



**Lead Practitioner
Pupil Premium
Job Description**



Simon Balle All-through School is an outstanding learning community and therefore teaching and learning is at the heart of all we do. Academic results are incredibly important. Our curriculum is relevant and fairly traditional, with a great emphasis upon the core subjects, humanities and languages, sitting alongside a promotion and love of the arts and creativity. Wider curriculum opportunities are equally important and this includes our vision for all students to explore and be curious about the world around them.

Job Title	Lead Practitioner : Pupil Premium
Pay Scale	Lead Practitioner Scale 7-10
Accountable to	Deputy Headteacher
Hours of Work: (Full Time Equivalent – FTE)	
The statutory arrangements for working time are set out in the STPCD for classroom teachers (other than staff paid on the leadership pay scale).	

It is expected that the post holder will carry out her/his responsibilities within this framework.

Post holders are also responsible to the Headteacher and Senior Leadership Team of the School for ensuring the general good order and discipline of the School and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the School, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the School are seen as inter-related.

CULTURE AND ETHOS
<p>SCHOOL CULTURE</p> <ol style="list-style-type: none"> 1. To play a full part in the life of the all-through School community, to support its distinctive vision and values and to lead staff and students in doing the same. 2. To actively support and implement the School’s policies and aspirations. 3. To adhere to the staff professional code of conduct and promote a culture of positive and respectful relationships across the department ensuring a safe, orderly and inclusive environment. 4. To uphold ambitious educational standards that prepare students from all backgrounds for the next phase of education and life – to create tomorrow’s citizens today. <p>BEHAVIOUR</p> <ol style="list-style-type: none"> 1. To establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are clearly understood by all staff and students. 2. To ensure high standards of student behaviour and courteous conduct in accordance with the school’s behaviour for learning policy so that effective learning can take place both in classrooms and in the department areas. 3. To implement consistent, fair and respectful approaches to managing behaviour. 4. To ensure that adults within the department model and teach the behaviour of a good citizen. <p>PROFESSIONAL DEVELOPMENT</p>

1. To ensure staff have access to high quality, evidence-informed sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, department and individual needs.
2. To lead the professional growth of the department and the individuals in it, by example and through instructional coaching and mentoring, establishing a culture of self-development and self-reflection.

CURRICULUM AND TEACHING

TEACHING

1. To demonstrate high standards of teaching which impact on the learning, progress & achievement of students and, as such, to be a positive role model to other staff.
2. To establish and sustain high quality, evidence-informed, expert teaching and learning across the department in keeping with the School's vision, values, and Improvement Plan ensuring that Threshold Standards are maintained where appropriate.
3. To ensure that every student is challenged in their learning and given the opportunity and support to make progress and achieve their best.
4. To ensure teaching is underpinned by high levels of subject expertise and approaches, which respect the distinct nature of subject disciplines.
5. To encourage and take responsibility for the learning environment by overseeing visual materials and classroom displays.
6. To implement and monitor the application of the School's Teaching and Learning and Home Learning Principles within the Department.

CURRICULUM AND ASSESSMENT

1. To ensure an inclusive, rich and challenging taught and enrichment curriculum designed to inspire curiosity and build subject mastery, including the skills of reading, writing, numeracy and oracy.
2. To work with Primary Subject Champions to ensure a progressive and sequential curriculum, designed to develop a depth of knowledge and ensure the integrity of each subject is respected with key vocabulary being explicitly taught.
3. To ensure that curriculum maps and year group overviews reflect the taught curriculum
4. To monitor and support the overall progress and attainment of students within the department, particularly the vulnerable groups such as PP, PP+ and BAME and be accountable for raising standards across the Department,
5. To devise and implement assessment, monitoring and evaluation procedures, including reporting to parents, ensuring consistency with School policy and legislation.
6. To regularly analyse data to ensure that each group or cohort is on track to meet or exceed the targets set and identify intervention strategies to support progress as required.

ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS

1. To ensure the department holds ambitious expectations for all students with additional and special educational needs and disabilities.
2. To establish and sustain culture and practices that enable students to access the curriculum and learn effectively.
3. To ensure the department works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate.
4. To ensure the department fulfils its statutory duties with regard to the SEND code of practice.

ORGANISATIONAL EFFECTIVENESS

ORGANISATIONAL MANAGEMENT

1. To ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care.
2. To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
3. To ensure staff are deployed and managed well with due attention paid to workload.
4. To establish and update where necessary, systems, processes and policies, including Risk Assessments, that enable the department to operate safely, effectively and efficiently.

SCHOOL IMPROVEMENT

1. To make use of effective and proportional processes of evaluation to identify and analyse problems and barriers which limit department effectiveness, and identify priority areas for improvement.
2. To develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the department's and school's context.
3. To ensure careful and effective implementation of improvement strategies, which lead to sustained department improvement over time.
4. To build a team of teaching and support staff who know and understand their professional responsibilities and are held to account for their performance through the School's appraisal system.

