



Shaw
Education
Trust



Careers
at Shaw Education Trust



Job Title:	Lead Practitioner (English)
Grade:	Leadership
Salary:	Competitive based on experience
Conditions of Service:	STPCD
Responsible to:	Headteacher

Job Purpose

To support the development of outstanding teaching and learning in the English Department and across the Academy and for the Leadership and Management of Teaching and Learning in English and to have a specific whole-school strategic responsibility.

Key Responsibilities

Responsibilities:

- To influence and coach colleagues, disseminating exemplary teaching and learning methods across the English Department and utilising these in your own practice.
- To be an exemplar of good practice within the department for the teaching of pupils of all abilities in Key Stages 3 and 4.
- To keep up to date with and advise staff in the English Department on developments in English education.
- To assist in the Performance Management review and development of colleagues in the English Department
- To contribute actively to all relevant meetings at Department level and above, offering specialist advice and expertise as necessary.
- To prepare and run departmental or whole school INSET on teaching and learning or developments in the English curriculum.
- To coach individual teachers across the department and in other subject areas as they seek to refine their classroom practice.
- To take responsibility for the leadership and development of a specific whole-school strategic area.
- To provide structured support to trainee teachers and ECTs.
- To lead a Teaching and Learning Community – a staff development initiative designed to develop and share best practice.
- To work with the Teaching and Learning Team, developing initiatives and intervening in whatever way is required to enhance teaching and learning across the Academy.
- Support the development of teaching and learning in English across the Trust.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Qualified Teacher Status
- First/Second Class Degree
- Evidence of consistently good or outstanding teaching and learning across Key Stages (3,4)
- Evidence of good or outstanding classroom skills
- The Ability to use ICT effectively to engage pupils and use new and emerging technologies to support teaching and learning
- The ability to create effective, engaging and differentiated lesson plans
- The ability to use assessment to inform planning for good teaching and learning
- The ability to differentiate materials to meet the needs of all learners particularly those who may require alternative methods of teaching and support (e.g. SEN or high attainment)
- Experience of curriculum innovation
- Experience of raising standards of achievement for all pupils
- Strategies for raising achievement and achieving excellence
- Experience of designing, implementing and evaluating successful interventions, following the effective use of data to track and monitor the progress of individual students and groups of students (including vulnerable groups)
- Principles of effective teaching and assessment for learning
- Effective and consistent models of behaviour management
- A commitment to and strategies for ensuring inclusion and access to the curriculum
- Monitoring and evaluating performance
- Having the tools and experience of data collection and analysis
- Able to demonstrate continued development of own expertise (through CPD) and willing to continue to develop.

Experience / Knowledge / Skills

- Strategies for developing effective teachers
- Curricular and assessment developments with [subject] at all key stages with an appreciation of how the content, skills and teaching strategies best prepare pupils for transition and success.
- Demonstrate a commitment to the learning process
- Access, analyse and interpret information to inform successful self-evaluation
- Challenge, influence and motivate others to attain high aspirations and have high expectations of them
- Ensure value for money and monitor appropriate budgets where required.
- Experience of leading a successful department or team
- Experience of successful interventions at pupil and group level
- Experience of analysing examination results and progress to inform improvement plans
- Commitment to whole school activity and growth
- Demonstrate the principles and practice of effective teaching and learning

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
• Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate.	• Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development.	• Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
• Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out.	• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.	• Display professional credibility to team, peers, and trustees.

• Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness.		
Motivate and inspire		
Attitude	Aptitude	Functional Capability
• Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust.	• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly.	• Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.
Reflection		
Attitude	Aptitude	Functional Capability
• Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture.	• Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback.	• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.
Secure accountability by giving tools to succeed by...		
Attitude	Aptitude	Functional Capability
• Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it.	• Have high expectations of yourself and others, seek out best practice.	• Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 05.01.2022

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.