

Lead Teacher Job Description

Title: Lead Teacher

Accountable to: Head teacher of deployed school (further support, monitoring impact and future deployments overseen by the Director of Education)

Salary: L1- L4

Position Overview

The post will balance full classroom responsibility, whilst having the opportunity to spread your excellent practice and support and enable others. The post holder will be deployed to a targeted school, taking on classroom responsibility and providing interim leadership capacity to enable the school to rapidly improve. This targeted school will be agreed on a bi-annual basis and monitored by the Education team.

Main duties

- To provide interim senior leadership capacity, as the schools move through the stabilise and repair phases of school improvement.
- Contribute to the strategic vision for the school's development.
- Have class teacher responsibility, consistently role modelling excellent practice.
- Develop a strong teaching profile across the school.
- Work with the trust, to ensure rapid and sustained school improvement.
- Ensure sustainable leadership capacity for allocated responsibilities is in place, enabling an exit from the school within 18- 24 months.

Support

- Head teacher to provide day to day line management, to include allocation of responsibilities, performance management.
- Allocated school improvement lead- to provide regular meetings to support impact on school improvement.

- A member of the DQASI team to be allocated as a central team supporter. This person is not to be responsible for performance management but will complete 3 KITs throughout the year to discuss impact of role, personal development, and any concerns.
- Director of Education to inform future deployments.

General Duties

- Form a part of the Senior Leadership Team, contributing to the strategic vision for the school's development.
- Whole school leadership responsibility defined by the Head teacher.
- Role model outstanding practice in the school you are deployed to.
- Model lessons for observation to help others develop.
- Provide mentoring and coaching support to teachers across the school. This will include those who need additional support, RQTs and formal NQT mentoring.
- Develop a robust understanding of the use of teaching support and improvement plans
- To provide an optimistic view and galvanise others, supporting the formation of a positive school culture.
- To contribute to ensuring that the school is 'Ofsted' ready.
- Stay up to date on research, policy changes and national thinking, and disseminate across the trust.
- A commitment to engage in continuous professional development, ensuring a deep understanding of your subject area, national thinking and national policy.
- To link with key trust working groups aligned to teaching and learning and curriculum, this maybe alongside another member of the school team where appropriate.

Other Areas

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation
- School policies and procedures on other matters
- FHT policies and procedures
- National Professional Standards for Teachers
- The Conditions of Service for School Teachers in England and Wales and with any locally agreed conditions of employment
- Common core of skills and knowledge for the children's workforce.
- All teachers have a responsibility for providing and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with.
- Act as advocate of the Flying High Partnership, modelling the Trust values and behaviours

Job Requirements

The following requirements will be assessed through either the Application Form (AF), during the Interview (I) or as part of an Assessment (AST). – you need to be able to demonstrate how you will score this. The AF ones will be how you shortlist – these headings will be used in your shortlisting matrix

| Criteria | Essential | Desirable |
|--|-----------|-----------|
| Qualifications & Training | | |
| Qualified Teacher Status | AF | |
| National Professional Qualification for Senior Leadership | | AF |
| Experience | | |
| Successful experience as a consistently high performing teacher | AF/ I | |
| Successful experience of whole school leadership responsibility | AF/ I | |
| Experience of successful and sustainable school improvement | AF/ I | |
| Evidence of managing or making a substantial contribution to the effective management of change. | AF/ I | |
| Experience of mentoring or coaching others | AF/ I | |
| Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils. | AF/ I | |
| Evidence of working with parents and the community as partners in learning. | AF/ I | |
| Knowledge and understanding of: | | |

| | | |
|--|-------|-------|
| Developing and implementing strategies for school improvement, including data analysis and strategies for improving the quality of teaching and learning for all pupils. | AF/ I | AF/ I |
| A deep understanding and passion for teaching and learning. | AF/ I | |
| Sound knowledge of educational policy developments, research and implication for in-school practices | | |
| Detailed knowledge of effective school improvement strategies | AF/ I | |
| Strategies to motivate and engage pupils to maximise learning opportunities and outcomes. | AF/ I | AF/ I |
| How to promote inclusion and implement equal opportunities for all. | | |
| Management of pupils' behaviour and attitudes to learning and the ability to put this into practice. | AF/ I | |
| Engaging parents/carers in their children's learning and the work of the school. | AF/ I | |
| Clear understanding on safeguarding policy and practice | AF/ I | |
| Skills | | |
| Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others. | AF/ I | |
| A leader, with the ability to inspire and motivate colleagues, providing the appropriate balance of challenge and support | AF/ I | |
| Consistently role model excellent teaching and learning practice, forming positive relationships with all children. | AF/ I | |
| Skilled in coaching, mentoring and developing and enabling others. | AF/ I | |
| Have the ability to enable others to improve. | AF/ I | |
| Able to challenge underperformance and communicate high expectations to all. | AF/ I | |

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|---|-------|--|
| Ability to galvanise others, supporting the formation of a positive school culture | AF/ I | |
| Strong communication skills, able to keep all partners informed and | AF/ I | |
| Ability to strong working relationships both within the school and across the trust | AF/ I | |
| Behaviors | | |
| An ambitious and driven school leader | AF/ I | |
| Professional and approachable | AF/ I | |
| Proactive | AF/ I | |
| Positive attitude | AF/ I | |
| Demonstrates resilience | AF/ I | |
| Can work collaboratively with others and develop good working relationships | AF/ I | |
| Passionate and committed to the work of Flying High | AF/ I | |
| A commitment to self-reflection and personal development | AF/ I | |