



Lead Practitioner Teaching & Learning Lead

Application Pack



Enquiring minds for inspiring futures



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Letter from Cathie Paine, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you, then we would be delighted to receive your application.

Catherine Paine

Chief Executive, REAch2 Academy Trust

Letter from Anne Higginbotham, Headteacher



Dear Candidate,

I am delighted that you have expressed interest in the post of Lead Practitioner at The Palmer Academy.

Overview

Are you a leader and teacher who believes in giving all pupils the very best opportunities to succeed, whatever their barriers? Do you want the opportunity to be part of a great team who want to make a difference to the lives of all the children at Palmer? Are you passionate that all children deserve the very best learning opportunities, regardless of their background or barriers? If so, we would love to hear from you! At The Palmer Academy, we are looking for a Lead Practitioner to be part of the Senior Leadership Team to lead on whole-school teaching and learning. As a Lead Practitioner, you may not necessarily have your own class, but will have a pivotal role in shaping the teaching and learning across the academy. You will have oversight and accountability for the effectiveness and impact of teaching and learning strategies, leading to accelerated progress and increased attainment for pupils. As part of the role, you will likely oversee all aspects of management within a phase or area of the school, to ensure consistency, cohesion and collaboration for pupils, staff and parents. This role is a very hands-on role that we are putting in place to accelerate our pace of progress to improve our teaching and learning, and as such the appointed candidate/candidates will be expected to be flexible, and someone who is up for a challenge and getting stuck into all aspects of our academy life!

About us

The Palmer Academy is a well-established, two-form entry school situated within the area of Whitley, within Reading, Berkshire. You can find out about the rich history of our school [here](#). The school was re-built in a new building in 2004, and has accommodation of two floors, including a hall, large and attractive grounds. The school currently has around 460 pupils, including a large nursery provision for children aged three and four years of age, before they enter Reception. The school is currently graded as 'good' by Ofsted in November 2022.

The academy is now looking to appoint a Lead Practitioner to join us in September 2023 and be an integral part of the senior leadership team at Palmer whilst on our journey of continuous improvement. There is no doubt about it, there is much work to be done and a great platform to move forwards from, but it will take a special leader with vision and dedication and someone who isn't afraid of hard work. However, being part of our exciting journey of improvement will be very rewarding over the coming years. To see more information about the school, including design plans of the school, please visit our website <https://www.thepalmeracademy.com/>.

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.



REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: www.reach2.org

The role

Lead Practitioner at The Palmer Academy

The role of a Lead Practitioner is central to the success of Palmer and all its pupils. It is a role which has a wide influence, which permeates through all aspects of the academy and its approach to teaching and learning.

The Lead Practitioner is a key senior leadership role, and the post is line-managed by the Headteacher. The Lead Practitioner is responsible and accountable for the oversight of Class Teachers within a phase and have ultimate oversight of all day-to-day teaching and learning provision for all children within the phase, including those with Special Educational Needs, English as an Additional Language, those more-able learners and those eligible for the Pupil Premium Grant. Whether you are new to senior leadership or have experience to bring, you will receive coaching and mentoring from experienced leaders in the academy and trust to ensure that you are supported in all aspects of what you do.

This role is for experienced teachers with some leadership experience that has led to proven impact in outcomes. It would be advantageous for candidates to have experienced teaching within Early Years, Key Stage One and Key Stage Two so that they can draw upon their experiences of best practice and innovative teaching and learning.

This post will include up to 0.6 class-based teaching. However, it is non - class based for the initial year to allow for accelerated improvements through secure induction and support for new teachers. In the first year, the post holder may teach classes in the short-term absence of teachers, as well as support staff with planning, preparation and assessment and acting as a point of contact for parents, carers and pupils within an area of the school. The Lead Practitioner will spend a significant amount of their time in classes, working alongside teachers and staff so that they can model and team-teach lessons with all staff to raise the quality of teaching and ensure quality first teaching is available for each child, no matter what. The post holder will also ensure the effectiveness of the curriculum implementation in their phase too, alongside ensuring that the school's behaviour policy, systems and routines are clearly embedded to support great teaching and learning.

