



Post:	Lead Practitioner - Artisan Teacher Programme
Responsible to:	Vice Principal
Responsible for:	Implementing and leading strategic developments within the department
Grade	L2-L6
This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.	
Job Purpose:	<ul style="list-style-type: none"> Members of staff should at all times work within the framework provided by the academy's policy statements to fulfil the general aims and objectives of the academy's approach to developing the quality of education. Working as part of a developing lead practitioner team, to lead on all aspects of our work in supporting teachers in Years 3, 4 and 5 of their teaching career. This is known within our trust as the Artisan Teacher Programme.
Developing Professional and Constructive Relationships	<ul style="list-style-type: none"> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them. Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. Have a commitment to collaboration and co-operative working. Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
Working Within the Law and Frameworks	<ul style="list-style-type: none"> Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity. Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people. Know how to identify potential child abuse and follow safeguarding procedures. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
Key Responsibilities:	<ul style="list-style-type: none"> Work under the leadership of the Principal and Vice Principal team to oversee the professional development of all teachers at the academy

	<p>as they move through Years 3, 4 and 5 of their career. This will include taking oversight of teachers who joined the academy at a point in their career which is within Years 3, 4 or 5 of the programme.</p> <ul style="list-style-type: none"> • To contribute to the development of high quality new staff induction days, professional development events, NQT, School Direct and ITT programmes. • To support colleagues and teams prepare for Ofsted inspections. • To participate within the trust's CPD and Performance Management processes. • To play an active role in the development of the Artisan Teacher Programme across the trust. • To support the organisation of intervention for pupils at risk of underachieving including the most able. • To make effective use of pupil performance data, and pupil and staff target-setting; and provide relevant information to staff. • To support and carry out policies and practices to promote positive pupil behaviour and achievement across the academy within the framework of the Positive Discipline policy. • To plan and teach Outstanding lessons in accordance with programmes of study. • To provide accurate assessment data on each pupil at regular intervals in line with trust policies. • To keep abreast of developments in teaching and the progress of pupils. • To ensure that policies and practices are implemented consistently including assessment, reporting and recording, teaching and learning, behaviour and equal opportunities. • To communicate with parents and carers as required and to discuss the progress of individual pupils. • To attend all relevant and appropriate meetings as documented in the academy's calendar. • To undertake other reasonable duties as requested by the Principal and Executive Principal.
Professional Skills	<ul style="list-style-type: none"> • Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge. • Design opportunities for learners to develop their literacy, numeracy, IT and thinking and learning skills appropriate within their phase and context. • Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: <ul style="list-style-type: none"> ○ Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion. ○ Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress ○ Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.

	<ul style="list-style-type: none"> ○ Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively. • Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment. • Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment. • Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development. • Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. • Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching. • Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy. • Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the academy's behaviour policy. • Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • Have a secure, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. • Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications. • Know a range of approaches to assessment, including the importance of formative assessment. • Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment. • Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments. • Know and understand the relevant statutory and non-statutory curricula and frameworks for all subjects/curriculum areas and other relevant initiatives across the age and ability range.

	<ul style="list-style-type: none"> • Know how to use skills in literacy, numeracy and IT to support their teaching and wider professional activities. • Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. • Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching. • Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
Personal Responsibilities	<ul style="list-style-type: none"> • Hold positive values and attitudes and adopt high standards of behaviour in their professional role. • To carry out the duties and responsibilities of the post, in accordance with the academy's Health and Safety Policy and relevant Health and Safety Guidance and Legislation. • To take responsibility for safeguarding and promoting the welfare of children. • To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner. • To undertake training and professional development as appropriate. • To undertake other duties appropriate to the post that may reasonably be required from time to time.

Person Specification

Criteria	Essential/ Desirable	Evidence
Qualifications	E/D	
• Good honours degree in directly related subject.	E	<ul style="list-style-type: none"> • Application Form. • References.
• Qualified Teacher Status.	E	
• Evidence of appropriate engagement in the NPQ suite	D	
Knowledge and Skills	E/D	
• Knowledge of strategies to drive improvement across the curriculum	E	<ul style="list-style-type: none"> • Application • References • Teaching exercise • Interview and practical activities
• Ability to communicate effectively with different audiences, orally and in writing	E	
• Knowledge of recent curriculum developments	E	
• The capacity to inspire and motivate others – both adults and pupils	E	
• Ability to use IT both as a teaching tool and for administrative purposes	E	
• Able to use interactive IT systems for teaching and learning	D	
Experience	E/D	

• Several years' successful teaching.	E	<ul style="list-style-type: none"> • Application • References • Interview and practical activities
• Excellent record of pupil performance in public examinations	E	
• Proven track record in raising standards and achievement	E	
• Experience of delivering INSET	E	
• Record of contribution to extra-curricular activities	E	
• Record of contribution to whole school strategies	E	
• Evidence of leading highly successful and aspirational training events	E	
• Evidence of improving the practice of others	D	
Continuous Professional Development	E/D	
• Evidence of commitment to Continuing Professional Development.	E	<ul style="list-style-type: none"> • Application
• Ability to lead the development of others within the area of Economics.	E	
Personal Qualities		
• A passion for education and making a difference.	E	<ul style="list-style-type: none"> • Letter of Application • Lesson Observation • Interview • References
• Excellent communicator.	E	
• Effective team member.	E	
• Ambition.	E	
• Energy, and enthusiasm.	E	
• Drive and determination.	E	
• The ability to forge effective relationships that aid the progression.	E	
Other Conditions	E/D	
• Enhanced DBS Clearance.	E	

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.