



STONE LODGE
SCHOOL

Stone Lodge School, Stone Lodge Road,
Stone, Kent, DA2 6FY

Job Description – Design Technology & Engineering

Role: **Lead Practitioner - Design Technology & Engineering**

Salary: **LPR4 to LPR8 - £49,175 - £54,146**

Responsible to: **SLT Line Manager**

Overall Job Purpose

The Lead Practitioner will lead on the improvement of teaching skills within the Design Technology & Engineering Department and wider school through modeling high-quality teaching, coaching and training other members of staff.

MAIN DUTIES

Raising the quality of teaching and learning

- Carry out teaching responsibilities within the Design Technology and Engineering Department in line with the professional duties of a teacher
- Model consistently high-quality teaching and be able to demonstrate excellent practice to others across the whole school.
- Produce high-quality teaching materials that support excellent practice
- Prepare and deliver training courses across the school to improve teachers' practice
- Support with teachers' professional development and appraisal through carrying out lesson observations, providing feedback and implementing strategies to improve practice
- Provide mentoring/coaching to individual teachers' in need of 1-to-1 support to improve their practice
- Use data to identify individuals or groups that need further teaching support and develop and implement strategies to raise the quality of teaching
- Use data to identify individuals or groups of students that need targeted support, and develop and implement strategies to raise achievement
- Set challenging and ambitious targets for students on interventions and update parents' on progress
- Measure and assess the impact of interventions to raise achievement for students and the quality of teaching
- Promote strategies which support differentiation, inclusion and positive behaviour

Monitoring and evaluation:

- Co-ordinate and carry out monitoring and evaluation activities to improve teaching and learning, including work scrutiny, lesson observations, learning walks etc
- Use systems to analyse data from monitoring and evaluation, and use insights to inform strategies and plans for teacher development



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- Support with self-evaluation and school improvement planning across the engineering and design faculty and the wider school to support other subject areas as required.

Professional development:

- Lead on researching best practice and keeping up-to-date with the latest developments
- Share knowledge with staff and offer support to implement the research into their own practice
- Inform staff about the latest innovations in intervention strategies
- Lead on identifying high quality CPD programmes to improve quality of teaching and learning
- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own practice

Management of staff and resources:

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Pastoral System:

- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer.
- To ensure the Behaviour Management system is implemented in the department so that effective learning can take place.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE and citizenship and other cross-curricular developments according to school policy.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and students to follow this example.
- To engage in the performance review process and continuous professional development.

Whilst every effort has been made to explain the main duties and responsibilities of the post, the list of tasks is not exhaustive. 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.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants.



Person Specification

Area	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> ▪ Qualified Teacher Status (secondary) ▪ Good Honours degree 	<ul style="list-style-type: none"> ▪ Lead Practitioner accreditation/NPQ accreditation underway/undertaken
Experience and skills	<ul style="list-style-type: none"> ▪ A proven track record of success in raising achievement ▪ Ability to teach up to Level 3 within own specialism ▪ Substantial successful teaching experience across the 11-18 age range ▪ Experience of supporting colleagues to develop ▪ Experience delivering training 	<ul style="list-style-type: none"> ▪ Desire to lead an extra-curricular activity
Knowledge and skills	<ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • Knowledge of the barriers to learning that students may face • Tailoring plans and interventions to individual students • An excellent understanding of how children learn • Ability to adapt teaching to meet students' needs • Ability to build effective working relationships with students • Ability to establish curriculum development, assessment and co-ordination • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Able to use systems and to conduct analysis and produce reports • Good ICT skills, particularly using ICT to support learning 	
Personal qualities	<ul style="list-style-type: none"> ▪ Demonstrates behaviours that inspire and motivate others ▪ Communicates effectively with a range of audiences ▪ Be high profile and accessible around the department and school ▪ Celebrates excellence and challenges poor performance ▪ Fosters an open, fair, equitable culture and manage conflict ▪ Challenges, influences and motivates others to attain high goals ▪ Prioritises, plans and organises themselves and others ▪ Committed to the protection and safeguarding of children and young people and the raising of standards for all in the pursuit of excellence ▪ Committed to an ethos of inclusion, equal opportunities with a willingness to promote spiritual, social, moral and cultural development. 	