



Job Title: Lead Practitioner

Grade: Lead Practitioner 1-3

Allowances: N/A

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decision making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.



Core Purpose

To contribute to raising the quality of teaching and learning in Science by modelling excellent practice and supporting colleagues to improve their classroom delivery.

This role is designed for an outstanding classroom teacher who is passionate about professional development and collaboration. The Lead Practitioner will retain a full teaching commitment while working with the Head of Science to share best practice, develop resources, and help colleagues enhance their pedagogy.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

Teaching and Learning

- Teach consistently high-quality lessons across the key stages, demonstrating exemplary practice in planning, delivery, assessment and behaviour management.
- Model effective strategies that promote engagement, challenge and progress for all learners.
- Contribute to developing and embedding high-quality teaching and learning strategies within the department.
- Support the implementation of the department's teaching, assessment, homework and marking policies.
- Contribute to departmental curriculum planning, ensuring consistency and progression across key stages.
- Promote positive behaviour for learning and uphold the academy's behaviour and safeguarding policies.

Colleague Development

- Provide informal coaching and mentoring for colleagues within the Science department, supporting reflection and improvement in teaching practice.
- Contribute to the induction and support of trainee and early career teachers (ECTs).
- Lead or support departmental professional development activities, including short CPD sessions or collaborative planning.
- Share good practice and research-informed approaches with colleagues to promote continuous improvement in teaching.

Curriculum and Assessment

- Support the Head of Science and 2iC in reviewing and refining schemes of learning, assessment and resources.
- Assist with the analysis of assessment data to identify trends, gaps and next steps for improvement.
- Contribute to the consistency of assessment and feedback processes across the department.
- Promote the effective use of ICT and digital resources to enhance learning in Science.



Quality Assurance

- Contribute to departmental self-evaluation by sharing feedback from classroom observations, student work scrutiny and data analysis.
- Assist in monitoring the quality of teaching, learning and assessment through agreed school systems.
- Support the development of departmental improvement plans through evidence-informed actions.

Professional Development

- Maintain an up-to-date knowledge of subject content, curriculum changes and pedagogical research.
- Engage positively with own professional development and performance management objectives.
- Participate in Trust-wide networks and training as appropriate.
- Contribute to whole-school initiatives focused on improving teaching and learning.

Other Duties

- Attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- Promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- Be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time, you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	• Qualified Teacher Status (QTS) • Degree in Science or related subject	• Postgraduate qualification • Coaching or mentoring training

	• Evidence of outstanding classroom teaching, leading to improved outcomes for students • Experience of supporting or mentoring colleagues or trainee teachers • Experience of contributing to curriculum or resource development	• Experience leading a project or initiative related to teaching and learning
Knowledge/Skills	• Excellent subject knowledge and understanding of Science curriculum across KS3–4 • Ability to use assessment to inform planning and support student progress • Strong interpersonal skills with the ability to support and motivate colleagues • Commitment to reflective practice and continuous improvement • High professional standards and integrity • Strong commitment to inclusion and equality of opportunity • Resilient, flexible and able to work collaboratively • Enthusiastic and innovative approach to teaching	• Understanding of research-informed teaching approaches • Experience delivering CPD or peer training