



MATRAVERS SCHOOL
Springfield Road
Westbury
Wiltshire
BA13 3QH

JOB DESCRIPTION

POST TITLE: Lead Practitioner

GRADE: LP1 - LP5

RESPONSIBLE TO: Subject Lead and Senior Leadership Team Lead

The core purpose of the Lead Practitioner post will be to improve the quality of teaching and learning in designated subject area(s).

The Lead Practitioner will support subject leadership to develop teaching and learning in the subject. They will also form part of a wider team of Lead Practitioners, supporting the development of teaching and learning across the school and beyond.

In addition to the requirements of a class teacher:

In order to promote and achieve the school vision and purpose, the Lead Practitioner should:

- Maintain expert knowledge of teaching and learning and disseminate this to other teachers ;
- Maintain knowledge and understanding of the school's vision and values;
- Understand and promote links between the subject and the wider curriculum;
- Assist in planning the induction year for all ECT staff.

Lead Practitioners will support colleagues to consistently and effectively plan lessons and sequences of lessons, to meet pupils' individual learning needs by:

- Developing and sharing examples of effective planning practice within the school;
- Taking steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups;
- Taking steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning;
- Establishing strategic planning for the development and resourcing of the subject in association with the subject leadership.

Lead Practitioners will support staff teaching in the school to consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback by:

- Evaluating and interpreting relevant data, research and inspection evidence to inform policies, expectations and teaching methods;
- Monitoring and evaluating assessment data across the school;
- Defining intervention strategies (in conjunction with the subject leadership) to address issues for development that are identified;
- Evaluating and reporting on the effectiveness of intervention strategies used to address identified issues;
- Using assessment data to make comparative evaluation of pupils' performance in the subject area.

Lead Practitioners will support staff teaching in the school to ensure that, as a result of their teaching, their pupils achieve well in relation to prior attainment, making progress as good as or better than similar pupils nationally by:

- Identifying challenging pupil progress objectives with teachers within their appraisal;

- Supporting teachers in planning appropriate strategies to achieve pupil progress objectives;
- Taking steps to ensure that agreed pupil progress target levels within the school are achieved or exceeded;
- Encouraging pupils' motivation and enthusiasm in the school;
- Supporting teachers in providing regular, detailed and informative marking and feedback to pupils;
- Monitoring the targets for pupils with SEND or who are disadvantaged.

Lead Practitioners will take responsibility for their own professional development and use the outcomes to improve their teaching and pupils learning by:

- Maintaining 'leading edge' knowledge;
- Assimilating and implementing new curriculum guidance to lead the process of change within the school;
- Prioritising and managing their own time effectively;
- Achieving their own challenging professional objectives.

Lead Practitioners will contribute to the policies and aspirations of the school, coordinating strategies to achieve relevant school improvement priorities that have been identified in the school by:

- Co-ordinating strategies to achieve relevant school improvement priorities;
- Evaluating and reporting the effectiveness of practice in the school;
- Leading and delivering professional development / INSET activities as required.

Lead Practitioners will be an effective professional who challenges and supports all pupils to do their best by:

- Creating a climate, which enables staff to develop, challenge and support each other;
- Mentoring and coaching staff while maintaining positive attitudes and professional relationships;
- Communicating effectively and with professional integrity within and beyond the school community;
- Taking action to build and maintain effective teamwork with high expectations of outcomes.