

JOB DESCRIPTION

Job Title:	Lead Practitioner
School / Department:	Valley Park School; Senior Leadership Team
Salary Range:	L3 – L8
Reports to:	Assistant Headteacher
Accountable to:	Senior Assistant Headteacher

1. Job Summary

The Lead Practitioner is expected to contribute to the deliberate, planned and systematic development of pedagogical practices within the school and its wider community.

2. Key Working Relationships

- Headteacher and members of the Senior Leadership Team;
- Lead Practitioner team;
- Middle leaders (pastoral and academic);
- Classroom teachers;
- Parents and students;
- Visitors.

3. Key Result Areas

a. Areas

Quality of Education

- Actively support the Headteacher and the Leadership Team including Governors to work with teaching staff to achieve the very best outcomes for students.
- To support departments to review the current curriculum provision and long term planning, to ensure coverage, progression and a range of learning experiences throughout the school.
- Liaise closely with key teaching staff to ensure continuity and progression across students' age and ability range.

- Lead by example as a teacher and as a leader, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
- Support subject leaders in the development and implementation of curricular initiatives, e.g. mastery.
- Monitor the quality of education, pedagogy and assessment, as a key member of the extended leadership team. This will include coaching and modelling lessons, as well as the monitoring of short and medium term planning and scrutiny of student work, on a collaborative basis, with colleagues.
- Support the school's processes of robust and realistic self-evaluation.
- Set appropriate expectations in relation to standards of achievements and the quality of education, establishing clear targets for improving and sustaining students' achievement and supporting the processes of teaching and learning/quality of education, in accordance with agreed policies and guidelines.
- Support colleagues to meet their personal and professional targets, where appropriate.
- Ensure staff share the cultural, academic, personal development and pastoral aims of the school whilst promoting a high quality of learning in the classroom.

Recording and Assessment

- Set appropriate targets, monitor progress and ensure appropriate action plans are in place where issues are identified within departmental areas.
- Contribute to the annual Reporting cycle and consultation with parents/carers.
- Lead by example, modelling exemplary assessment practices in developing colleagues' routines/expectations.

Leadership

- Support the Heads of Department in providing a clear direction for their departments.
- Contribute to establishing the core values of the extended leadership team of Lead Practitioners and their practical expression.
- Support the whole school review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives.
- Establish good relationships, encourage good working practices and support and lead teachers.
- Plan, organise and chair focused meetings as appropriate, including meetings of the Lead Practitioner team.
- Liaise with learning mentors, support staff and outside agencies.
- Contribute to the upholding of standards and the schools Quality Assurance processes.
- Support the aims and ethos of the school.
- Participate in formal and informal staff training, both as a participant and as a facilitator.
- Participate in Continuing Professional Development with particular reference to designated areas as agreed with the Headteacher
- Develop links with other local and Trust schools, including primaries, as appropriate.

People and relationships

- Sustain effective, positive relationships with all staff, students, parents/carers, governors and the local community, including through student, staff and parent voice initiatives.
- Manage and develop effective working relationships with Headteacher and the senior team.
- Support Curriculum Leaders, within the context of school policies, in relation to working practices and relationships, including those relating to behaviour, discipline and attitude.
- Encourage personal development, SRE and cultural development within the student body.
- Manage and support innovation and change.

Resources and their development and deployment:

- Lead the professional development of staff through example, coaching, peer support and target setting.
- Take an active role in the development of colleagues either through a through the school's Appraisal process, or the CPD programme.
- Ensure, directly or indirectly, support and training for new staff and trainee teachers.

b. Data Protection

- Work within the requirements of Data Protection and GDPR regulations at all times.

c. Safeguarding

- VIAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

d. Equality and Diversity

- The Trust is committed to valuing diversity in employment, service delivery practices and its general environment. An expectation of all leadership posts within the Trust is that each individual will take responsibility for promoting inclusive and accessible service provision, staff development and a culture that values and respects difference

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the teacher retaining one and the Headteacher the other.

4. Statement

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be set out in the above job description, but please note that Valley Invicta Academies Trust maintains the right to update your job description from time to time, to reflect changes in or to your job. You will be consulted about any proposed changes.

Signed: Date:

Person Specification: Valley Park School – Lead Practitioner

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Degree level qualification. 	<ul style="list-style-type: none"> • Masters-level leadership qualification. • NPQ qualification.
Experience	<ul style="list-style-type: none"> • Middle Leadership experience in a good or outstanding school. • Teaching experience across Years 7-13 inclusive. • Evidence of successful implementation of whole school initiatives, and involvement in strategic initiatives/change management. • Demonstrable evidence of raising standards, and using data and target setting effectively. 	<ul style="list-style-type: none"> • Evidence of success within a school-based senior leadership development programme. • Leadership experience within a similar setting. • Teaching experience in more than one school. • Effective collaboration with external agencies or across schools. • Line management

		experience, and target-setting.
Knowledge	<ul style="list-style-type: none"> • Knowledge of current educational trends, curriculum developments and educational initiatives, for example mastery and Rosenshine’s principles. • Excellent knowledge and understanding of Personal Development curriculum expectations, and how to embed them. • Strong working knowledge of latest Ofsted framework and its key priority areas. • In-depth knowledge and ability to effectively use data. 	<ul style="list-style-type: none"> • Experience of school improvement and masters-level study in the leadership of change. • Detailed knowledge of mastery, cognitive science and knowledge retrieval and how to implement in the classroom and beyond.
Skills	<ul style="list-style-type: none"> • Ability to think strategically and with vision and creativity. • Build and maintain effective relationships and teams through effective interpersonal skills. • Excellent communication skills both oral and written. • Have realistic and high expectations of self and others. • Commitment, honesty and dedication. • Ability to manage own time effectively. • Reliability and integrity. • Be able to understand school data and prioritise needs for improvement. 	<ul style="list-style-type: none"> • An ability to work under pressure for short periods, maintaining a sense of perspective and humour.
Attributes	<ul style="list-style-type: none"> • Have a child-centred approach. • Ability to motivate and inspire staff and students. • Ability to coach and mentor colleagues, to improve their performance. • Awareness of the need for an appropriate level of attention to detail. • Ability to demonstrate personal and emotional resilience when working in a range of challenging situations. • Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo appropriate checks, including enhanced DBS 	

	checks, and to engage with role-related CPD.	
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