We are also implementing Teaching Walkthrus and the Lead Practitioner will support ELT (Extended Leadership Team) in implementing an instructional coaching model.

At Palmer, we rightly pride ourselves on the high expectations we place on the academic achievements and behaviour of all children, whatever their need, as well as a broad, diverse and engaging creative curriculum which underpins all that we do. The Palmer Academy is a highly inclusive setting, valuing all children's achievements and cultural differences, ensuring that each child is given every opportunity to meet their full potential and shine in whatever they would like to do. There is no doubt that Palmer is an exciting place to be – for children, staff, parents and the local community!

As Lead Practitioner, you will be passionate about ensuring the best outcomes for all children and giving them every opportunity to succeed, whatever their barriers may be. The Palmer Academy provides opportunities for all children to develop their '*enquiring minds for inspiring futures*'; we want our children to grow up learning about the exciting world around them and being inspired to make a difference in their futures, whatever their route may be.

What we're looking for

We are looking for someone with a passion for teaching and learning. We want someone who can live and breathe great teaching, who is a role model to others and someone who can work alongside members of staff with all ranges of experience. We are looking for a candidate with a wide range of experience in teaching across the curriculum, teaching children with various needs and is a skilled practitioner who can model excellent, inclusive practice to others. We're looking for someone who is a team player, who can work alongside the energetic and skilled senior leadership team and be both strategic and operational when required.

We are looking for someone who has:

- The motivation to achieve the very best for the children in our care and be relentless in the pursuit of excellence
- Excellent inter-personal skills
- Experience as an effective good and outstanding classroom teacher
- Excellent communication skills and a good sense of humour
- Good organisational skills
- Creativity which drives all aspects of teaching and learning.

In return we can offer:

- A firm commitment to you and your professional development
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors
- A growing learning community
- Encouragement to develop new ideas and the opportunity to make a real difference
- Coaching and mentoring from the trust and school leaders

- Fantastic trust-wide CPD opportunities
- Vast opportunities for career progression

The application

In applying for this post, you are required to submit:

- A completed REAch2 Academy Trust application form (found with this application pack) which refers to the Person Specification form (if external candidate)

The person specification contains the criteria that the selection panel will use in the selection process. In addition, the panel will place considerable emphasis on your supporting letter, which should not exceed two sides of A4.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

The Palmer Academy has a rigorous Safeguarding policy and is committed to the welfare of every child. Consequently, all short-listed candidates will be asked for two references before interview, and these could be followed up with a verbal discussion with your referee. If successful, your enhanced DBS check will be carried out irrespective of any previous checks and a Disqualification Declaration form will also be required. Candidates will be expected to self-disclose information to us should there be any current or historical convictions, hearings or allegations. If this is relevant to you then please write to the Headteacher prior to interview about this, marking the envelope private and confidential.

We hope you will take the time to find out more about our new academy and experience our warm welcome. For further information about the role, or to arrange an informal discussion or come and take a look around with the Executive Headteacher, please contact Cathy McKenzie, Office Manager at admin@thepalmeracademy.com or telephone 01189 375481 in the first instance.

The application process and timetable

Application deadline:	17 th April 2023 Please send completed applications and covering letters to: admin@thepalmeracademy.com
School visits:	Via pre-arranged negotiation
Interviews:	25 th April 2023
Contract details:	Permanent
Working hours	Full-time
Salary:	Leadership Pay Scale 1-4 (depending on experience/skills)
Start date:	1 st September 2023

The candidates selected for formal interview will be informed after shortlisting and full details of the interview programme will be provided. Please note that we reserve the right to close applications sooner, if suitable candidates apply. Therefore, if you intend to apply, please do make contact with the school.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).



Job Description

Post: Lead Practitioner (Teaching and Learning)

Salary: Leadership Pay Scale 1-4

Responsible to: Headteacher

1. JOB OUTLINE

Core Purposes

The fundamental task of the Lead Practitioner is to be a member of the Senior Leadership Team (SLT) and be accountable and responsible for the continual improvement and development of Teaching & Learning, in order to raise standards of attainment and progress throughout the academy.

