li> <li>• Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines.</li> <li>• Ability to coach colleagues to help improve teaching practice.</li> <li>• Ability to accurately reflect on practice and identify professional development needs.</li> <li>• Strong leadership skills and evidence of motivating students and staff.</li> <li>• Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required.</li> <li>• Ability to recognise and respond to the needs of students of different learning needs and backgrounds.</li> <li>• Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Passionate about developing and working within a culture of academic excellence.</li> <li>• Committed to providing an inclusive transformational education for all students.</li> <li>• Motivated to contribute directly to the creation and growth of a thriving new secondary school.</li> <li>• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels.</li> <li>• Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects.</li> <li>• A positive approach to hard work and collaboration within a team.</li> <li>• Passionate belief in the success of young people in the subject and in teaching and obtaining high standards.</li> <li>• Responsive to and resilient when faced with the management of change or challenge.</li> </ul>