



Teaching Staff Job Description and Person Specification

TITLE:	Lead Practitioner
Working arrangements:	Full time
Location:	Initially assigned to a specific school within the Samuel Ward Academy Trust, but with flexibility to be work across the Trust as required
Pay range / point:	Leading Practitioner Range
Responsible to:	Headteacher
Date:	April 2016
Post holder:	

INTRODUCTION

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Samuel Ward Academy Trust “the Trust”) at all times;
- Nurturing students’ passions and interests and stimulating their intellectual curiosity;
- Continuously raising students’ aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students
- Intentionally developing Students’ Leadership Awards Skills;
- Actively supporting and promoting Student Voice;

All teachers are required to meet the national standards for teachers according to their role. In addition, teachers on the Upper Pay Range are required to continue to meet the relevant standards and show sustained and substantial improvement.

JOB PURPOSE

1. To lead and manage the development of excellent classroom teaching practice across the department and school and to play a role in the overall strategic direction of continuing professional development (including coaching).



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2. To design and deliver CPD including coaching for teachers across the school as agreed.
3. To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence.
4. To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the students and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all students and the continuous improvement of teaching and learning in the school.

KEY TASKS AND RESPONSIBILITIES

Continued Professional Development and coaching

1. Play an overall strategic role with the senior leadership team in the development of CPD and coaching for teachers across the school;
2. Deliver school based development and training for groups of teachers (ITT, Teach First, NQTs, etc.) and departments within the school in order to improve the quality of teaching and learning;
3. Where agreed, support other colleagues and other schools in the provision of training and development of teachers across the Trust;
4. Coach and mentor teachers, including trainees and NQTs as agreed with the senior leadership team;
5. Support the teachers in their department to ensure robust self-evaluation of teaching and learning and make a significant contribution to improving the quality of teaching and learning within the team;
6. Lead the development of key skills within specific curriculum areas and support the training of staff;
7. Support and coach staff in developing and improving their teaching and to help move their lessons to consistently good or outstanding;

1. Teaching and Learning

2. Teach engaging and effective lessons that motivate, inspire and improve pupil attainment and consistently model best practice;
3. Work with curriculum leaders on the development of consistently good pedagogy



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across the school;

4. Support the writing of the school's teaching and learning policy as requested by the senior leadership team;
5. Plan, resource and deliver lessons and sequences of lessons to the highest standard that ensure real learning takes place and students make better than expected progress;
6. Provide a nurturing classroom and school environment that helps students to develop as learners;
7. Help to maintain/establish discipline across the whole school and contribute to the effective working of the school;
8. Research, analyse and disseminate materials and advise on practice, research and continuing professional development provision;
9. Contribute significantly to the development of course outlines, syllabuses and schemes of work within the specified curriculum area;
10. Model best practice in ensuring that lessons are well differentiated including providing for the least able and for the more able and gifted students;
11. Model best practice in the effective use of student performance data, and student and staff target-setting so that this impacts on classroom practice and contributes to raising achievement;
12. Model best practice in the production of oral and written assessments, reports and references relating to individual and groups of pupils;
13. Work with curriculum leaders to prepare for OFSTED inspections;
14. Develop plans and processes for the classroom with measurable results and evaluate those results to make improvements in student achievement;
15. Ensure that all pupils achieve their individual targets and achieve at least at chronological age level or, if well below level, make significant and continuing progress towards achieving at chronological age level;
16. Model best practice in maintaining regular and productive communication with pupils, parents and carers, to report on progress, sanctions and rewards and all other communications;
17. Model best practice in regards to the use of support staff assigned to lessons and when required participate in related recruitment and selection activities;



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18. Enrich the curriculum with trips and visits to enhance the learning experience of all students;
19. Participate in preparing pupils for external examinations;
20. Implement and adhere to the school behaviour management policy, ensuring the health and well-being of pupils is maintained at all times.

General Teaching Responsibilities

1. Comply with and uphold the policies of the school;
2. Fully understand and comply with the school's policy on safeguarding. Remain alert to students' pastoral needs and provide support, in conjunction with school's SENCo and Learning Support Assistants (LSAs);
3. Proactively uphold the school's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the school's systems; high standards of behaviour should be expected at all times;
4. Oversee and work closely with LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required;
5. Ensure that the learning spaces provide a welcoming and stimulating environment to students and adults. Classrooms will be vibrant, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled;
6. Make effective use of PPA time to raise standards;
7. Lead assemblies as required;
8. Play an active role in the full life of the school.

Safeguarding

1. Samuel Ward Academy Trust is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder under the guidance of the Headteacher will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).



General

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested [insert line manager] or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

Samuel Ward Academy Trust has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

Signed
[insert Principal or other as appropriate]

Date of issue:



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	Trust's secondary schools to secure high attainment for all children in the relevant Year / Subject Group(s) Key Stage(s).	
LEADERSHIP	<p>Ability to promote and ensure the school / Trust vision is understood and acted upon by individuals in their team</p> <p>Understanding of the management of change processes</p> <p>Ability to maintain a consistent and continuous focus on pupil achievement</p> <p>Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated Year / Subject group(s) Key Stage(s) pupil outcomes.</p>	
OTHER QUALITIES	<p>Able to develop genuine, empathetic relationships with young people</p> <p>High personal standards in terms of attendance, punctuality and meeting deadlines</p> <p>High level of personal organisation skills</p> <p>Good communication skills, both written and spoken</p> <p>Solution focused disposition and a positive attitude particularly to challenge and change</p> <p>Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all</p>	Coaching and mentoring skills



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	<p>students</p> <p>Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and education</p> <p>Able to work as part of a broader inclusion and student support system</p> <p>Ability to work as a team player and supportive of team working</p> <p>Ability and willingness to develop own understanding and capability through advice and training</p> <p>Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency</p> <p>Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes</p>	
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