



Job Description

Job title: Lead Practitioner
Reports to: Senior Leadership Team
Location: The Halley Academy

Job purpose

To raise standards and develop teaching and learning across the Academy. To ensure that the aims of the academy are effectively translated into high quality classroom practice by our Early Career Teachers. To assist in developing, implementing, monitoring and evaluating:

- a) Teaching and learning
- b) Curriculum planning
- c) Continuing professional development
- d) Team building

To promote and ensure positive pupil approaches to learning through:

- a) High expectations.
- b) Exceptional teaching.
- c) A stimulating learning environment.
- d) An emphasis on learning.

- To be a key leader in establishing the systems and procedures to develop teaching and learning for all ECTs across the Academy.
- To consistently deliver high quality lessons, promote proven strategies and support colleagues, both on a 1-2-1 basis and in groups, to develop pedagogy and practice in order to improve the quality of learning and teaching with the specific aim of securing outstanding teaching and student outcomes.
- To assist staff and senior leaders responsible for ECTs and teaching and learning across the school in strategically analysing data produced by the organisation.
- To devise action plans in order to close achievement and teaching gaps and ensure that these are being implemented appropriately.

Key Areas of Responsibility

STAFF

1. To oversee the professional development of ECTs across the academy and provide advice on appropriate INSET and CPD;
 - Ensure that staff are kept well-informed of recent developments.
 - Ensure that the continuing professional development of all staff is developed through work as part of the whole-school Lead Practitioner Team.
 - Serve as an instructional coach to ECTs, giving constructive feedback and monitor this to ensure that it leads to improved standards in the classroom.
 - Allocate responsibilities and duties so as to ensure continuing professional development.
 - Design implement and evaluate an in-house, blended approach to teachers learning through strategies such as coaching, in-class training and 1-2-1 mentoring sessions.
 - Play an active role in the whole-school Lead Practitioner Team.

CURRICULUM

- To support the development and reviewing of the curriculum and SoWs at KS3 and KS4.
- Coordinate preparation, delivery and evaluation of schemes of work for the academy in accordance with the National Curriculum requirements; with a particular focus on challenge, pace, high order questioning and thinking skills as well as writing and speaking opportunities to facilitate pupils accessing the highest grades at KS3, 4 and 5.
- Provide leadership and guidance on production of learning resources.
- Monitor and evaluate to ensure that there is a consistency in terms of learning experiences for students in accordance with the academy policy and for effective teaching and learning.
- Provide guidance on exam specifications and delivery time frames and additional qualifications that could be included in the curriculum offered at the academy.
- Lead and encourage critical professional dialogue.
- To liaise with external agencies and the academy to enrich and broaden the curriculum.

ASSESSMENT

To issue guidance in order to develop rigour and accuracy in grading at KS3, 4 and 5 across the academy. To ensure that there are appropriately regular opportunities for pupils' work to be accurately graded throughout each half term.

1. Analyse all academy data drops for years 7-11 each half term in collaboration with the adviser. Discuss and agree appropriate intervention to raise standards within the academy for subsequent half terms and report this to the academy executive team.
2. Identify and implement strategies for raising standards at all key stages in line with the latest accountability measures.
3. To develop Assessment for Learning with ECTs across the academy in line with academy policy.
4. To ensure that there are appropriate and accessible graded examples of pupils' work from across the academy to be used for the purposes of moderation, training and as evidence of standards.

COMMUNICATION

1. To provide subject specific information to respective staff whenever required.

RESOURCES AND THE LEARNING ENVIRONMENT

1. To ensure that the learning environment is well-ordered, safe and stimulating, leading by example to encourage a high standard of display work in classrooms and communal areas with a clear emphasis on celebrating success, sharing achievements and the importance of both literacy and numeracy.
2. To advise on the purchase of appropriate and stimulating resources and ensure that these are used:
 - Ensure that ECTs across the academy make full use of the range resources at their disposal in particular the ICT facilities and audio-visual resources.

Person Specification

- Degree in relevant subjects.
- Qualified Teacher Status.
- Successful classroom practitioner with experience in co-educational comprehensive schools.
- Evidence of commitment to extra-curricular and enrichment provision.
- Detailed knowledge of the national curriculum in the relevant area.
- Proven track record of successful strategies for raising achievement and sharing good practice.
- Evidence of enabling students to work to the highest standards.
- Good administrative skills
- Successful experience of team working.
- Evidence of leadership skills and experience.

- Good record of health and punctuality.
- Commitment to Equal Opportunities.
- Desire and capacity for further promotion.
- The post holder should have the ability to form and maintain appropriate relationships and personal boundaries with children and young people, in safeguarding and promoting their welfare.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education](#) document (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.