
Job Description

Lead Practitioner; English

Responsible to: Assistant Headteacher
Salary: Leadership pay spine: L4-L8
Terms: From 1st September 2025

OVERALL PURPOSE OF THE POST

This lead roles are ideal for candidates wanting to take the next step into a senior leadership role, whilst maintaining a specialism within their own subject. As part of the English team and as a member of the Extended Senior Leadership Team you will be responsible for leading teaching and learning in the department and making a wider contribution in the strategic leadership of teaching, learning and professional development, under the direction of the Assistant Headteacher, across school.

The role is central to ensuring that every teacher consistently delivers good learning and fulfils their professional obligation to engage with a journey of continual improvement towards excellence. This will include monitoring and maintaining the academy's teaching and learning excellence model, the strategy for its implementation whilst also addressing the underperformance of colleagues to enhance student outcomes within the classroom.

A key aspect of the role will be to also take a lead on the professional support for Early Career Teachers (ECTs) and teachers who have recently joined the academy. The statutory induction period (ECTs) is the bridge between initial teacher training and a career in teaching. The development of a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant teacher standards is at the heart of this role. The role will focus on providing expert guidance using the best available research focussed on what teachers should know and understand and how to implement this within the classroom (pedagogy/practice).

CORE RESPONSIBILITIES – IMPROVING THE QUALITY OF TEACHING AND LEARNING (Subject and beyond)

- Continue to develop and implement the Trust's teaching and learning excellence (TLE) within the department and across the wider academy.
- Support the creation of accessible professional development materials that sit alongside the TLE model to ensure colleagues have easy access to relevant support.
- Co-produce with the Head of Department and Assistant Headteacher a robust improvement plan, the impact of which will be measured against clear KPI's relating to teacher excellence and improvement. (Implementation will mean colleagues should consider how they communicate their strategy with a range of stakeholders, harness the leadership of others and rely upon rigorous accountability mechanisms to ensure effective implementation and 100% compliance).

- To be custodian of the TLE model and to consistently promote outstanding teaching and learning in the academy including ensuring that their own lessons consistently model best practice.
- To support others in the planning and delivery or facilitate of all professional development activities that support teacher expertise informed by the TLE model including briefings, insets, twilights across the academy and in some cases, in conjunction with the wider Trust.
- Ensure that staff have the skills to make full use of classroom visualisers and ensure teacher modelling is effective.
- To advise on best practice in marking, methods of assessment and constructive feedback to develop individual and school practice.
- To help to create a climate in which teachers are motivated and are encouraged to develop their professional practice.
- Sharing good practice and developing a learning culture amongst all professionals.
 - Be co- responsible for the collation of and sharing of evidence informed practice across the academy.

CORE RESPONSIBILITIES – SENIOR COORDINATOR FOR EARLY CAREER TEACHERS AND TEACHERS WHO ARE NEW TO THE ACADEMY

- Support the professional development of Early Career Teachers, you will be responsible for:
 - Managing the training and induction of Early Career Teachers (ECTs Year 1-5) and teachers that are new to the academy
 - Lead on staff induction.
 - Develop and deliver a programme of training and support for Early Career Teachers (ECTs Year 1-5) and their mentors
 - Quality assure the work of Early Career Teachers (Year 1-5) and their mentors.
 - Ensure the timely and efficient completion of all paperwork associated with Early Career Teachers (Year 1-5).
 - Develop, lead and deliver an effective CPD programme which supports the successful completion of the induction process:
 - Lead Academy CPD, drawing on expertise to drive high quality provision for Early Career Teachers (Year 1-5) and teachers who are new to the academy.
 - Support Early Career Teachers (Year 1-5) and teachers who are new to the academy to enhance classroom practice and experiences for young people.
 - Co-ordinate the planning and delivery of Learning and Teaching briefings, sharing best practice, alongside the Teaching and Learning Team.
 - Lead on sharing good practice through a range of in-house initiatives.
 - Regularly meet with the Assistant Headteacher to update on the progress of Early Career Teachers (Year 1-5) and next steps.

In addition, as a member of the Extended Senior Leadership Team:

- As a key member of the Extended Senior Leadership Team, you will assist in contributing to vision, sense of purpose and pride within the academy.
- To contribute to the strategic development of the academy to ensure school improvement.
- To be involved in the development of all aspects of the academy, including its policies and their implementation.
- To keep a high profile in the academy, taking command of areas at change of lessons and being visible and active during non-structured time.
- To play a central part in supporting the behaviour management systems across the academy.
- To contribute to organising whole school professional development, including leading staff training days/ sessions, specifically related to behaviour and relevant pastoral sessions. Challenge underperformance at all levels and ensure effective support and challenge is in place when standards are not met.

- Regularly attend advisory board meetings and advise the advisors about specific areas of responsibility, including preparing relevant papers, policies and reports for meetings.
- To participate in the academy's agreed pattern of meetings and in addition to attend Senior Leadership Team meetings as and when required.
- To participate in arrangements for supervision during examinations where necessary.
- To contribute to a regular programme of supervisory duties assigned to all members of the Extended Leadership team; including on call, Lunch and breaktime supervision.
- To perform particular duties in accordance with directions given by the Headteacher, allocated from time to time on a reasonable basis.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties. Elements of this job description and changes to it may be agreed at the request of the Headteacher or the incumbent of the post.

This post is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document.

Post holders will be expected to comply with any reasonable request from a Senior Leader to undertake work of a similar level that is not specified in the job description.

All staff have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the academy's procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified as relevant to their role.

The post holder's duties must at all times be carried out in compliance with the Equality Opportunities Policies of the academy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting our responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust/academy mission and strategic objectives and to demonstrate the values through their behaviour.

Person Specification Lead Practitioner; English

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • At least three years teaching experience. • An outstanding practitioner. • Use of systems for monitoring student progress. 	<ul style="list-style-type: none"> • Experience of teaching across the ability and age range. • Experience of teaching English to a GCSE standard. • Evidence of excellent outcomes at a GCSE standard.
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Degree or equivalent in subject or related subject. • Evidence of continuous professional development and the ability to reflect on teaching practice and personal performance. 	<ul style="list-style-type: none"> • Evidence of further and continuing professional development.
Personal Skills and Qualities	<ul style="list-style-type: none"> • Thorough knowledge of National Curriculum Requirements in the subject. • An ability to teach up to and including GCSE level. • Knowledge of systems for monitoring student progress. • A philosophy centred upon the individual learner's value, potential, aspirations and needs. • An ability to encourage, inspire and motivate learners and demonstrate high standards and expectations of self and learners. • A passion for the subject(s) and for teaching and learning. • Can work collaboratively and supportively with other staff. • Skills of communication, organisation and accuracy. • Ability to work flexibly and respond positively to change. • Strong commitment to student welfare, achievement and support. • Knowledge of Social Inclusion issues. 	
Teaching and Learning	<ul style="list-style-type: none"> • A willingness to use a range of teaching and learning techniques which engage and support learners. • Appreciation of the benefits of e-learning and ICT inside and outside of learning. • Openness to developments in approaches to teaching and learning. • Knowledge of how assessment and data support learning. • An understanding of how students learn. • Providing an effective environment through classroom management. 	

Additional Factors	<ul style="list-style-type: none">• Commitment to the principles of comprehensive education.• Commitment to high standards of behaviour.• Commitment to continuous improvement and willingness to learn from experience and practice in this academy and elsewhere.• Commitment to equal opportunities and safeguarding the welfare of students.	<ul style="list-style-type: none">• Willingness to travel across trust sites if the need arises (if not already in a shared post).• A willingness to offer an extracurricular activity for students.
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