



JOB DESCRIPTION

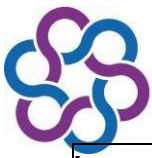
Job Title: Specialist Practitioner in KS1	
Leader Practitioner Range 1 - 6	£50,025 - £56,593
Responsible to: Director of Education / Assistant Director of Education as part of the Harmony Development Team	Responsible for: Raising standards and improving outcomes in a specified academy and for key groups within the trust
Job Description - This job description is based on the Teachers Standards and may be amended at any time following consultation between the postholder, Leadership Team and Board of Trustees.	

Core Purpose of the Post:

The post holder will be an active member of The Harmony Trust Development Team. They will support us to deliver our ambition for all our academies to be Great Places2Learn and Great Places2Work. As a Specialist Practitioner the post holder will be expected to support us to deliver high standards of education for all pupils including those who are most vulnerable including those with Special Educational Needs or identified as disadvantaged.

The post holder will:

- Be deployed into an Academy / Academies to provide expert additional teaching capacity; the post holder **is expected to be flexible and responsive and operate across the academy /different academies within the Trust as and when required.**
- Undertake the professional duties of a teacher on a day-to-day basis, in the role of lead practitioner, as set out in the current School Teachers' Pay and Conditions Document and Teachers Standards.
- Have the day-to-day responsibility for improving the quality of education at the academy by modelling high quality teaching and learning; leading to improved pupil attainment and achievement. They should set high expectations, identify key areas of need and plan provision accordingly.
- Support the professional development of colleagues, including Early Career Teachers, by being a role model and acting as a mentor or coach, acting upon evidence and best practice as and when required.
- Contribute positively to a professional learning community that enables others to achieve high standards.

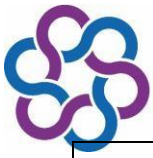


Improving Teaching & Learning

- Support the delivery, monitoring and evaluation of the Harmony Model Curriculum. Ensure that learning experiences engage and challenge children while developing their skills and knowledge. Use assessment information wisely to identify areas of need and curriculum adaptation
- Support a year group or phase team by modelling great teaching; leading collaborative planning sessions and facilitating the sharing of resources and best practice.
- Ensure continuity and progression in learning by supporting colleagues to choose the appropriate teaching methods to deliver the curriculum. Setting clear learning objectives from the agreed scheme of work.
- Monitor the quality of education and the curriculum offer through an inquiry based approach gathering evidence from learning walks, discussion with pupils and teachers, work scrutiny and assessment information
- Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes.
- Manage behaviour effectively to create a safe, respectful and nurturing environment so that students can focus on learning.
- Work collaboratively with both academy and trust colleagues as a committed team member, building successful, high performing teams
- Participate actively as a member of the Harmony Trust Development Team attending relevant meetings, and, as appropriate, supporting the delivery of trust wide training and initiatives.
- Work with colleagues, students and families to develop a strong school community.

General

- Understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
- Uphold and promote the values and the ethos of the trust.
- Implement and uphold the policies, procedures and codes of practice of the Trust / Academy, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
- Take a pro-active approach to health and safety, working with others in the academy to minimise and mitigate potential hazards and risks, and actively contribute to the security of the academy, e.g. challenging a stranger on the premises.
- Participate and engage with workplace learning and development opportunities, subject to the trust's training plan, working to continually improve own performance and that of the team/trust / academy
- Attend and participate in relevant meetings as appropriate.
- Undertake any other additional duties commensurate with the grade of the post.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and visitors with a warm and professional manner



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The applicant will be required to safeguard and promote the welfare of children and young people.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document.



PERSON SPECIFICATION

Job Title: Specialist Practitioner

***Information for applicants: when completing the application form please remember that you are only required to supply relevant evidence to satisfy theemboldened criteria below**

	Criteria	Essential (E)/ Desirable (D)
Education & Qualifications	Qualified teacher status	E
	Degree	E
	Established and evidenced practice as a highly effective teacher over a prolonged period	E
Work Related Experience	Highly effective classroom practitioner	E
	Proven ability to raise standards in classrooms other than own	E
	Experience of leading teaching and learning initiatives beyond own classroom	E
	Excellent understanding of the components which comprise highly effective teaching and learning	E
	Experience of giving effective feedback to colleagues about professional performance	E
	Experience of coaching and mentoring colleagues	E
	Experience of conducting lesson observations and giving feedback	E
Skills & Abilities	The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience	E
	Developing high quality learning strategies and monitoring learner progress to raise attainment	E
	Evidence of high achievement in teaching across Early Years and Key Stages 1 & 2	E
	Working effectively as a middle or senior leader or currently leading a key responsibility/development within a team	E



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	<p>Experience of contribution to the professional development/mentoring of colleagues</p> <p>Effective use of Assessment for Learning to engage learners as partners in their learning</p> <p>Ability to establish curriculum development, assessment, co-ordination and coaching</p> <p>Ability to plan and resource effective interventions to meet curricular objectives</p> <p>Excellent interpersonal and communication skills</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Knowledge	<p>Use of formative and summative assessment and attainment information to improve practice and raise standards</p> <p>Use of strategies to promote good learning relationships and high attainment in an inclusive environment</p> <p>Vision for the developments of teaching and assessment for learning</p> <p>Use of intervention strategies to address identified issues for development and a commitment to immediate intervention for mastery</p> <p>Awareness of the latest developments and initiatives in education</p> <p>Deep knowledge of the new National Curriculum</p> <p>In depth subject knowledge of English and Maths as a minimum</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Work Circumstances	<p>Requirement to work flexibly to meet the demands of the post.</p> <p>An enhanced Disclosure and Barring check is required.</p>	<p>E</p> <p>E</p>