**Lead Practitioner Primary**

|  |  |
| --- | --- |
|  |  |
| Responsible to: | CEO/Head of School |
| Staff Salary: | Leadership 6 - 10 |

**Job Description**

This job description may be amended at any time following consultation between the CEO/Head of School and Lead Practitioner, it will be reviewed annually.

**Aims and purpose**

To ensure the full implementation of the Teaching for Learning Policy throughout the Primary Curriculum and across all GLC Primary academies, focusing on the highest standards of academic, personal and social development of all students by:

* Consistently delivering the highest standard of teaching in your own lessons that maximises students’ progress and acting as a leader for Teaching for Learning at all times.
* Rigorously ensuring that the Teaching for Learning and other Policies are implemented, by working with staff and constantly liaising with the CEO/Head of School, ensuring that quality first teaching is of the highest priority across the GLC.
* Being accountable for continuous improvement in the quality of teaching across all GLC Primary academies.
* Putting planned strategies in place to ensure that teaching is judged to be at least good across all GLC Primary academies.
* Creating and assisting in the development of appropriate curriculum plans, schemes of work, differentiated resources and teaching strategies across all GLC Primary academies.
* Undertaking research into best practice in other schools, visiting and networking with other schools where necessary and ensuring that best practice is shared and implemented when deemed appropriate.
* Leading, inspiring and motivating colleagues in developing their teaching and learning through mentoring, coaching and support.
* Leading effective CPD within and across all GLC Primary academies.
* Reflecting on evidence about your own practice and that of others and about student learning, and having a deep seated drive for excellence.
* Contributing to a clear strategic vision for Teaching for Learning, developing and being responsible for specific strands of Teaching for Learning, in line with the GLC’s Development Plan.

**Promote personal development, behaviour and welfare by:**

* Actively promoting all aspects of students’ welfare.
* Ensuring students are and feel safe at all times and understand how to keep themselves and others safe in different settings.
* Developing a trusting, reliable and strong professional relationship with the students that ensures rapid and appropriate actions will be taken to resolve any concerns that they may have.
* Establishing a safe and stimulating environment for all students.
* Ensuring students have an age appropriate understanding of how to stay healthy, what a healthy relationship is and are confident in staying safe from abuse, exploitation and radicalisation.
* Consistently modelling the positive attitudes, values and behaviours which are expected of students at all times.
* Establishing a culture that promotes excellence, equality and high expectations of all students within an environment where mutual respect, tolerance and having fun together are common place.

**Leading, Motivating and Developing by:**

* Being acutely aware of your responsibility as a Lead Practitioner and the positive impact that your work can have on shaping the lives of our students.
* Mentoring a number of teachers throughout the academic year including the line management of designated teaching and support staff. Ensuring the provisions in lessons are of the highest standard, challenging and supporting staff when this is not the case.
* To assist in the induction of ECTs, trainees and teachers across the GLC, including modelling lesson expectations.
* Carry out subject/quality assurance activities e.g. Observations.
* Make well founded appraisals of situations when asked to advise upon, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learning needs leading to improvements in learner outcomes.
* To construct, revise and develop schemes of work and to include a variety of resources and teaching and learning methods to allow all students to achieve success.
* To develop high-quality materials for supporting teaching across all GLC Primary academies.
* To participate in the GLC’s CPD programme and Performance Management process.
* To take responsibility for keeping up to date with subject knowledge and to maintain personal professional development.
* Working alongside teachers across the GLC primary academies to ensure the provisions in lessons are of the highest standard, challenging and supporting staff when this is not the case.
* Developing a Teaching for Learning ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate successes and accept responsibility for outcomes.
* Be responsible for developing specific strands of Teaching for Learning, in line with the GLC’s Development Plan.
* To prepare and deliver training, carry out lesson observations and be involved in work scrutinies.
* Supporting and ensuring the full implementation of all GLC Polices with a particular emphasis on the Teaching for Learning, Literacy, Assessment, Safeguarding, Homework, and Behaviour for Learning Policies across the Academy.
* Having a deep accurate understanding of each academies lessons’ effectiveness, informed by the views of students, parents/carers and staff, using this information to ensure improvements in key areas and celebrate successes.
* Effectively prioritising your workload.

**Teacher specific responsibilities**

***Specific Duties***:

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships and work with parents/carers in the best interests of their students.

