

Job Description

Job Title:	Lead Practitioner
Grade/Salary:	L1 – L5
Reporting To:	Assistant Headteacher – Teaching & Learning

Job Purpose

To make a significant contribution, in own classes and beyond, to achieving outstanding outcomes for learners. To be an exemplar of teaching practice and lead the improvement of quality first teaching, to continuously improve learning outcomes.

If requested, to develop this role in other schools or in relation to teachers from other schools within our locality-based Trust.

Key Responsibilities and Accountabilities

General Requirements

- Understand and follow all safeguarding and child protection policies and practices;
- Undertake the normal responsibilities of a highly effective class teacher;
- Attend and participate in relevant meetings/open/parent evenings;
- Assist the Trust and school leadership in improving teaching and learning outcomes particularly in English, Maths or Science.
- Undertake duties commensurate with the grade of the post as directed by Senior Leaders and/or the Trust Director/Curriculum Leader of English, Maths or Science.

Teaching and Learning

- To carry out the duties of a classroom teacher (see current STPCD) and demonstrate the highest teacher standards and Trust Career stage expectations to be a role model to colleagues;
- To demand and demonstrate ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes;
- Set and maintain high expectations of pupil behaviour and conduct;
- Demonstrate consistently highly effective teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being;
- Support subject teams and leaders in the development and implementation of curricular initiatives;
- Support the monitoring of the quality of teaching and learning in line with Trust policies and procedures; (This will include lesson observations, monitoring of short- and medium-term planning and scrutiny of pupils' work);
- Apply high level skills in lesson visits to evaluate accurately and advise colleagues on strategies for further improvements;

- Review long-term planning to ensure coverage, progression and a range of learning experiences throughout the key stages;
- Share responsibility for the pastoral care of pupils;
- Liaise closely with relevant staff to ensure continuity and progression across the age and ability range;
- Set appropriate expectations for staff and pupils in relation to standards of pupil's achievement and the quality of teaching, establishing clear targets for improving and sustaining pupil's achievement and supporting the process of improving teaching and learning in accordance with agreed policies and guidelines;
- Support colleagues in meeting personal and professional targets;
- Ensure staff share the aims of the school and the Trust in promoting a high quality of learning in the classroom.

Recording and Assessment

- Contribute to the target setting process for raising achievement for pupils and feedback to Curriculum or Senior Leaders;
- Ensure appropriate phase/subject action plans are in place where issues are identified;
- Ensure planning is effectively carried out and ensure individual needs are being met.
- Analyse and summarise the key messages relating to national, local and school data, information, research and inspection findings, for a range of audiences to:
 - a. inform curriculum area policies, procedures and practice;
 - b. improve assessment practices;
 - c. define expectations and develop teaching methodologies;
 - d. provide a comparative baseline for evaluating learners' progress and attainment;
 - e. use as a means of judging the effectiveness of teaching;
 - f. give a baseline for improving teaching and learning;
 - g. report regularly to leaders on progress and plans.

Leading, Motivating, and Developing

- Contribute to establishing core values of the team and their practical expression;
- Contribute to decisions on relevant policies, development and organisation;
- Establish good relationships, encourage good working practices;
- Liaise with other staff as appropriate e.g. teaching assistants and outside agencies;
- Uphold the Trust's Employee Code of Conduct and Equality and Diversity Policies;
- Contribute to (and participate in) the range of professional development activity, demonstrating clearly the impact on enhanced and effective practice e.g. coaching, mentoring, induction, performance management, support plans, reading & research, deliver demonstration lessons, team teaching, disseminate/share important information and pedagogy;
- Attend team and staff meetings.

Safeguarding Children

- Understand fully the duties and responsibilities in relation to child protection and safeguarding children and young people;

- Understand fully the school's child protection policy and to ensure that all issues relating to pupils' safeguarding are reported immediately to the designated members of staff.

People and relationships

- To assist with liaison and co-operative working across the Ponterfract Academies Trust;
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society;
- Sustain effective, positive relationships with all staff, pupils, parents, school leaders and governors, Trustees, and the local community;
- Support the management of innovation and change;
- Work collaboratively with the Trust community of schools;
- Maintain effective working relationships with external agencies and services contract to the school and/or Trust.

Responsibilities for Resources

- Effective use of materials and resources.

Responsibilities for Budgets

- None.

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Performance Management Policy.

Core responsibilities and duties

All postholders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;

- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

		Assessed by:		
No.	Categories	Essential or Desirable	App Form	Interview or Task
QUALIFICATIONS				
1.	Qualified teacher status;	E	✓	✓
2.	Degree/PGCE or equivalent qualifications	E	✓	✓
3.	Other educational or professional qualifications	D	✓	✓
4.	Working on/willingness to undertake NPQML/SL	D	✓	✓
5.	Other qualifications e.g. sport, music, first aid, coaching etc.	D	✓	✓
KNOWLEDGE AND EXPERIENCE				
6.	To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004 in relation to child protection and safeguarding children and young people as this applies to the teachers’ role within the school	E	✓	✓
7.	Established and evidenced practice as a highly effective teacher over a prolonged period;	E	✓	✓
8.	Experience in leading/supporting staff; including identifying needs, planning, monitoring and evaluation of standards;	E	✓	✓
9.	Proven ability in leading/supporting staff teams with curriculum development and measuring progress;	E	✓	✓
10.	Experience of observing lessons, looking at pupil’s work and assessments to contribute to coaching, mentoring, performance management, in supporting colleagues;	E	✓	✓
11.	A good understanding of and experience in using relevant performance data to improve outcomes;	E	✓	✓
12.	Experience in school self-evaluation;	D	✓	✓
13.	Experience in more than one school;	D	✓	✓
14.	Experience of management and leadership of a team of teachers and support staff;	D	✓	✓
15.	Experience of leading and supporting CPD;	D	✓	✓
SKILLS				
16.	Proven ability to implement strategies, including interventions, for raising pupil achievement in classrooms other than own.	E	✓	✓
17.	Skilled in monitoring and evaluating the work of others and identifying next steps;	E	✓	✓

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
18.	Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best;	E	✓	✓
19.	ICT skills for teaching and management;	E	✓	✓
20.	Confidence, clarity and decisiveness in making and carrying out decisions;	E	✓	✓
21.	Experience of leading teaching and learning initiatives beyond own classroom and measuring impact.	E	✓	✓
22.	Experience of giving effective feedback to colleagues about professional performance.	E	✓	✓
23.	Experience in working with other partners;	D	✓	✓
24.	Experience in managing non-teaching staff;	D	✓	✓
PERSONAL QUALITIES				
25.	Committed to supporting and nurturing the Ponterfract Academies Trust vision and values;	E	✓	✓
26.	High expectations for self and others and a strong commitment to raising achievements;	E	✓	✓
27.	Evidence of a commitment to own professional development and impact on practice.	E	✓	✓
28.	Commitment to promote home-school partnerships;	E	✓	✓
29.	High expectations for pupil attendance, behaviour and strategies to meet the personalised and emotional needs of every child;	E	✓	✓
30.	Awareness and willingness to be involved in partnerships that support the Trust and the school;	D	✓	✓
31.	Experience of innovation and creativity in the curriculum;	D	✓	✓