Under the overall direction of the Headteacher a Leading Practitioner should be an exemplar of teaching skills, lead the improvement of teaching skills, as well as take a leadership role in developing, implementing and evaluating policies in their workplace that contribute to school improvement.

Main purpose of the job

- To secure outstanding outcomes for pupils through outstanding provision
- Modelling outstanding planning, assessment and teaching in order to support staff in the school team to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
- To liaise effectively with colleagues to ensure consistency of approach in teaching and learning across the school.
- To promote the vision, culture and ethos of the school.

This post may be non-class based but will involve some teaching duties across the school to deliver interventions, team teach and the modelling of 'quality first' teaching strategies, and provide class cover where needed/as appropriate

1 a) REASON JOB EXISTS AND PURPOSE

- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document* including the conditions of employment for those staff on the leadership scale and the academy's own policy
- Under the overall direction of the headteacher play a major role:
 - in formulating the aims, objectives of the academy and establishing the policies through which they are to be achieved
 - be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
 - proactively manage staff and resources
- Take on the responsibilities of the headteacher as agreed and appropriate in the absence of the headteacher and deputy headteacher
- Carry out the professional duties of a teacher as required



- Take responsibility for child protection issues as appropriate
- Take responsibility for safeguarding and promoting the welfare of children and young people within the academy.

1 b) MAIN AREAS OF RESPONSIBILITY

Duties and responsibilities in addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Leadership

- Motivate, challenge and inspire colleagues to provide outstanding provision for our pupils, leading to outstanding outcomes
- Provide an excellent role model for pupils and for staff, by classroom practice and behaviour that sets a standard for others
- Work with colleagues to develop an innovative and creative curriculum designed around the particular needs of our pupils.
- Develop a coherent, shared vision for learning through teamwork, collaboration and sharing of best practice, ensuring a consistent of approach to teaching.
- Seek out best practice through networks and research, to share with colleagues
- Use data analysis to identify trends in attainment and to identify individuals/groups that are under attaining or are at risk of doing so. Identify patterns of attainment
- Use data analysis to identify areas where individuals/groups of colleagues or the whole school may need support in order to improve outcomes for pupils.
- Contribute to appraisal
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary.
- Lead a core subject area and/or key foundation subject areas as required/necessary, and act as a model for subject leadership.

Professional development of colleagues

- Prepare and run professional development courses for staff (teaching staff and LSAs)
 - Support the development programme for Governors
 - Design programmes of support for individuals as and when required
 - Provide model lessons and develop high quality teaching materials and schemes of learning
 - Support colleagues in developing strategies to deepen learning for able pupils and vulnerable pupils
 - Commit to 'mastery' and pedagogical approaches adopted at the school e.g. T4W
 - Keep colleagues up to date with developments in best practice identified through networks and research
 - Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)
- Professional development of self



- Be proactive in seeking out networks and research in order to identify best practice and latest developments
- Develop coaching skills and abilities

Supporting pupil attainment and achievement

- Support or lead strategies for accelerating the progress for all pupils and for particular individuals or groups of underachieving pupils
- To use local and National statistical data and other information, in order to provide, a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning

Additional expectations of a senior leader

In addition to the specific responsibilities outlined above, as a senior leader within the school, the post holder will be expected to:

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the Headteacher
- Attend and participate in open evenings and pupil performances
- Build strong links with parents and carers
- Uphold the school's behaviour code and uniform regulations
- Participate in and where appropriate lead staff training
- Attend and where appropriate lead team, SLT and staff meetings
- Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare

1 c) EQUALITIES

Be aware of and support difference and ensure that the school's equalities and diversity policies are followed.

1 d) HEALTH AND SAFETY

Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

1 e) DISCLOSURE AND BARRING SERVICE

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.



1 f) ADDITIONAL INFORMATION

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices.

