



Lead Practitioner Job Description

Post: Lead Practitioner - Technology
Salary grade: Lead Practitioner 1-5
Responsible to: Deputy Headteacher Staff development & Head of Faculty

Core Purpose

To work in collaboration with school leaders and other lead practitioners in a dynamic teaching and learning group that plans, coordinates and executes initiatives that lead to effective teaching and learning practice across the school, thereby ensuring pupils make strong progress. Modelling outstanding practice, coaching, and mentoring are fundamental aspects of this role. All practice should be evidence based and lead to improved outcomes for pupils.

Responsibilities

1 Specific responsibilities

(The responsibilities detailed below are in addition to the general responsibilities detailed in sections 2, 3 and 4)

[This section is agreed annually but is likely to encompass an agreed whole-school focus and faculty-specific focus].

2 Teaching, learning and assessment

All members of the Lead Practitioner Team are expected to be expert teachers who have the following responsibilities. Members of the team are expected to carry out the duties of a class teacher as set out in the current School Teachers' Pay and Conditions Document

2.1. Use the Whickham Learning Model through using resources developed collaboratively in short, medium and long term planning; ensuring pupils interact with the four stages of the model; modelling effective practice; leading & participating in staff meetings and training time to develop staff skills and practice.

2.2. Regularly and accurately assess pupil progress through ensuring the expectations of school and relevant faculty assessment policies are met; modelling best practice in the use of formative and summative assessment practices; ensuring accuracy in assessment decisions.

2.3. Provide effective feedback that secures strong pupil progress through regular marking of classwork, homework and assessments that provide pupils with specific feedback leading to improvements; effective use of Personal Learning Tasks (PLT); acting upon assessment data to close learning gaps; effective use of questioning; verbal feedback.

2.4. Extend pupil learning through regular homework through meeting the expectations of the homework policy; setting high quality homework that consolidates learning and challenges pupils; reviewing homework; challenging missing or unsatisfactory homework.

2.5. Have excellent subject knowledge, an extensive understanding of examination board specifications and plan for progress through ensuring you deliver agreed curriculum plans; use training to develop and extend subject knowledge; teach appropriate examination skills and techniques; share good practice; plan to ensure knowledge and skills are retained over time.

2.6. Adapt teaching to meet the needs of all pupils through using appropriate techniques and resources to differentiate learning; understanding the individual needs of pupils you teach and take these needs into account when planning; ensuring that feedback is personalised to individual pupils.

2.7 Pupil behaviour is consistently good through ensuring classroom routines are followed; effectively managing pupil behaviour; motivating and rewarding pupils who demonstrate good learning habits; having high expectations of pupil behaviour and act when these are not met; developing good relationships, exercising appropriate authority and acting decisively where appropriate.

3. Leadership of whole school teaching and learning

Lead practitioners will assist school leaders in improving the quality of teaching and learning of all staff in the following ways:

3.1 Support staff to effectively use the Whickham learning model through planning training that develops staff & pupils understanding of the four stages of the model; modelling effective practice by using the model to deliver lessons and training events; By supporting faculty teams within your own and other faculties in the development and delivery of collaboratively planned material ensuring learning episodes incorporate the four stages of the learning model; with FLs and DFLs monitor the quality and impact of collaboratively planned resources.

3.2 Support all staff to develop their understanding of pedagogy and make continual improvements to their practice through ensuring all staff engage with effective evidence based training and development; planning and delivering whole school training using SIH and twilight time effectively; ensuring expectations are clearly communicated to all staff; Leading teaching and learning groups and networks within and beyond school; engaging with research and outside agencies to ensure teaching and learning at Whickham school is at the forefront of best practice.

3.3 Support staff in using effective marking, assessment, and feedback practices through modelling effective practice; carrying out regular monitoring of T & L to identify areas of good or poor practice; challenge and support staff where poor practice is identified.

3.4 Support the leadership of linked faculties through carrying out faculty monitoring and review with FLs and DFLs; leading and contributing to faculty meeting and training time; analysing data to identify areas for improvement; attend link meetings with FL and DFLs; Supporting the development and QA of curriculum plans

and resources; providing honest and accurate feedback to staff; following up concerns in a timely manner; creating a culture of high expectations.

3.5 Meeting the responsibilities of a school leader through ensuring whole school policies are met; being an active member of the leadership team within your faculty; supporting and leading elements of the School and Faculty Improvement plans; contribute to whole school monitoring and deep dives; liaising effectively with other stakeholder groups; being proactive in supporting and challenging staff within the faculty & across the school; liaising effectively with pastoral and achievement team leaders.

3.6 Demonstrating the qualities expected of a leader at Whickham School through effective communication and decision making in line with the school's vision and values; upholding the school values and ethos at all times; developing others to be the best they can be through modelling and coaching; meeting deadlines; being a presence around the school site; attending school events.

4.Coaching and Mentoring

Lead practitioners will support individual staff as directed by their line manager or Deputy Headteacher for staff development.

4.1 Challenge and support individual teachers to improve their teaching practice through the use of agreed coaching and mentoring models; observing and monitoring staff; keeping up to date records of mentoring and coaching activities; modelling effective practice and setting high expectations; providing honest and accurate feedback to individuals; support and develop staff in their mentoring role of ITT students.

4.2 Where necessary, monitor, support and challenge staff through the capability process by adhering to the Whickham school capability process; building positive working relationships with staff; carry out and evidence monitoring; writing and updating support plans; providing accurate and honest feedback to staff; raising the expectations of staff in danger of not meeting teacher standards and provide opportunities for them to be successful.

The postholder is also expected to undertake any other duty as specified by School Teachers Pay & Conditions Document not mentioned above. You will be expected to meet the professional standards of a teacher, as defined in the STPCD. This is to be seen as additional to the role defined by the Subject Teacher Job Description.

The postholder is also expected to carry out any reasonable request made by the Headteacher or line manager. No Job Description can be fully comprehensive, and this is, therefore, subject to review and modification, as necessary.