



#### 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