

# JOB DESCRIPTION

## Lead Practitioner with responsibility for English

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| <b>REPORTS TO:</b> | Head of English  |
| <b>PAYSCALE:</b>   | Leadership Scale Points 1 to 7   |
| <b>LOCATION</b>    | Epping St. John's Church of England School   |
| <b>TERMS:</b>      | You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher of the school. |
| <b>CONTRACT:</b>   | Permanent, Full Time, April 2026 Start   |

### PURPOSE OF THE JOB

- To provide leadership in excellent teaching in your own curriculum area and other areas within the school.
- This post is also to provide leadership of outstanding learning and progress across the school.
- The post will require you to work in partnership with all staff to ensure the continuous improvement of the school.

### Liaison with:

- The post-holder is expected to interact and lead colleagues on a professional level in order to promote a mutual understanding of the school's vision and values.
- The post-holder is expected to network and liaise with other colleagues both within the school and across BMAT.
- The post-holder is responsible to the Head of Department in all matters.
- The post-holder will be expected to network and liaise across the range of external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching.

## KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

### Specific Responsibilities

- To enable staff to plan high quality learning activities within the English Department
- To create and lead the school's 'Improving teachers programme' to ensure outstanding progress with a focus on new teachers to the profession, second year teachers and those teachers who require extra support.
- To monitor and evaluate the quality of learning from new staff in all subject areas.
- To create a classroom environment that facilitates research and independent learning.
- Contribute to the internal CPD programme for English and the wider school.
- To develop and lead the 'Improving teachers programme' across all year groups.

### Main Expectations of the role

#### Shaping the Future

- Support the Head Teacher, SLT and LAB members in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity when developing teaching across the academy.
- Play a leading role in the school improvement planning process, in particular areas of school improvement in the area you lead.
- Contribute to the identification of key areas of strength and weakness in teaching in the school.
- Work to a high standard in implementing agreed policies, priorities and expectations, to set a good example to other colleagues.
- Promote a culture of teamwork, in which views of all members of the school and community are valued and taken into account.

#### Leading Learning and Teaching

- Provide detailed analysis of key school performance data to a variety of audiences, including the SLT, LAB members and other groups.
- Promote the active involvement of pupils in their own learning
- Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the school.
- Support strategies to promote high standards of behaviour.
- Lead the monitoring of teaching.
- Provide support for colleagues in improving the learning environment to enhance learning and increasing engagement.

#### Developing self and managing others

- Promote and safeguard the safety and welfare of children and young people in the faculty.
- Contribute to the creation of a positive faculty ethos, in which every individual is treated with dignity, respect, and the safety and welfare of children and young people is paramount.
- Support the development of collaborative approaches.
- Set high expectations for your own performance and that of others.
- Engage in relevant professional development activity as necessary.

## Managing the organisation

- Contribute to a regular review of organisation of the school to ensure it meets statutory requirements.
- Develop action plans in specific areas of responsibility in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money.

## Securing Accountability

- Support the LGB members in meeting its responsibility to ensure teaching is outstanding.
- Work alongside the Headteacher, Deputy Headteachers and SLT to secure improvement through performance management; take responsibility to for the performance management of staff you directly line manage.
- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups.
- Contribute to the reporting of the performance of the faculty/subject area to parents, carers, governors and other key partners.

## Strengthening Community

- Contribute to; strengthening partnerships with subject areas in other schools within BMAT.
- Contribute to policies and practices, which promote equality of opportunity and tackle prejudice.
- Promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement.

## Additional duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To develop a calm learning atmosphere by completing lunch duties each week as required by SLT.
- To support student progress and participation in sporting and active pursuits by leading three to four enrichment sessions a week (before school, lunch time and after school) as required by the Headteacher.

## Other specific duties:

- To continue personal development as agreed.
- To assist with the carrying out of risk assessments as appropriate
- To ensure that Health and Safety policies and procedures are followed
- To actively engage in the performance review process.
- To undertake any other duty as specified by the Headteacher not mentioned in the above
- To comply with the school's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **Safeguarding Children**

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

## **English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

## **General responsibilities common to all members of staff**

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

## Person Specification – Lead Practitioner, English

|   |  | Essential  | Desirable |
|---|--|--|-----------|
| <b>Qualifications and documentation</b> | Honours Degree<br>Qualified Teacher Status<br>Enhanced DBS and validated references<br>Eligibility to work in the UK<br>Evidence of further professional development relevant to the post<br>First Aid Qualification   | X<br>X<br>X<br>X<br>X<br>X   |           |
| <b>Experience</b>                       | A record of high quality/outstanding classroom teaching in at least two comprehensive schools.<br>Leadership and management of a team of teachers and support staff.<br>Initiating, implementing, monitoring and evaluation of provision or support.<br>Support and intervention programmes and how its different components contribute to pupils' whole school experience.<br>Outstanding teaching approaches that generate highly effective learning for all students.<br>School self-evaluation and review.<br>Managing change and the consequences of change.<br>Understand and demonstrate the core principles of school improvement.<br>Experience of leading and managing others.   | X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X           |           |
| <b>Knowledge Skills / Competencies</b>  | Ability to teach to KS3, GCSE, BTEC and 'A' Level.<br>Commitment to improving student learning and raising achievement.<br>Curriculum planning and providing different pathways for learners.<br>Enthusiasm to inspire in students a desire to learn and participation.<br>Knowledge and understanding of recent legislation, development and initiatives in secondary education.<br>An understanding of the whole range of learning needs<br>An understanding of the use of comparative data and target setting.<br>Knowledge of the PE curriculum at KS3, KS4 and KS5 and an in-depth knowledge of NFQ.<br>An understanding of the use and potential of ICT to develop learning.<br>An understanding of SEND provision.<br>Lead and contribute to discussion planning and self-evaluation.   | X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X           |           |
| <b>Personal Qualities</b>               | Ability to work supportively and constructively with the Headteacher and SLT.<br>A leader of people.<br>Highly organised and meet deadlines.<br>Role Model to ensure the highest professional standards for staff and pupils by personal example of hard work, commitment to meeting the needs of students and parents<br>High level of professionalism in manner and organisation.<br>Good communicator verbally and in writing.<br>A high level of personal integrity and probity.<br>Ability to motivate others to support school and team ethos.<br>Desire to improve professional skills, including management development.<br>Ability to motivate others to support school and team ethos.<br>Ability to support tutor teams in implementing school policies.<br>A clear understanding of how to use data to raise student achievement in particular groups of learners.<br>Understand and articulate what good teaching and effective learning is and how these can be applied to raise student attainment. | X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X<br>X |           |