

Job Description – Lead Practitioner English

Lead Practitioner English

Responsible to: Relevant member of SLT

Responsible for: N/A

Salary details: LP 8 - 11

Vision and purpose:-

The Lead Practitioner English will promote and implement strategies for improving attainment in English at George Salter Academy. Working in partnership with the Senior Leadership Team and department staff, the role involves both a strategic overview of subject development, alongside day-to-day involvement with the department. This will include activities such as coaching, planning, leadership development, modelling strong practice, data analysis, curriculum development, support with student intervention.

Key Responsibilities:

- Model outstanding teaching to key cohorts of students
- Support the English Department as needed, ensuring agreed best practice is being followed, providing extra support and capacity where it is needed
- Support the development of teaching capacity, working in collaboration with the academy's teaching and learning team
- Undertake an academy wide role to aid staff development (specifics of the role will depend upon the candidates skillset)
- Work with the academy to ensure that the curriculum, delivery model and assessments being used are of the highest quality
- Work with academy staff to promote raised attainment and progress measures, with a progress target that shows outstanding outcomes for students
- Provide support to the academy leadership team and subject leaders to address underperformance within department
- Identify best practice in order to refine or bespoke the practice to the needs of the academy
- Ensure that subject knowledge, curriculum understanding and pedagogy around KS3, KS4 and KS5 specifications are facilitated
- Take part in QA work across the academy, as required
- 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
- Support with English and academy wide recruitment
- Undertake other various responsibilities as directed by the line manager

Developing as a professional member of the Academy:

- Attend, as required, calendared meetings and completion on time of all documentation required for the effective management of the Academy
- Consistently demonstrate the positive values, attitudes and behaviour expected of students.
- Know the statutory framework for professional duties of teachers, an awareness of the policies and practices of the Academy and share in the collective responsibility for their implementation.
- Communicate effectively with students, colleagues, parents and carers to support the well-being of students and the raising of students' levels of attainment.
- Have a commitment to collaboration and co-operative/team working in achieving the corporate objectives of the Academy and valuing colleagues' contributions to your professional development
- Know how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities

Additional agreed areas of responsibility:

Such other duties as may be reasonably required by the Principal/SLT/Line Manager.

It is the responsibility of each employee to carry out their duties in line with Academy policies, particularly to comply with all child protection/safeguarding policies/Health Safety Policies.

Use and development of ICT as required.

Due to the nature of this job, it will be necessary for the appropriate level of Disclosure Barring Service to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (amendments) Order 1986.

Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.



GEORGE SALTER ACADEMY

Person Specification – Lead Practitioner English

| Category | Essential | Desirable | Method of Assessment |
|------------------------------------|--|---|--------------------------------|
| Qualification and Training | <ul style="list-style-type: none">Qualified Teacher StatusRelevant postgraduate teaching qualificationQualified to degree level and aboveRelevant subject specific trainingRecent and relevant safeguarding training | <ul style="list-style-type: none">Exam Board training / exam markerEvidence of attendance at external CPDMembership of relevant professional bodies | Application Form and Interview |
| Knowledge and Understanding | <ul style="list-style-type: none">Up to date knowledge of the national curriculum and relevant schemes of workRecent experience of teaching and delivering good results in a secondary school | | Application Form and Interview |
| Teaching and Learning | <ul style="list-style-type: none">Commitment to comprehensive education and personalised learningExcellent classroom teacher with a proven track record of strong outcomes | | |
| Skills and Experience | <ul style="list-style-type: none">Consistently good or outstanding teaching recordProven record in delivering outstanding attainment and progressExperience of identifying, implementing, monitoring and evaluating effective strategies for improving attainmentExperience of leading, coaching and mentoring department teachers, as well as delivering staff | <ul style="list-style-type: none">Experience of reporting to stakeholders, including SLT and GovernorsExperience of working with children with SEND or Disadvantaged students to rapidly improve outcomesExperience of working with universities and teacher training providers with regard to the development of PGCE students and ECTs. | Application Form and Interview |

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| | <p>training to support improved attainment and progress</p> <ul style="list-style-type: none"> • Excellent communication and presentation skills • The capacity to form positive learning-centred relationships with other professionals • Experience in producing/contributing towards department/faculty improvement plans • A proven track record in raising standards of achievement in English • Experience in implementing systems for QA/monitoring • Able to evidence measurable impact in relation to raising standards i.e. improvements in outcomes for Disadvantaged pupils • Experience in successfully raising standards in the quality of teaching and learning • Experience in curriculum design and development | | |
| Personal Attributes | <ul style="list-style-type: none"> • A passion for education and making a difference • Motivation to continually improve standards and achieve excellence above norms • Commitment to continuously review and develop own pedagogy in line with research, evidence based approaches to improving progress and outcomes • Commitment to safeguarding children and young people • Ability to lead, inspire and motivate staff | | Application Form and Interview. |