***** The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.***

2. SUPERVISION

The jobholder is managed by the Headteacher and is a member of the school's Senior Leadership Team.

The jobholder manages and leads a team of specified staff across the academy.

3. JOB CONTEXT

The Lead Practitioner will be part of a wider senior leadership team, comprising of the two Assistant Headteachers, as well as the Deputy Headteacher, Headteacher and School Business Manager.

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. All teachers except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

4. CONTACTS

The jobholder will work with all members of staff in the academy and have contact with parents, governors and the Academy Trust.

5. JOB ENTITLEMENTS

- Coaching and mentoring from the Headteacher and Deputy Headteacher, and from coaches from within REAch2
- Access to training and staff development according to personal development needs and the needs of the academy
- High quality whole-school INSET, as well as various other continuing professional development on an on-going basis
- Annual Performance Appraisal and reviews



6. ADDITIONAL INFORMATION

The jobholder is required to contribute to and support the overall aims and ethos of the academy.

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

7. REVIEW OF DUTIES

The specific duties attached to any member of staff are subject to annual review and may, after discussion, be changed. The post-holder is expected to perform reasonable duties requested by the Headteacher from time to time, commensurate with experience, role and salary.



Person Specification

		Essential	Desirable	Assessed by*
Qualifications	Qualified Teacher Status (QTS)	✓		A
	Degree or equivalent	✓		A
	Established and evidenced practice as a highly effective teacher over a minimum of four years teaching as a class teacher	✓		A
	Evidence of recent, relevant additional educational qualifications (e.g. NPQML)		✓	A
Experience	Proven highly successful teaching experience across the primary phase	✓		A, I
	Excellent understanding of the components which comprise highly effective teaching and learning	✓		A, I
	Leadership experience (leading a team or leading a wider-school initiative) in the primary phase	✓		A, I
	Evidence of a commitment to own professional development within the realm of leadership and teaching and learning	✓		A, I
	Experience of leading teaching and learning initiatives beyond their own classroom	✓		A, I
	Experience of giving effective feedback to colleagues about professional performance	✓		I
	Experience of instructional coaching and mentoring colleagues	✓		A, I
	Experience of conducting lesson observations and giving feedback	✓		A, I
Knowledge and understanding	Use of formative and summative assessment and attainment information to improve practice and raise standards	✓		A, I
	Use of strategies to promote good learning relationships and high attainment in an inclusive environment	✓		A, I
	Vision for the developments of teaching and assessment for learning	✓		A, I
	Strategies to enhance teaching and learning	✓		A, I
	Use of intervention strategies to address identified issues for development and a commitment to immediate intervention for mastery	✓		A, I
	Awareness of the latest developments and initiatives in education	✓		A, I



	Deep knowledge of the new National Curriculum	✓		A, I, O
	Ability to be creative and innovative	✓		A, I
	Experience of leading Performance Management		✓	A, I
	Management of support staff		✓	A, I
	Knowledge and understanding of Talk for Writing and Maths Mastery would be desirable	✓		A, I
Skills and abilities	Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase	✓		A, I, O
	Ability to influence the quality of teaching and learning.	✓		A, I
	Good communication skills at all levels	✓		A, I, O
	Ability to work effectively as part of a team of staff and governors.	✓		A, I, O
	Ability to inspire, lead and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and working in strategic partnership with all stakeholders	✓		A, I
	Lead and raise the quality of learning and teaching.	✓		A, I
	Excellent organisational and time-management skill.	✓		A, I
	Demonstrate a positive and professional attitude at all times.	✓		A, I
	Work under pressure and meet deadlines.	✓		A, I
	Expertise / skills / involvement in extracurricular activities		✓	A, I
Personal qualities	Positive, caring attitude, enthusiasm and sense of humour	✓		A, I
	Ability to maintain confidentiality	✓		A, I
	Commitment to personal and professional development	✓		A, I
	Excellent interpersonal skills	✓		A, I
Safeguarding	Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		A, I
	Commitment to the protection and safeguarding of children and young people	✓		A, I

*Key: A = application, R = Reference, O = Observation, I = Interview