

# Crestwood Community School Job Description

Job title:	Lead Practitioner
Salary Scale:	LP 3- LP 7
Site:	Dual campus
Responsible to:	Achievement Leader of Faculty
Date of issue:	January 2024

## Job purpose

To implement and deliver high-quality teaching that leads to secure student achievement as part of a collaborative curriculum team, whilst monitoring and supporting the development of students as a form tutor.

## Part 1: Teaching

Teacher Standard 1 *“A teacher must set high expectations which inspire, motivate and challenge pupils; establish a safe and stimulating environment for pupils, rooted in mutual respect; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.”*

*Including, but not limited to:*

- Implementation of the school’s Teaching & Learning Policy, including the Crestwood Learning Cycle
- Have high expectations for student progress
- Make use of questioning in the classroom that stretches and challenges all students
- Engage positively with the school’s quality assurance processes
- Have clear strategies for developing pupils’ fluency, mathematical reasoning and problem solving skills.

Teacher Standard 2 *“A teacher must promote good progress and outcomes by pupils; be accountable for pupils’ attainment, progress and outcomes; be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these; guide pupils to reflect on the progress they have made and their emerging needs; demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching; and encourage pupils to take a responsible and conscientious attitude to their own work and study.”*

Teacher Standard 4 *“A teacher must plan and teach well structured lessons; impart knowledge and develop understanding through effective use of lesson time; promote a love of learning and children’s intellectual curiosity; set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; reflect systematically on the effectiveness of lessons and approaches to teaching; and contribute to the design and provision of an engaging curriculum within the relevant subject area(s).”*

*Including, but not limited to:*

- Plan lessons that tailor curriculum planning to needs of individual classes and groups of students.
- Further refine lesson planning in response to student assessment.
- Plan effectively for the utilisation of classroom support staff in supporting student achievement.
- Engage positively with the Student Progress Review cycle.
- Take an active part in the co-construction of curriculum planning and in the implementation of faculty improvement planning and actions in support of school improvement planning.
- Set and mark homework regularly, making use of Class Charts

Teacher Standard 5 *“A teacher must adapt teaching to respond to the strengths and needs of all pupils; know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively, have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these; demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development; have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.”*

*Including, but not limited to:*

- Consider ways to adapt faculty planning to meet the needs presented within individual classes.
- Identify opportunities to stretch the most able, including those with high prior attainment.
- Utilise advice given by school staff to support the teaching of those with individual learning needs (eg SEN Information Report, IS register and Pupil Passports).
- Utilise advice and suggested intervention strategies to support the achievement of those students

eligible for the pupil premium.

- Demonstrate a willingness to provide more personalised approaches when directed to by the Designated Teacher for Children in Care.
- Respond in a timely manner to feedback requests made by staff with specific whole-school responsibilities.

Teacher Standard 6 *“A teacher must make accurate and productive use of assessment; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils’ progress; use relevant data to monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.”*

*Including, but not limited to:*

- Frequent marking of student work, providing feedback to support student progress.
- Keep a markbook to assist in the monitoring of student achievement across lessons.
- Demonstrate an ability to use assessment to inform planning.
- Ensure all deadlines within the School Assessment Calendar are kept.
- Implementation of the school’s Assessment and Feedback policy
- Undertake assessment of students as requested by external examination bodies, faculty and school procedures.

Teacher Standard 7 *“A teacher must manage behaviour effectively to ensure a good and safe learning environment; have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy; have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly; manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them; maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.”*

*Including, but not limited to:*

- To maintain discipline in accordance with the school’s procedures and to encourage good practice with regard to punctuality, behaviour, and standards of work.
- Implementation of the school’s Behaviour Management Policy.
- Have excellent behaviour management skills and a commitment to developing these skills in others.
- Utilise the school Class Charts system to recognise and reward the positive attitude and actions of students.
- Collaborate constructively with specialist teachers for behaviour and learning difficulties to implement personalised approaches for challenging students.
- To meet any obligations set out in the school’s annual Duty Rota.

