

Thomas More Catholic School



Lead Practitioner

Role Profile and Person Specification

Main purpose

The leading practitioner will lead on the improvement of teaching skills through modeling high-quality teaching, coaching and training other members of staff.

Duties and responsibilities

Raising quality of teaching and learning

- Carry out teaching responsibilities in line with the professional duties of a teacher
- Model consistently high-quality teaching and be able to demonstrate excellent practice to others
- Produce high-quality teaching materials that support excellent practice
- Prepare and deliver training courses across the school to improve teachers' practice
- Support with teachers' professional development and appraisal through carrying out lesson observations, providing feedback and implementing strategies to improve practice
- Provide mentoring/coaching to individual teachers' in need of 1-to-1 support to improve their practice
- Use data to identify individuals or groups that need further teaching support and develop and implement strategies to raise the quality of teaching
- Use data to identify individuals or groups of pupils that need targeted support, and develop and implement strategies to raise achievement
- Set challenging and ambitious targets for pupils on interventions and update parents' on progress
- Measure and assess the impact of interventions to raise achievement for pupils and the quality of teaching
- Promote strategies which support differentiation, inclusion and positive behaviour

Monitoring and evaluation

- Co-ordinate and carry out monitoring and evaluation activities to improve teaching and learning, including work scrutinies, lesson observations, learning walks etc
- Use systems to analyse data from monitoring and evaluation, and use insights to inform strategies and plans for teacher development
- Support with self-evaluation and school improvement planning across the department

Professional development

- Lead on researching best practice and keeping up-to-date with the latest developments
- Share knowledge with staff and offer support to implement the research into their own practice
- Inform staff about the latest innovations in intervention strategies
- Lead on identifying high quality CPD programmes to improve quality of teaching and learning

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own practice
- Where appropriate, take part in the appraisal and professional development of others

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree
Experience	<ul style="list-style-type: none"> • Successful teaching • Experience planning and delivering interventions for pupils • Experience of supporting colleagues to develop • Experience delivering training
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • Knowledge of the barriers to learning that pupils may face • Tailoring plans and interventions to individual pupils • An excellent understanding of how children learn • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Ability to establish curriculum development, assessment and co-ordination • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Able to use systems and to conduct analysis and produce reports • Good ICT skills, particularly using ICT to support learning
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality