

## INCE CE PRIMARY AND NURSERY SCHOOL

# Job Description: Leading Practitioner with English Lead A member of the School Leadership Team

1. Pay: The Pay Range for Leading Practitioner is L1 5

## 2. Line Managers:

2.1. Headteacher and Deputy Headteacher

#### 3. Core Purposes:

Under the overall direction of the Headteacher

A Leading Practitioners 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.

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 with particular focus of English.
- 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 English 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.

## Professional development of colleagues

- Prepare and run professional development courses for staff (teaching staff and TAs)
- 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.
- 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

Signature of post holder	Date:
Signature of Headteacher	Date:



## Person Specification for Leading Practitioner at Ince Nursery and Primary School

## All elements of the Person Specification are Essential unless otherwise stated.

## Qualifications

- Qualified Teacher Status
- Degree or equivalent
- Established and evidenced practice as a highly effective teacher over a prolonged period
- Evidence of safeguarding training

## **Professional Development**

- Evidence of a commitment to own professional development within the realm of leadership and teaching and learning
- Highly effective Year 6 classroom practitioner
- Proven ability to raise standards in classrooms other than their own
- Experience of leading teaching and learning initiatives beyond their own classroom
- Excellent understanding of the components which comprise highly effective teaching and learning
- Experience of giving effective feedback to colleagues about professional performance
- Experience of coaching and mentoring colleagues
- Experience of conducting lesson observations and giving feedback
- Safeguarding and Health and Safety

#### **Knowledge**

- Use of formative and summative assessment and attainment information to improve practice and raise standards
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the developments of teaching and assessment for learning
- Strategies to enhance teaching and learning
- Use of intervention strategies to address identified issues for development and a commitment to immediate intervention for Greater Depth
- Awareness of the latest developments and initiatives in education
- Deep knowledge of the new National Curriculum
- In depth subject knowledge of English as a minimum
- Knowledge and understanding of RWI, No Nonsense Grammar, Cracking Comprehension and No nonsense Spelling and letter join would be desirable

## Skills and experience

- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Developing high quality learning strategies and monitoring learner progress to raise attainment
- Evidence of high achievement in teaching across Early Years and Key Stages 1 & 2 and especially in year 6
- Working effectively as a middle or senior leader or currently leading a key responsibility/development within a team
- Experience of contribution to the professional development/mentoring of colleagues
- Effective use of Assessment for Learning to engage learners as partners in their learning
- Ability to establish curriculum development, assessment, co-ordination and coaching
- Ability to plan and resource effective interventions to meet curricular objectives
- Development of partnerships with other schools/networks