## **Subject and Curriculum Knowledge**

Teacher Standard 3 *“A teacher must demonstrate good subject and curriculum knowledge; have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings; demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship; demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.”*

*Including, but not limited to:*

- Maintain up-to-date subject knowledge, taking account of both own research and information disseminated from curriculum colleagues and the senior leadership team.
- Reinforce high expectations of the literacy and communication skills - both written and verbally- of students, as well as supporting as school’s *Drop Everything And Read* initiative.
- Identify opportunities to reinforce numeracy skills across the curriculum.
- Reflect critically on own knowledge and take steps to address any shortfall.
- Support wider academic initiatives introduced by school leaders.
- Have a good understanding of the shift in Curricula and have clear ideas on the implications this has for lesson planning and delivery.

## **Continuing Professional Development & Performance Management**

*Including, but not limited to:*

- Review own performance against the Teacher Standards.
- Take responsibility for identifying areas of own development of subject and pedagogical expertise, including seeking support through the CTLC (Crestwood Teaching & Learning Cycle).
- Participate constructively in professional development activities organised within the faculty, by the school and across the curriculum
- Engage willingly with Student Voice initiatives.
- Partake in frequent professional reading to develop pedagogical skills.
- Collaborate with other staff in quality assurance of learning.
- Show a willingness to share expertise with other staff, including trainees, through T&L briefings and the 'open classroom' ethos.
- Be responsible for ITT and ECTs in the faculty.
- Monitor annual Performance Management targets, including a mid-year review, and provide evidence to support the end of cycle review. Seek assistance in a timely manner.
- Meetings of deadlines
- Act upon guidance provided by colleagues on specific initiatives.

## Wider Professional Responsibilities

Teacher Standard 8 *"A teacher must make a positive contribution to the wider life and ethos of the school; develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; deploy support staff effectively; take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; communicate effectively with parents with regard to pupils' achievements and well-being."*

*Including, but not limited to:*

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Participate actively and timely in all school events as determined by the school's Directed Time calendar.
- Ensure all written communication to parents has a high standard of spelling and grammar.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- Adopt a positive working relationship with parents.
- Follow school policy for the identification of students who may be vulnerable to radicalisation/extremism.
- Contribute fully to the duty to build students' resistance to radicalisation by providing a safe environment for debating controversial issues.
- Plan any educational visits in accordance with the school procedure for trips and visits.
- Identify opportunities to play a proactive role in the wider life of the school.
- To cooperate with other staff to ensure a sharing and effective usage of school resources to the benefit of all.
- Staff are expected to adhere to all school policies (shared with and available to staff electronically and on drive)

## Personal & Professional Conduct

Teacher Standards (Part Two):

*A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*

- *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;*
- *having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;*
- *showing tolerance of and respect for the rights of others;*
- *not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;*
- *ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.*

*Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.*

*Including, but not limited to:*

- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Implementation of the school's Child Protection and Safeguarding Policy.
- Implementation of the school's Acceptable Use of IT Policy.
- Conduct yourself in a way that aligns with fundamental British values.

### **Other Duties**

- To undertake in a timely manner all duties incorporated in the school's annual Directed Time schedule and reminders in the weekly staff bulletin.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown above, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

### **Tutor Group Responsibilities**

*Including, but not limited to:*

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- To liaise with a Year Leader to ensure the implementation of the school's Pastoral System.
- To electronically register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress reports and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- Plan and deliver tutor time lessons under the PDL guidance of year leaders and/or PDL Coordinator.
- To contribute to PDL according to school policy
- Hold tutees to account for concerns recorded on the daily Behaviour Log
- To apply the Behaviour management systems so that effective learning can take place.
- To meet with the Year Leader as required to liaise over the progress of students. Maintain the morning register
- Be responsible - in the event of an evacuation for registering the group and alerting key staff to any missing students.