PARTNERSHIPS

1. Liaising with subject associations, heads of department and outside agencies to gain an awareness of developments related to the teaching across the department that support learning and progress.
2. To forge constructive relationships beyond the school, working in partnership with parents, carers, governors and the local community.
3. To promote the subject with parents and students as a positive subject choice.

SECTION (B) Specific Duties for this post

In addition to Section A, this specific part of the Job Description includes::

At Simon Balle All-through School, we are ambitious for every child. We believe that excellence and inclusion belong together and that students who come from disadvantaged situations should experience the very best teaching, curriculum and support. We are committed to building a culture of professional trust, strong subject teaching, evidence-informed development and relentless improvement.

This is an exciting opportunity to shape whole-school practice in a role that sits at the heart of our improvement journey. You will join a team that is determined to secure excellent outcomes, broaden opportunity and ensure that every student can achieve and thrive

We are seeking to appoint an outstanding and highly motivated Lead Practitioner for Pupil Premium to join our school and help drive our next stage of improvement.

This is a key strategic role for an exceptional classroom practitioner and leader who believes that high-quality teaching is the most important lever for improving student attainment and who is committed to ensuring that students who come from disadvantaged situations thrive academically, socially and personally. The role will

place a particular emphasis on monitoring, evaluating and strengthening quality first teaching, and on raising standards in literacy across the curriculum in the secondary phase in the belief that *'if we get it right for our most vulnerable, then we will get it right for everyone'*.

The role

The successful candidate will work closely with the Deputy Headteacher responsible for the strategic leadership of Pupil Premium to help shape, implement and evaluate the school's Pupil Premium strategy in the secondary phase. The role is central to our commitment to high expectations, excellent teaching and strong pastoral support, ensuring that disadvantaged students across Key Stages 3, 4 and 5, are fully supported to achieve and thrive.

The role will include a secondary teaching commitment of approximately 60%, but subject specialism (and any second subject specialism) can be flexible to the successful applicant.

This role is central to our commitment to high expectations, strong relationships and excellent teaching across the secondary phase. It will require a leader who believes firmly that students who come from disadvantaged situations should experience the very best of our provision and who is committed to ensuring that all learners are known, supported and challenged to achieve highly.

The successful candidate will:

- lead on the strategic development of provision for students eligible for Pupil Premium in the secondary phase, with a clear focus on improving outcomes through consistently strong classroom teaching across subjects
- work closely with the Deputy Headteacher who leads the Pupil Premium strategy and the Assistant Head leading on Pupil Premium Plus to support its implementation, quality assurance and evaluation of impact on academic outcomes across Years 7 to 13
- monitor and evaluate the quality of teaching, learning and curriculum implementation for students eligible for Pupil Premium across the secondary curriculum, identifying where practice is strongest and where further improvement is needed
- work with subject leaders, pastoral leaders and classroom teachers in the secondary phase to identify barriers to learning and secure timely improvement in teaching, intervention and wider provision
- model, promote and develop high-quality adaptive teaching in the secondary classroom so that teachers meet students' needs while maintaining ambitious expectations and strong subject standards
- lead and drive a coherent whole-school approach to literacy in the secondary phase, including disciplinary literacy, reading, academic vocabulary, extended writing, oracy and reading fluency across the curriculum
- work with Heads of Department and subject leads to ensure that literacy is explicitly taught and reinforced within subject disciplines, enabling students to access increasingly complex and sophisticated texts, communicate with confidence and write effectively in different curriculum areas
- play a key role in strengthening academic transition from Year 6 to Year 7, working with colleagues across phases to ensure that information about students who are disadvantaged in relation to attainment, literacy, attendance, pastoral needs and barriers to learning is used effectively to secure strong transition and early support
- help ensure that students eligible for Pupil Premium entering Year 7 experience high expectations, strong curriculum access, effective literacy support from the outset
- support the improvement of teaching for students eligible for Pupil Premium in a range of secondary subject contexts, recognising the distinct demands of different disciplines and subjects
- use a wide range of evidence, including lesson visits, Pupil Book Study, assessment information, student voice, and progress data, to evaluate the quality of provision and its impact on students eligible for Pupil Premium in the secondary phase

- work with the T&L team to design and deliver high-quality professional development and coaching for secondary colleagues, with a particular focus on effective teaching, literacy across the curriculum and provision for students eligible for Pupil Premium
- work with leaders to ensure that transition, classroom learning, intervention, curriculum access and outcomes at Key Stages 3 and 4, alongside participation and success in Key Stage 5, are all considered carefully within the school's wider approach to disadvantage
- contribute to a culture in the secondary phase in which high expectations, strong relationships, excellent behaviour for learning and inclusive classroom practice enable students eligible for Pupil Premium to achieve and thrive
- help ensure that the school's secondary Pupil Premium strategy is sharply focused, evidence-informed and evaluated rigorously for impact on attainment and progress

This post is classed as having a high degree of contact with children and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the school's pre-employment checks.

The job description sets out the duties of the post at the time it is drawn up, it will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

Simon Balle is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. We are also committed to the equality of opportunity for all. Applicants for this post must be willing to undergo child protection screening, including reference checks with previous employers and the Disclosure and Barring Service.