



JOB DESCRIPTION

A Lead Practitioner will be a highly effective, evidence informed and creative teacher. They will skilfully support colleagues in their department in relation to curriculum design, development, and implementation. They will also be responsible for leading professional learning within their department/faculty and will play a very important role in leading teaching and learning across the whole school. They will possess a deep understanding of pedagogy.

REPORTS TO

The postholder will report to Head of Science and to the Deputy Head for Teaching and Learning.

WORKING TIME AND CONDITIONS

These will be as specified in the latest School Teachers Pay and Conditions Document.

DIMENSIONS

- To secure outstanding outcomes for students through outstanding provision.
- Modelling outstanding planning, assessment and teaching across the whole school and delivering CPD and training staff to run masterclasses to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all students.
- To liaise effectively with colleagues to ensure consistency of approach in teaching and learning across their department and the school. To support colleagues to develop their practice.
- To promote the vision, culture, and ethos of the school.
- To be part of the lead practitioner team driving teaching and learning forward by leading on key aspects of the T&L strategy.

ACCOUNTABILITIES

Specific Areas of Responsibility

- Model consistently good and outstanding lessons across the key stages, which lead to the improvement of teaching skills to raise student achievement and to narrow any gaps between student groups.
- Act as a coach/mentor for Science staff and share good pedagogy across the school. Lead, with the Head of Department, the monitoring and review (M&R) programme within Science and evaluate provision to ensure that all interventions lead to better progress for students.
- Lead on further improving the quality of Teaching, Learning and Assessment across the Department/Faculty, ensuring that all students are both engaged and challenged across the curriculum.
- Researching best practice in Science and developing whole school strategies to ensure that students benefit from the best classroom practice possible and colleagues strive to be consistently outstanding.
- Collaborate with colleagues to develop an innovative and creative curriculum designed around the needs of our students.
- To support the development of homework/independent learning for each year group using Microsoft Teams, Seneca & Sparx in line with school policy.
- Lead CPD to support the SIP.
- Where there is underachievement of key groups, research, share and model best practice to raise achievement.

GENERIC RESPONSIBILITIES

Supporting the Head of Faculty in leading and managing staff

- To support/challenge and professionally develop staff so that they are effective in their role(s) and provide high quality teaching and learning; the above to include participating in and leading the school's programmes of staff training and development.
- To ensure that Performance Appraisal is carried out according to school and national regulations and that staff receive regular feedback, which supports progress against their Performance Appraisal objectives.
- To assist the Head of Department/Faculty and others in setting relevant cover work in the absence of the class teacher and to monitor the delivery of cover work.
- Assist in maintaining discipline in lessons including supporting staff during lessons where appropriate.

Professional development of self

- Be proactive in seeking out networks and research to identify best practice and latest developments.
- Develop coaching skills and abilities.

Professional development of colleagues

- Prepare and run professional development courses for staff.
- Design programmes of support for individuals as and when required.
- Provide model lessons and develop high quality teaching materials and schemes of learning with the relevant TLR holders.
- Motivate, inspire, and support colleagues in developing strategies to deepen learning for all groups of students.
- Keep colleagues up to date with developments in best practice identified through local and national networks and research.

Other specific duties

- To undertake the above responsibilities in addition to those held by standard scale teacher at the school.
- To undertake any duty as specified by the STPCD not mentioned in the above.
- Whilst ever effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

The job description is current at date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

April 2025



1. QUALIFICATIONS AND TRAINING

- University graduate
- Postgraduate teaching qualification/QTS
- Evidence of continuing professional development, particularly in the realms of pedagogy

2. TEACHING and PASTORAL EXPERIENCE

- At least 2 years successful teaching experience in an urban comprehensive environment.
- Experience or confidence in mentoring / supporting trainee teachers.
- Teaching experience in all Key Stages.
- Evidence of consistently good and outstanding teaching and learning.
- Evidence of cascading outstanding teaching and learning practices in school or a range of schools.
- Evidence of excellent classroom management skills.
- Outstanding knowledge of Assessment Practice in the context of the National Agenda and where appropriate best worldwide practice.
- Excellent subject knowledge.
- Excellent knowledge of current curriculum development in your subject area.
- The use of technology to support student progress.
- An understanding of how to use assessment to inform planning for good teaching and learning.
- The ability to scaffold and differentiate to provide appropriate challenges for all learners.
- Evidence of using data to inform planning and put in place successful intervention strategies to raise achievement.
- Evidence of pastoral experience, including taking responsibility for a form group.
- A passion and interest in the wider curriculum and enrichment.

3. LEADERSHIP AND MANAGEMENT

- The ability to inspire, enthuse, develop and support colleagues.
- The ability to evaluate and improve standards of teaching and learning within a department.
- Experience of conducting Performance Appraisal and desire to develop other colleagues.

4. PERSONAL QUALITIES

- A willingness to learn and develop new skills.
- A willingness and flexibility to work outside normal school hours.
- A desire to make difference to the lives of young people.
- An excellent attendance record.
- Resilience and a sense of humour.

5. EQUAL OPPORTUNITIES AND EDUCATIONAL COMMITMENT

- A proven commitment to inclusion, curriculum access and opportunity, comprehensive education and professional development.
- Support the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.