

Lead Practitioner

Aureus School - Job Description

Job Title:	Lead Practitioner	Job Reference:	AU2017LP
Location:	Aureus School, Didcot	Travel Required:	N
		Date Posted:	January 2017
Job Description:			
<ul style="list-style-type: none"> To contribute to the leadership of whole school learning and teaching at Aureus School and through the outreach programme in local primary schools To participate in the coaching programme To contribute to the development plan and its implementation To help deliver the extensive programme of CPD opportunities To contribute to the school-wide planning activities To follow the school policies and procedures To assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies 			
Teaching and Learning Responsibilities:			
<ul style="list-style-type: none"> To teach students differentiated to their educational needs, including the setting and marking of all class work. 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 and school subject specialism(s) are reflected in the teaching/learning experience of students. To undertake a designated programme of teaching. To ensure a high quality learning experience for students, which meets internal and external quality standards. To prepare and update subject materials. To use a variety of delivery methods which will stimulate learning appropriate to students' needs and demands of the specifications. To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures. 			

To mark, grade and give written/verbal and diagnostic feedback as required.

Student Welfare:

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and the Form Group as a whole.
- To liaise with the relevant Head of House to ensure the implementation of the Student Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and other reports as required.
- To alert the appropriate staff to problems experienced by students.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship and enterprise according to school policy.
- To apply the Behaviour for Learning policy so that effective learning can take place.

Monitoring and Reporting:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform learning and teaching.

Team Leadership:

- To take part in the staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Curriculum Development & Design:

- To assist the Senior Team to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's strategic direction.

Quality Assurance:

- To help to implement Aureus' quality assurance procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school policies and procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school policies and procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and student support functions of the school.

Professional Responsibilities:

- Leading professional learning groups
- Support other teachers in classroom organisation and teaching methods
- Provide model lessons
- Share good practice based on educational research
- Producing high quality teaching materials
- Advise on professional development
- Establish professional learning teams in schools
- Support performance management of other teachers
- Coach and mentor teachers experiencing difficulties
- Contribute to the induction and mentoring of newly/ recently qualified teachers
- Participate in initial teacher training

Personal Responsibilities:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

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- To support the school in meeting its legal requirements for worship, PSHE, Citizenship, Careers Advice and Guidance.
- To actively promote school policies and procedures.
- To be responsible for own continued professional development.
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- To undertake duties before the school day, at break, at the end of the lunch period and after the school day on a rota basis.
- To attend meetings scheduled in the school calendar punctually.
- To set cover work during any leave of absence.

Communication Skills:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Marketing & Promotion:

- To promote the school via social media including tweeting and blogging/ writing articles for the website and Edu-press.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Family Learning Events and liaison events with partner schools, etc.
- To contribute to the development of effective subject links with external agencies.

Accountable to:

- All teachers and aspiring or accredited lead practitioners will be line managed by a Senior Leader
- GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

Safeguarding:

- We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure.

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Wellbeing:

- We are passionate about creating a culture of wellbeing where all staff and students are valued and supported so that we can all 'grow, learn and flourish'.

Diversity:

- We particularly welcome applicants from under- represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Flexibility:

- We are open to applications from educators seeking flexible roles including part-time, job share and co-leadership responsibilities.