## **PART 2: TEACHING & LEARNING RESPONSIBILITY: LEAD PRACTITIONER**

### **LEAD PRACTITIONER STANDARD 1:**

#### **Develop the subject and pedagogical expertise of all staff**

- Have the capacity to undertake lesson observations that accurately identify strengths and areas for improvement.
- Have the capacity to undertake coaching that promotes effective professional development.
- Ensure all performance management and CPD targets/applications for staff are completed to deadlines.
- Take a lead in working collaboratively with colleagues in order to promote effective practice.
- Engage in professional dialogue with specific colleagues which emphasises improvements in learning and teaching and highlights areas for development, resulting in a positive impact on student learning
- Promote the use of techniques e.g. teacher questioning and dialogue to improve teaching and deepen learning
- Contribute on a regular basis to new staff and ECT induction.
- Play a lead role in whole school and faculty evaluations.
- Contribute to relevant school policy marking and implementation.
- Contribute to whole school teaching and learning briefings.
- Analyse and interpret relevant data, research and other documentation to inform future practice, expectations and teaching methods.
- Liaise with governors to ensure their knowledge and understanding of learning and teaching is increased.
- Report to SLT on a half termly basis to show impact of the role within the Faculty
- Facilitate the sharing of new approaches between faculties and colleagues

### **LEAD PRACTITIONER STANDARD 2:**

#### **Use local and national statistical assessment data and other information to raise achievement**

- Provide a comparative baseline for evaluating learners' progress and attainment and a means of judging the effectiveness of teaching.
- Evaluate and interpret relevant national, local and school data, research and inspection evidence to inform policies, expectation and teaching methods.
- Monitor and evaluate assessment data across the faculty to identify trends in student performance and issues for development
- Define intervention strategies to address issues for development that are identified
- Evaluate and report on the effectiveness of intervention strategies used to address identified issues.
- Use of ICT as a diagnostic tool to identify performance of students and student groups.
- Coordinate subject intervention for underachieving students and participate positively in PIP meetings.

### **LEAD PRACTITIONER STANDARD 3:**

#### **Model high standards in all aspects of teaching and learning**

- Teach and model the delivery of at least consistently Good, and frequently Outstanding lessons that inspire students, equipping them with the knowledge and skills needed to achieve at high levels
- Ensure all assessment deadlines are adhered to in accordance with established expectations.
- Lead by example, setting high expectations which inspire and motivate colleagues.
- Support the Achievement Leader in monitoring the quality of teaching and learning in order to enable all students to make good progress
- Work closely with the Teaching and Learning Team to lead the improvement of teaching and learning across the school
- Promote a culture of learning and personal achievement across the school.
- Actively support the aims and ethos of the school and demonstrate continuous positive commitment to the adherence to, and application of, school policies.
- Be accountable for students' outcomes in their own classes and areas of responsibility.
- Promote the highest standards of student behaviour, conduct and attitudes
- Be a highly visible presence within the school as a whole, and model expectations and standards to staff and students.

#### **LEAD PRACTITIONER STANDARD 4:**

##### **Commit to regular self-evaluation and planning for improvement**

- Prepare - annually - an action plan for each area of responsibility.
- Prepare a development plan to establish areas for improvement, demonstrating strategic vision and based on secure analysis of data.
- Report on the impact of strategies and interventions put into place.
- Create opportunities for collaboration and comment from colleagues on areas of responsibility.
- Participate in the Progress Intervention Panel (PIP) process to demonstrate subject effectiveness.

#### **LEAD PRACTITIONER STANDARD 5:**

##### **Maintain a working knowledge of current research on areas of responsibility**

- Research and evaluate innovative curricular practises and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues
- Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential
- Take a lead in planning collaboratively with colleagues in order to promote effective practice Identify and explore links within and between subjects/curriculum areas in their planning.
- Actively model and support others to integrate recent developments.
- Coordinate whole school activities to trial innovation.

#### **LEAD PRACTITIONER STANDARD 6:**

##### **Coordinate extra-curricular activities that meet the needs of all student groups**

- Develop extra curricular activities which will raise aspirations and provide students with a wider experience of subjects outside the classroom.
- Map activities across the year and across key stages to ensure coverage across all years 7-11.
- Liaise with careers services, universities, colleges and other external agencies to investigate and embed a broad range of activities and visits.

