



JOB TITLE: Lead Practitioner

REPORTS TO: Head Teacher

BAND: LP 01-05

JOB PURPOSE

A Lead Practitioner will be a highly effective teacher. They will skilfully support colleagues in their department in relation to teaching, curriculum implementation and professional development. They will also be responsible for a whole school area related to training and development.

Main purpose of the job:

- To secure outstanding outcomes for pupils through outstanding provision
- Modelling outstanding planning, assessment and teaching in order to support staff in the school team to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
- To liaise effectively with colleagues to ensure consistency of approach in teaching and learning across the school.
- To support colleagues to develop their practice.
- To promote the vision, culture and ethos of the school.

Duties and responsibilities in addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

KEY CORPORATE ACCOUNTABILITIES

- To actively promote the Trust's Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
- To maintain awareness of and commitment to the Trust's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the HR Director, such other activities as may from time to time be agreed consistent with the nature of the job described above.
- To work with colleagues to achieve service plan objectives and targets.
- To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.

PRINCIPAL ACCOUNTABILITIES

Key areas of responsibility

- Be an outstanding teacher with a deep understanding of pedagogy.



- Act as a role model for staff, providing active support, coaching, mentoring and advice to them.
- Alongside the Head of the Department, lead on improvement strategies, coaching and supporting staff, ensuring quality, monitoring and evaluation of performance in line with the ethos of the Department.
- Lead on further improving the quality of Teaching, Learning and Assessment across the Department, ensuring that all students are both engaged and challenged across the curriculum.
- Support the Head of Department to plan, deliver and evaluate the effectiveness of Continuing Professional Development.
- Support teachers to develop their practice so that students' experiences in the classroom are consistently engaging and challenging in line with the ethos of the Department.
- Actively identify and remove barriers to learning, for both staff and students.
- Conduct reviews which identify strengths and areas for development.
- Lead on subject-specific staff CPD to ensure all staff are accessing high quality professional development in line with the ethos of the Department.
- Ensure students are engaged in learning beyond the classroom, including organising trips and competitions to encourage a love of learning.
- Contribute to all Self-evaluation measures and Quality Assurance processes.
- Develop and implement innovations in English language and literacy.

Leadership

- Motivate, challenge and inspire colleagues to provide outstanding provision for our pupils, leading to outstanding outcomes
- Provide an excellent role model for pupils and for staff, by classroom practice and behaviour that sets a standard for others
- Work with colleagues to develop an innovative and creative curriculum designed around the particular needs of our pupils.
- Develop a coherent, shared vision for learning through teamwork, collaboration and sharing of best practice, ensuring a consistent of approach to teaching.
- Seek out best practice through networks and research, to share with colleagues
- Use data analysis to identify trends in attainment and to identify individuals/groups that are under attaining or are at risk of doing so. Identify patterns of attainment
- Use data analysis to identify areas where individuals/groups of colleagues or the whole school may need support in order to improve outcomes for pupils.
- Contribute to appraisal
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary.

Professional development of colleagues

- Prepare and run professional development courses for staff (teaching staff and TAs)
- Support the development programme for Governors
- Design programmes of support for individuals as and when required

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- Provide model lessons and develop high quality teaching materials and schemes of learning
- Support colleagues in developing strategies to deepen learning for able pupils and vulnerable pupils
- Commit to 'mastery' and pedagogical approaches adopted at the school e.g. T4W
- Keep colleagues up to date with developments in best practice identified through networks and research
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)

Professional development of self

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

Supporting pupil attainment and achievement

- Support or lead strategies for accelerating the progress for all pupils and for particular individuals or groups of underachieving pupils
- To use local and National statistical data and other information, in order to provide, a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning

Key areas of responsibility (Wider School)

- Contribute to whole school CPD planning and delivering
- Contribute to the coaching and mentoring of teaching staff

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I confirm that I have read and understood, and that I accept, the above job description:

Signature : Date: Name in full

Qualifications & Experience	<ul style="list-style-type: none"> • Qualified Secondary Teacher Status • A relevant degree (or equivalent) • Evidence of recent and relevant professional development • Successful teaching experience working with pupils from a range of socio-economic backgrounds and with a variety of learning needs • Experience of teaching English at KS3 & KS4. • Secure understanding of how professional development can be used to develop colleagues practice.
Communication	<ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously • Ability to listen effectively • Overcome communication barriers with children and adults • Establishing effective partnerships with parents/carers • Excellent interpersonal and communication skills at all levels • The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and professional teams and agencies
Working with children	<ul style="list-style-type: none"> • Understand and implement the school's behaviour management policy to ensure a productive and safe learning environment • Ability to understand and support children with developmental difficulty or disability • Ability to plan and teach well-structured lessons based upon accurate assessment. • Understand and support the importance of physical and emotional wellbeing • Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels • A passion for ensuring all children and young people achieve to the best of their abilities • The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence
Working with others	<ul style="list-style-type: none"> • Understand the role of others working in and with the school • Understand and value the role of parents and carers in supporting children

	<ul style="list-style-type: none"> • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults • Know when, how and with whom to share information • Experience of mentoring and coaching colleagues
Skills, Abilities and Knowledge	<ul style="list-style-type: none"> • positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence • The ability to demonstrate good subject and curriculum knowledge • Excellent organisational and time management skills and an ability to prioritise • A thorough knowledge and understanding of how children learn, develop and progress through life stages and events • How IT can be used effectively to motivate children to learn - and to have a level of IT skills. • How to plan, deliver, monitor and evaluate both teaching and the English curriculum • How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies • Up to date knowledge of current developments in education
General	<ul style="list-style-type: none"> • Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools • Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil • Good understanding of and commitment to child protection procedures • Understand procedures and legislation relating to confidentiality • Be prepared to develop and learn in the role