**PART ONE: TEACHING**

A teacher must:

* Set high expectations which inspire, motivate and challenge students:
* Establish a safe and stimulating environment for students, rooted in mutual respect.
* Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
* Demonstrate consistently, the positive attitudes, values and behaviour which are expected of all students.
* Promote good progress and outcomes by students:
* Be accountable for students’ attainment, progress and outcomes.
* Analyse students’ data and exam performance to inform planning and intervention.
* Plan teaching to build on students' capabilities and prior knowledge.
* Guide students to reflect on the progress they have made and their emerging needs.
* Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
* Encourage students to take a responsible and conscientious attitude to their own work and study.
* Demonstrate good subject and curriculum knowledge:
* Have a secure knowledge of the relevant subject and curriculum areas, foster and maintain students’ interest in the subject and address misunderstandings.
* Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarships.
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teachers’ specialist subject.
* 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 according to the Academy’s timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
* Reflect systematically on the effectiveness of lessons and approaches to teaching.
* Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
* Adapt teaching to respond to the strengths and needs of all students:
* Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
* Have a secure understanding of how a range of factors can inhibit students’ 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 students’ education at different stages of their development.
* Have a clear understanding of the needs of all students, 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.
* 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 assessments to secure students’ progress.
* Use relevant data to monitor progress, set targets, and plan subsequent lessons.
* Give students regular feedback, both orally and through accurate marking, within the agreed time and encourage students to respond to the feedback.
* Follow the Academy’s Assessments Reporting Policies.
* Secure and sustain effective teaching of English through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the Academy’s monitoring evaluation and review cycle (MOL) through lesson observations, feedback to teaching staff, book looks, learner interviews and written reports to SLT (as necessary).
* 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 Academy, in accordance with the Academy’s Behaviour for Learning 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 students’ needs in order to involve and motivate them.
* Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.
* Fulfil wider professional responsibilities:
* Make a positive contribution to the wider life and ethos of the Academy including extra-curricular activities.
* 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/carers with regard to students’ achievements and wellbeing.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

Teachers are 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 the Academy, by:

* Treating students 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 students’ wellbeing, 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 students’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must understand and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Other professional requirements and duties include:**

* Setting a good standard of behaviour and being a good role model for children, supporting the Academy’s Policy on Behaviour and sharing responsibility for the behaviour of all children within the Academy.
* Establishing good relationships with parents/carers - creating trust and confidence, communicating with parents/carers about general Academy issues, curriculum matters and individual children’s progress.
* Being responsible for the welfare and safety of support staff, students and others working in the classroom and ensuring they are used to the maximum benefit of the children.
* Sharing responsibilities for whole Academy events and activities including attending and leading assemblies.
* Developing and maintaining effective systems for communication with other teachers, support staff and the Head of School to ensure continuity of learning, consistency of approach and message.
* Informing the Head of School of any concerns that the parents/carers have in relation to work or other aspects of education at the earliest opportunity.
* Taking shared responsibility for the care and appearance of the Academy’s environment and to encourage all children to have pride in their Academy.
* Being mutually supportive of other teachers and the Head of School, to foster good working relationships and a happy working environment.
* Participating in any arrangements for the appraisal of your performance.
* Taking responsibility for areas of the curriculum to ensure continuity and progression and ensure that standards are monitored.
* Maintaining Academy confidentiality at all times.
* Ensuring you are aware of your common law duty in relation to the health, safety and welfare of the children in the Academy or when leading activities off the Academy’s site and that all such procedures are followed in line with the Academy’s Policy and Procedures.
* Knowing teachers’ legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children’s Act 1989, Child Protection procedures, appropriate physical contact and physical restraint of students and other relevant DFE circulars

**PART FOUR: CONDITIONS OF SERVICE**

The role of teacher is subject to the following terms and conditions: -

* The post-holder shall be required to fulfil all the responsibilities of a teacher as outlined in the Schoolteachers' Pay and Conditions Document and any orders made under it and fulfil all the standards identified within the National Standards for Teachers.
* The other terms and conditions set out in the National Collective Agreements in force from time to time
* The Academy’s Instrument and Articles of Government as appropriate.
* The teacher shall be available to perform such duties at such times and places as may be specified by the Head of School for the 1265 hours required in the Conditions of Service for full-time teachers. The travelling time to and from the place of work does not contribute towards this time.
* The teacher will, in addition to these requirements, work such additional hours as may be needed to enable her/him to discharge effectively her/his professional duties, including in particular the planning and preparation of children's work, marking and writing of reports, preparing teaching materials. The amount of time beyond the required 1265 hours allocated for such duties shall not be determined by the employer but shall depend upon the work needed to discharge the teacher's professional responsibilities.

***Pension - unless you have notified otherwise, it is assumed that, as a full-time employee, you will contribute to the Teachers’ Superannuation Scheme under the provisions of the Teachers’ Superannuation Regulations. Details of the scheme can be obtained from the Finance Team, your professional association or the Teachers’ Pension Agency****.*

**Making the weather**

I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture, or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised. **Hiam Ginott**