#### **LEAD PRACTITIONER STANDARD 7:**

##### **Foster a positive relationship between the college and parents**

- Model effective communication that encourages positive relationships with parents and carers.
- Create and review publications (eg website information, newsletters) for parents and carers.
- Contribute to parental engagement via official school online social media.

#### **LEAD PRACTITIONER STANDARD 8:**

##### **Lead the team in effective relationships with staff across the school**

- Contribute to induction and CPD sessions offered by the school to all staff, including CPD for middle leaders and Teaching & Learning briefings.
- Respond in a timely manner to all requests (email or otherwise) from school staff.
- Consider wider school priorities when making grouping arrangement recommendations.

#### **LEAD PRACTITIONER STANDARD 9:**

##### **Effectively manage financial and physical resources**

- Ensure all allocated spending is justifiable and within set limits that take account of SIP priorities.
- Identify opportunities for cost savings.

## Person Specification: Lead Practitioner

Essential	Desirable
<b>QUALIFICATIONS</b>	
<ul style="list-style-type: none"> <li>Graduate in specific subject, or completion of a conversion course</li> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Masters-level qualification</li> <li>Middle leadership training</li> </ul>
<b>EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>Proven effective classroom management skills</li> <li>Experience of successfully leading and driving initiatives within a faculty</li> <li>Demonstrate leadership of an area in the curriculum</li> <li>Outstanding classroom practitioner</li> <li>Some experience of coaching/ mentoring other colleagues so that their classroom practice develops</li> <li>Effective involvement of whole school developments</li> <li>Proven classroom management and school-wide behaviour management skills</li> <li>Involvement in delivering INSET training</li> </ul>	<ul style="list-style-type: none"> <li>Effective line management of staff</li> <li>Experience as a middle leader in more than one school</li> <li>Effective collaboration with other education providers</li> <li>Specific responsibility at a TLR level</li> <li>Experience of working with young people in another role</li> <li>Experience of leading on whole school issues</li> <li>Effective performance management of staff</li> </ul>
<b>PROFESSIONAL DEVELOPMENT</b>	
<ul style="list-style-type: none"> <li>Training/CPD in the specific areas of the National Curriculum and progression within schema.</li> <li>Experience of developing other staff professionally</li> </ul>	<ul style="list-style-type: none"> <li>Up to date in-service training</li> <li>Training/CPD in developing HPA students</li> <li></li> </ul>
<b>KNOWLEDGE AND SKILLS</b>	
<ul style="list-style-type: none"> <li>Proven ability to build positive relationships with students and staff</li> <li>Clear understanding of strategies to develop teaching and learning</li> <li>Ability to be an effective team member</li> <li>Up-to-date knowledge of relevant educational policy, curriculum developments and Ofsted requirements.</li> <li>Be able to contribute effectively to a range of teams</li> <li>Excellent understanding of how to use data effectively to promote progress</li> <li>A good understanding of the strategies which improve pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of introducing Literacy and HPA initiatives in another school</li> <li>Experience of delivering training for staff in Literacy and in accelerating HPA students in another school</li> </ul>
<b>PERSONAL ATTRIBUTES</b>	
<ul style="list-style-type: none"> <li>High expectations of achievement, behaviour and ethos</li> <li>Reflective and analytical practitioner</li> <li>Capacity for hard work with enthusiasm and humour for achieving the best for all students</li> <li>Ability to inspire young people</li> <li>Display creative skills to engage, enthuse and challenge groups of students and to use questioning and explanation effectively to secure maximum progress.</li> <li>Tenacity and ability to stay calm under pressure</li> <li>Ability to provide rigorous learning experiences</li> <li>Good organisational skills</li> <li>Good health, stamina and resilience</li> <li>Ability to inspire, challenge and motivate staff</li> </ul>	<ul style="list-style-type: none"> <li>Ambitious for further promotion</li> <li>Willing to participate in the wider life of the school</li> </ul>

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| <ul style="list-style-type: none"><li>• Ability to strategically contribute to a coherent school vision</li><li>• Ability to think creatively to anticipate and solve problems</li><li>• Good organisational and time-management skills</li></ul> |  |
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