

**Job Description**

**Job Title:** Aspiring Lead Practitioner or Lead Practitioner

**Location:** Kingsley Academy

**Hours of work:** Full Time

**Reports to:** SLT

**Overall Responsibilities:**

* To play a leading role in supporting and modelling the Kingsley Academy ‘DNA’ in all behaviours and actions
* To play a leading and highly visible role in the improvement of teaching and learning across the subject and faculty area
* To play a leading role in the academic success of students in your subject and/or faculty
* Ensure the highest standards of teaching, learning and achievement
* To lead in the monitoring, evaluating and review of standards and provision within the subject and faculty
* To provide professional leadership and management for students and staff within the Department;
* To be accountable for the results and performance of the subject areas within their Department;
* To support, develop and lead other colleagues, thereby making a measurable contribution to whole school targets.

**Main Duties:**

**General Expectations**

* To collaborate as a member of the Lead Practitioner Team in order to build and realise the shared vision of excellence and high standards for all students.
* To account for students’ performance in line with Academy procedures.
* To provide the Governing Body with relevant and accurate information relating to the Faculty’s performance and development.
* To support and participate in the work of Academies Enterprise Trust, including contributing to National Curriculum Team Projects as appropriate.
* To contribute actively towards the formulation of all Academy policies and procedures, ensuring their consistent implementation.
* To ensure high quality teaching and learning in the Faculty or across the Academy.
* To participate in duties at lunch, break, before, during and after school the Academy day.
* To ensure that the subject knowledge of staff in the Faculty is exemplary.
* To ensure that behaviour in the Faculty is exemplary.
* To ensure that Schemes of Learning, Knowledge Organisers and Independent Work books are of a high quality.
* Actively work with the Headteacher and SLT in envisioning, planning, implementing, monitoring and reviewing the SEF, plans (Academy Improvement Plans), policies and procedures; producing a Faculty SEF and Improvement Plan based on the needs of both the Faculty and the whole academy.

**Core Duties and Ethos**

* To undertake whole Academy duties as outlined in Academy leadership responsibilities that are negotiated each year.
* To engage actively in the performance review process, addressing targets set by the line manager each Autumn term.
* To promote equal opportunities and celebrate diversity in all aspects of the Academy.
* To play a full part in the life of the Academy community, to support its distinctive aims and ethos and to encourage all staff and students to follow this example.
* To promote actively the Academy’s corporate policies.
* To comply with the Academy’s Health and Safety policy and undertake risk assessments as appropriate.
* To adhere to the Academy’s safeguarding policy and procedures.
* To adhere to the Academy’s Dress Code.
* To promote equal opportunities and celebrate diversity in all aspects of the Academy.
* To undertake any other duty as specified by School Teachers’ Pay and Conditions Body (STPCB) not mentioned in the above.
* To collaborate as a member of the Lead Practitioner Team in order to build and realise the shared vision of excellence and high standards for all students.
* To provide the Governing Body with relevant and accurate information relating to the Faculty’s performance and development.
* To support and participate in the work of the Harris Federation, including strand or subject groups as appropriate.
* To contribute actively towards the formulation of all Academy policies and procedures, ensuring their consistent implementation.
* To agree challenging subject targets, including student achievement targets, ensuring rigorous monitoring, evaluation and review of progress towards these through Faculty improvement plans.
* To ensure high quality teaching and learning in the Faculty, following the Academy policy for self evaluation and review.
* To share in the management of student disciplinary matters, including: liaising with parents; maintaining records in line with Academy procedures; and, compiling educational records as necessary.

**Leadership of Teaching and Learning**

* Monitor through observation and spot checks the quality of learning and teaching in the Faculty and provide regular feedback for their team so that good practice is known and disseminated within the Faculty and wider school and, where necessary, areas for development and appropriate strategies for support are identified and implemented
* Evaluate and modify/create as necessary Schemes of Work to ensure that they focus on consistent and effective teaching and learning which reflects current curriculum changes and the school’s curriculum ambition.
* Review teachers’ planning and provide support and development where required
* Develop and coach colleagues as identified to further improve their classroom practice
* To discuss with students AfL, self and peer assessment, independent learning opportunities, their ability to see the relevance of the subject across other areas

**Teaching**

* To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
* To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Faculty.
* To attend all appropriate meetings.
* To plan and prepare courses and lessons in line with Academy policy.
* To contribute to the whole Academy’s planning activities.
* To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy.
* To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
* To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
* To ensure that ICT, Literacy, Numeracy, EM and SMSC are reflected in the teaching/learning experience of students.
* To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.

**Management of Resources**

* To manage the available resources of space, staff, budget and equipment effectively within the policies and procedures of the Academy.
* To support the effective and efficient timetabling and rooming of teaching within the Faculty.
* To ensure the Academy health and safety policies and practices, including risk assessments, throughout the department are in line with legislation and are updated where necessary.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description. Employees should be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title. We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to: (i) Equal Opportunities (ii) Health and Safety (iii) General Data Protection Regulations (2018) (iv) Safeguarding Children

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**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 or Aspiring Lead Practitioner**

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| **General heading** | **Detail** | **Essential requirements:** | **Desirable requirements:** |
| **Qualifications & Experience** | Specific qualifications | * Right to work in the UK | * N/A |
| Qualifications required for the role | * Degree in subject * QTS * Lead Practitioner Accreditation or commitment to achieving accredited Lead Practitioner Status within 12-18 months. | * Lead Practitioner Accreditation or Considerable Success as Middle Leader achieving excellent outcomes and progress |
| Specific Knowledge/  Experience | * experience of success in working within secondary sector KS3 - 4 * excellent classroom management skills * ability to work as part of a team * ability to work with a range of colleagues and lead by example * excellent knowledge of subject area * passion for subject area * evidence of excellent outcomes * creative and engaging teaching style * evidence of consistently excellent teaching and learning * commitment to raising standards of achievement and to achieving school targets * willingness to provide extra-curricular activities | * experience of working in multi-ethnic school * experience of teaching KS5 |
| **Behaviours** | Line management responsibilities | Lead and coach members of the team as required |  |
| Skills/Abilities  Sound evidence of: | * willingness to attend events organised for students and parents * willingness to contribute to additional duties i.e. lunch duty * commitment and ability to meet deadlines * commitment to CPD * flexibility * organisation * energy * determination |  |
| Scope of the role | * Teach subject from KS3-5 |  |
| DBS | * This post is subject to receipt of a Disclosure and Barring Service Certificate | * N/A |
| Special requirements | * Evidence of a commitment to promoting the welfare and safeguarding of children and young people * Ability to travel as required to training | * N/A |