

JOB DESCRIPTION

Job Title: Lead Practitioner (Science)

Grade: Lead Practitioner Pay Scale

Salary: 1 - 18

Conditions of Service: STCPD

Responsible to: The Principal

Statement of Purpose:

To support the development of outstanding teaching and learning in the Science Department and across the Academy and to have a specific whole-school strategic responsibility.

Responsibility for:

The Leadership and Management of Teaching and Learning in Science and to have a specific whole-school strategic responsibility.

Responsibilities:

- To influence and coach colleagues, disseminating exemplary teaching and learning methods across the Science 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 Science Department on developments in Science education.
- To assist in the Performance Management review and development of colleagues in the Science 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 Science 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 of Science across the Trust.

All staff working in the school have a duty to safeguard and promote the health, safety and welfare of all children and young people for whom they are responsible or with whom they come into contact in the course of their duties.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification

Minimum Criteria for Two Ticks *	Criteria	Measured by APP/I/ASS
	Qualifications & Training <ul style="list-style-type: none"> • QTS • First/Second Class Degree • Able to demonstrate continued development of own expertise (through CPD) and willing to continue to develop 	APP/I
	Teaching Experience <ul style="list-style-type: none"> • 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 	APP/I
	Knowledge/Skills <ul style="list-style-type: none"> • 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 • Demonstrate the principles and practice of effective teaching and learning • Access, analyse and interpret information to inform successful self-evaluation 	APP/I

	<ul style="list-style-type: none"> • 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 	
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	APP / I

MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview

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.