

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Lead Practitioner – Science	Location	Abbeyfield School
Salary	MPS/UPS TLR		
Department	Whole School	Reports To	Vice Principal

JOB PURPOSE:

The Lead Practitioner will play a pivotal role in raising standards of teaching and learning across the school. Through exemplary classroom practice, coaching, and mentoring, the postholder will support the professional development of colleagues, contribute to whole-school improvement initiatives, and drive innovation in pedagogy. The role is designed to enhance student outcomes by embedding a culture of high expectations, reflective practice, and continuous improvement.

KEY RESPONSIBILITIES AND DUTIES:

Modelling Outstanding Teaching Using Abbeyfield's Five-Phase Model

- Plan and deliver consistently high-quality lessons that explicitly and purposefully reflect the Abbeyfield model.
- Demonstrate how each phase supports clarity, scaffolding, and independence, and share best practice examples with staff.
- Embed adaptive teaching strategies across all phases to meet the needs of all learners, including those with SEND and EHCPs.

Leading Deliberate Practice and Instructional Coaching

- Use deliberate practice as a structured method for improving teaching — breaking down techniques, practising in low-stakes environments, and giving feedback.
- Design and facilitate short, focused practice sessions (e.g. modelling cold calling, checking for understanding, circulating during independent work).
- Coach teachers using the relevant school systems, guiding them through granular, actionable steps aligned with school priorities and ensuring follow-up support.
- Engage in ongoing training and development to be an expert in instructional coaching.

Leading and Developing High-Impact CPD

- Plan and deliver high-quality CPD sessions linked to school improvement priorities.
- Lead briefings, INSET contributions, and professional learning communities.
- Support curriculum leaders to embed consistent instructional approaches across departments.

Collaboration, Mentoring and Professional Development

- Provide tailored support and guidance to ECTs, trainee teachers, and staff identified for development, through:
 - 1:1 or small group coaching
 - Joint planning
 - Team teaching or lesson study
- Promote reflective practice through collaborative planning, peer observation, and video analysis (where appropriate).
- Support colleagues to build their confidence and competence in implementing high-leverage strategies, especially within the Abbeyfield model.

Curriculum and Pedagogical Leadership

- Lead or contribute to internal teaching and learning projects, including evaluation of innovations or whole-school approaches.

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- Champion the use of educational research to improve practice, linking theory to the day-to-day classroom.

Monitoring, Evaluation and Impact

- Evaluate the impact of CPD, coaching, and teaching strategies on pupil outcomes and teaching quality.
- Use a range of evidence (lesson visits, feedback, assessment data, student voice) to inform future training and support.
- Share impact findings with SLT and contribute to whole-school self-evaluation processes (e.g. Teaching and Learning Review).

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This job description is not exhaustive and will be reviewed annually as part of the performance management process. The post holder may be required to undertake any other reasonable duties as directed by the Headteacher, in line with the evolving needs of the trust.

JOB REQUIREMENTS:		
	Essential	Desirable
QUALIFICATIONS	- Qualified Teacher Status (QTS) (or equivalent). - Degree in a relevant subject area (usually a minimum of a bachelor's degree). - Evidence of continuous professional development (CPD) relevant to teaching and leadership.	- Accredited coaching or mentoring training. - Specialist qualifications in curriculum development, assessment, or leadership.
EXPERIENCE	- Proven track record of outstanding classroom teaching and the ability to model best practice. - Experience in improving teaching and learning across a department or whole school through coaching, mentoring, or leading CPD. - Strong understanding of curriculum design, assessment, and pedagogy, with evidence of implementing effective strategies. - Experience in quality assurance (e.g., lesson observations,	

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	feedback, and supporting staff development). • Ability to lead and manage change, including contributing to whole-school improvement plans. • Experience in supporting Early Career Teachers (ECTs) and/or involvement in ITT (Initial Teacher Training) or induction programmes. • Evidence of raising student achievement through innovative teaching and leadership strategies. • Ability to analyse data to inform teaching and learning improvements. • Experience in leading professional development sessions or INSET training.	
KNOWLEDGE AND UNDERSTANDING	• Deep understanding of curriculum design and assessment across relevant key stages. • Strong pedagogical knowledge, including evidence-based teaching strategies and approaches to improve learning outcomes. • Awareness of current educational research and best practice, with the ability to apply this in a school context. • Knowledge of quality assurance processes, including lesson observation, feedback, and self-evaluation frameworks. • Understanding of statutory requirements related to teaching, learning, and safeguarding. • Familiarity with whole-school improvement strategies and the ability to contribute to school development planning. • Knowledge of coaching and mentoring principles to support teacher development.	

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	- Awareness of data analysis techniques to monitor and improve pupil progress. - Understanding of inclusive education and SEND strategies to ensure equity in learning.	
SKILLS AND PERSONAL ATTRIBUTES	- Excellent leadership, communication, and interpersonal skills. - Ability to analyse data and present findings clearly to a range of stakeholders. - Strong organisational and time management skills, with the ability to prioritise effectively. - Confident in challenging and supporting families, staff, and external partners. - Resilient, empathetic, and committed to improving pupil outcomes.	
CREATIVE EDUCATION TRUST VALUES	All colleagues are expected to demonstrate the Creative Education Trust values in their work by: Empowering Ambition: Supporting personal growth, innovation and high performance. Championing Equity: Promoting fairness, inclusion and high expectations for every student. Unlocking Opportunity: Helping create access to knowledge, experiences and networks that broaden horizons. These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community.	
EQUAL OPPORTUNITIES	A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity	
SAFEGUARDING	A thorough understanding of up-to-date safeguarding requirements and best practice	
OTHER REQUIREMENTS		

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.