



**Our Lady of Peace Catholic
Primary & Nursery School**
*With Christ in our hearts together we
grow*

TITLE OF POST: Lead Practitioner

The Lead Practitioner will be responsible for a class but leadership time will be awarded.

LEAD PRACTITIONER - SALARY SCALE – L1 – L4

RESPONSIBLE TO: The Headteacher/ Deputy Headteacher

RESPONSIBLE FOR: Quality of provision, teaching, learning and progress.

ACCOUNTABILITIES: To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the Professional Standards for Teachers.

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.

OVERVIEW: A Lead Practitioner/s 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.

JOB PURPOSE/ LEADERSHIP

- To develop and implement teaching and learning initiatives and strategies throughout the school which raise the teaching practice of all staff and therefore raises standards and pupil progress.
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring best practice and excellence.
- Modelling outstanding planning and 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.
- To take a lead role, working closely with the senior leadership team in developing, implementing and evaluating policies and practice that lead to school improvement.

- Assessment and impact evaluation, including through demonstration lessons and classroom observation.
- To undertake research into best practice in other schools.
- Work with colleagues to develop an innovative and creative curriculum designed around the particular needs of our pupils.
- Secure and sustain effective teaching of subjects 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.
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- 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.
- To support underperforming teachers to enable them to improve their practice.
- To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations.

PROFESSIONAL DEVELOPMENT OF COLLEAGUES

- 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 e.g. T4W
- 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

- Develop coaching skills and abilities
- Be proactive in seeking out professional development opportunities.

STRATEGIC DIRECTION AND DEVELOPMENT

Teaching and Learning

- In liaison with the Senior Leadership team ensure the quality of teaching and learning across the school through coaching and mentoring of staff.
- In liaison with the Senior Leadership team secure and sustain effective teaching 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, learning walks and written reports to the Headteacher and Senior Leadership Team as necessary.

LEADING, MOTIVATING & DEVELOPING

- Have teaching skills which lead to excellent outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
- Carry out subject/quality assurance activities e.g. classroom observations.
- Disseminate materials and advise on practice, research and CPD provision.
- Make well founded appraisals of situations, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet children's needs leading to improvements in their outcomes.



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Person Specification for Lead Practitioner

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

Qualifications
Qualified teacher status
Degree or equivalent
Evidence of further studying E.G. Master's degree. - Desirable
Established and evidenced practice as an outstanding teacher over a prolonged period
Professional Development
Evidence of a commitment to own professional development
Evidence of safeguarding training
Teaching and Learning
Outstanding 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 outstanding teaching and learning
Experience of giving effective feedback to colleagues about professional performance
Experience of coaching and mentoring colleagues
Experience of conducting lesson observations
Evidence of a commitment to own professional development within the realm of leadership and teaching and learning.
Safeguarding and Health and Safety

Knowledge

Use of 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 Learning

Strategies to enhance teaching and learning

Use of intervention strategies to address identified issues for development

Awareness of the latest developments and initiatives in education

Deep knowledge of the new National Curriculum

In depth subject knowledge across the Curriculum

Knowledge and understanding of Talk for Writing and Math's Mastery would be desirable.

Skills and experience

Teaching experience for more than 3 years

Teaching experience across Key Stage 1 and Key Stage 2 - **Desirable**

A good knowledge and understanding of the Early Years curriculum - **Desirable**

Excellent ICT skills

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 the Key Stages

Working effectively as a middle manager or currently leading a key responsibility/development within a team

Experience of contribution to the professional development/mentoring of colleagues

Ability to establish curriculum development, assessment, co – ordination and coaching.

Skills and experience

Effective use of Assessment for Learning to engage learners as partners in their learning

Ability to plan and resource effective interventions to meet curricular objectives

Development of partnerships with other schools and the community

Experience or contribution to the professional development/ mentoring of colleagues

Ability to work under pressure and prioritise effectively

Commitment to maintaining confidentiality at all times.

Commitment to safeguarding and equality

Excellent interpersonal and communication skills.