

Job Description

Job Title: Lead Practitioner (English – KS4)

Location: Delivery in a specified secondary school with one afternoon per week at the Central site, Hewett campus.

Job title	Lead Practitioner (English – KS4)
Salary Scale	Leadership point 11 + Relocation Allowance + Performance Related Bonus
Hours of Work	32.5 hours per week
Weeks Worked	52 weeks
Responsible to	Director of Secondary English
Location	Delivery in a specified Trust Secondary school.

Main purpose of the role

- To exemplify outstanding teaching within assigned Academy
- Mentoring colleagues to raise standards of delivery
- Achieve optimum performance outcomes for students at KS4

Organisational relationships

- Responsible to the Director of Secondary English
- Liaising with a variety of internal and external stakeholders

Principal accountabilities and responsibilities

Professional Responsibilities	<p>In this role you will need to:</p> <ul style="list-style-type: none"> • Role model professional conduct as set out in the Teachers’ Standards. • Work effectively and in a professional manner with all staff, including those from external agencies. • Participate in the annual performance management cycle. • Lead and participate in professional development activities as directed by the Director of Secondary English and the Secondary Director. • Participate in and contribute to meetings, (both internal and external). • Comply with all relevant Health and Safety policies and procedures. • Offer active support for the Trust and Academy’s ethos, policies and procedures.
Pastoral Responsibilities	<p>In this role you will need to:</p> <ul style="list-style-type: none"> • Report all safeguarding concerns to the Designated Safeguarding Lead as soon as possible and contribute to a culture across the Trust that prioritises the safety and welfare of children. • Follow procedures and strategies that promote excellent pupil attendance, punctuality and behaviour within and beyond the classroom, as set out in Academy procedures and Trust policy.
Academic Responsibilities	<p>In this role you will need to:</p> <ul style="list-style-type: none"> • Teach the curriculum as set out by the Trust and Curriculum Leader, including preparing pupils for examination in appropriate qualifications.

	<ul style="list-style-type: none"> • Teach timetabled lessons, and team teach where appropriate to raise standards within your designated school. • Set and check the completion of homework, making use of whole-school systems and policies. • Ensure that work by pupils in lessons is completed to a high standard and presented in the agreed format. • Lead and contribute to ongoing discussions about teaching approaches both in school and across the Trust. • Adapt the curriculum, teaching methods and resources for pupils who have a SEND (Special Educational Needs and Disabilities) or EAL (English as an Additional Language), as guided by the appropriate Curriculum Leader and the SEND department. • Assess pupil progress using a range of appropriate strategies and use this information to evaluate curriculum planning, teaching approaches and resources. • Provide intervention where necessary. This may include running afterschool sessions, and/or weekends and holidays. • Lead a residential English camp weekend.
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Working Time

The job description allocates responsibilities and duties but does not allocate the amount of time to be spent carrying them out and no part of it can be so constructed. In allocating time to the performance of responsibilities and duties the post holder must be directed in accordance with the Academy Teachers' Pay and Conditions Document and the Academy's policies and procedures and the Academy's plan on the use of time

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of

information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are “spend” under the provisions of the Act.

Person Specification	Essential	Desirable
Qualifications	Applicants should have: <ul style="list-style-type: none"> An appropriate degree and other qualifications required for the award of QTS (Qualified Teacher Status). 	Applications may be strengthened by having: <ul style="list-style-type: none"> A postgraduate qualification in the subject to be taught. A postgraduate qualification in the teaching of the subject A coaching qualification.
Experience	Applicants should have experience of: <ul style="list-style-type: none"> Teaching the subject in a secondary school across the 11-16 age range. Assessing students for a variety of purposes using appropriate strategies. Working with whole-school behaviour systems. Supporting students in the subject with a SEND or EAL Evidence of achieving exceptional outcomes at KS4 	Applications may be strengthened by experience of: <ul style="list-style-type: none"> Teaching the subject in a Sixth Form or other Further Education setting. Being a form tutor and supporting the wider personal development of pupils. Examining the subject for an appropriate exam board. Mentoring trainees and early-career teachers.
Skills, Knowledge	Applicants should have knowledge and understanding of: <ul style="list-style-type: none"> The subject taught to undergraduate degree level or an equivalent standard Different approaches to teaching the subject and the strengths and weaknesses of these The wider role of a teacher in the personal development of pupils, including the main responsibilities of a form tutor The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection 	Applicants may be strengthened by knowledge and understanding of: <ul style="list-style-type: none"> Different curriculum models in the subject(s) and the strengths and weaknesses of these Forms of assessment commonly used in the subject(s), including in public examinations Opportunities for teacher development in the subject(s)
Personal Attributes	Applicants should have the ability to: <ul style="list-style-type: none"> Express themselves clearly in written and spoken English Manage pupil behaviour in line with a school policy Build and maintain effective working relationships with 	Applications may be strengthened by the ability to: <ul style="list-style-type: none"> Offer extra-curricular and other enrichment activities for pupils Use appropriate software and digital platforms to create and share curriculum,

	colleagues, pupils, parents and the wider community <ul style="list-style-type: none"> • Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard 	teaching and assessment resources
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Signature

Date