

## **Lead Practitioner for Teaching and Learning**

Salary: L9-L13

Closing date: 13<sup>th</sup> February 2026

Shortlisting date : 13<sup>th</sup> February 2026

Interview date: 23<sup>rd</sup> February 2026

This is a full-time role within the Senior Leadership Team.

### **Job Description**

Harborne Primary School is seeking an ambitious, driven and highly skilled Lead Practitioner for Teaching and Learning to join our Senior Leadership Team at a pivotal moment in our school's journey. As we move out of Special Measures and progress towards academy conversion, we are looking for a senior leader with the expertise, focus and determination to help drive the next phase of rapid and sustainable school improvement.

This is an exciting time to join our community. With 807 wonderful pupils across two vibrant sites, an embryonic senior leadership team, a committed and happy staff team, and a shared belief in the potential of every child.

Harborne Primary offers a rewarding and purposeful environment in which to make a significant impact. We are looking for someone who will embrace the challenge, contribute to our culture of high expectations, and play a central role in shaping the future direction of the school.

In return, you will join a supportive, forward-thinking Senior Leadership Team, benefit from strong professional development opportunities, and have the opportunity to influence whole-school practice at a strategic level.

### **Core Purpose**

The Lead Practitioner for Teaching and Learning will provide exceptional pedagogical leadership to secure rapid and sustained school improvement. The postholder will play a critical role in supporting the school to move out of Special Measures and in embedding the robust systems, processes and professional practices required to achieve a successful outcome at the next Ofsted inspection. This role carries significant whole-school responsibility and requires a highly skilled practitioner with a proven track record of improving teaching, learning and pupil outcomes.

### **Key Responsibilities**

#### **School Improvement and Quality Assurance**

- Lead and contribute to the implementation of the school's improvement plan, ensuring actions directly support the removal of Special Measures.
- Drive high-quality teaching and learning across the school through modelling exemplary practice, coaching, mentoring and targeted professional development.

- Lead on the monitoring, evaluation and review of teaching and learning, ensuring that evidence demonstrates rapid and sustained improvement.
- Work collaboratively with senior leaders to ensure that all improvement strategies are coherent, measurable and aligned with Ofsted's Curriculum and Teaching framework.
- Support the development and implementation of rigorous systems for curriculum delivery, assessment, feedback and classroom practice.

#### **External Accountability and Partnership Working**

- Act as the primary point of contact for external agencies, including local authority advisers, auditors, school improvement partners and Ofsted inspectors.
- Coordinate and prepare documentation, evidence and reports required for audits, reviews and monitoring visits.
- Ensure that all external feedback is translated into clear, actionable improvement steps and communicated effectively to staff.

#### **Professional Development and Capacity Building**

- Lead the design, delivery and evaluation of high-quality professional development that strengthens teaching, learning and curriculum implementation.
- Support staff at all stages of their career, including ECTs, through coaching, mentoring and modelling best practice.
- Promote a culture of continuous professional learning, reflective practice and high expectations.

#### **Culture, Ethos and Safeguarding**

- Model and embed a culture of high aspirations, professional integrity and ambition for all pupils and staff.
- Promote and uphold the school's values, ensuring that all improvement work contributes to a safe, inclusive and aspirational learning environment.
- Fulfil all safeguarding responsibilities in line with statutory guidance and school policy, ensuring that the welfare of pupils is paramount.

#### **Teaching Commitment**

- Teach to a consistently high standard, demonstrating exemplary practice that reflects the Teachers' Standards and supports whole-school improvement priorities.
- Contribute to curriculum development and innovation within own teaching area.

#### **Additional Duties**

- Undertake any other professional responsibilities reasonably delegated by the Headteacher.

- As this is a teaching role, all duties within the Teachers' Pay and Conditions Document and the Teachers' Standards apply.

### **Leadership and Management**

- Monitor, review and evaluate the effectiveness of school policies, procedures and practice. Track the progress of groups of pupils across the school and implement actions to address any underachievement.
- Have an overview of trends for groups of children across the school and co-ordinate and lead on strategies to close any gaps in attainment and achievement for any groups.
- Have an overview of strengths and areas for development across the school to inform school improvement planning to drive forward achievement.
- Design, implement and evaluate systems to promote positive behaviours for learning in liaison with subject and year group leads.
- Act as a role model to staff and students through excellent leadership, the delivery of outstanding teaching, continuous professional development and a professional presence in the school.
- Think strategically, build and communicate a coherent vision in a range of compelling ways.
- Continuously self-evaluate areas of responsibility, updating the SEF and reporting on progress to the SLT and Governors.
- Effectively use data to celebrate achievement and to challenge staff underperformance.
- Work closely with the Headteacher and Senior Leadership Team in all matters concerning the policies of the school and its strategic development, including the School Development Plan (SDP) and discussions about teaching, learning and assessment.
- Promote high expectations of all students and staff in the school, leading by example by modelling behaviour that ensures that the school's ethos is instilled.
- Be available before, during and after school in order to provide support and guidance to students, parents/carers, colleagues and other stakeholders.
- Keep abreast of the national agenda with regards to developments within education.
- Line manage departments in accordance with the line management procedures.
- Attend, prepare documentation for and present information at Governing Body meetings.
- Promote good behaviour and praise, maintaining discipline in accordance with the rewards, rules and disciplinary systems of the school.
- Regularly reflect on own practices, setting personal targets and taking responsibility for own development.
- Take an active role in promoting the school to ensure the best presentation and reputation of Harborne Primary school in the community, leading relevant presentations and creating high quality publications to highlight provision and achievements.
- Contribute proactively to the day-to-day smooth running of the school, regardless of the area of responsibility.
- Act as a coach to other members of staff.
- Undertake any reasonable duty at the request and discretion of the Headteacher.

### **Assessment and Reporting**

- Develop and implement the Assessment and Reporting Policy and practices, ensuring that there are opportunities for both formative and summative assessments and that these inform teaching and provide useful data for the school to identify area of improvement and/or support.
- Embed the school's marking and presentation policy to ensure that all teachers provide students with feedback and opportunity to improve their work.
- Lead the development, implementation and evaluation of whole school literacy and numeracy policy and practices, ensuring that students are enabled to access their learning.
- Lead on the development of emerging technologies policies and uses in school, especially AI.
- Ensure that all staff, teaching and associate staff, have high expectations of what students can achieve and always work to ensure students are making the most of their learning opportunities.
- Lead on developing students' ability to retain knowledge and skills, including the Science of Learning,
- Support all staff in understanding and embracing the importance of quality first teaching and that everyone must work together to ensure that Teaching, Learning and Assessment are at the core of everything we do. Equip teaching staff with the skills and tools needed to deliver excellent lessons for all students.
- Maintain an up-to-date knowledge of educational research and key legislation to inform practice, training staff in research-based teaching and learning strategies.
- Review practices and suitability regularly, taking an innovative approach to solving any issues, researching approaches to teaching, and proactively looking forward.
- Encourage staff to improve their own knowledge and skills through continued learning, leading regular CPD opportunities. .
- Line manage allocated Year group leads, supporting them to raise standards and outcomes as a co-pilot.
- Report to the Headteacher or the Governors regularly, attending Governing Body meetings as required.
- Work closely with the Pastoral and Inclusion team to develop, promote, implement and evaluate approaches to further improve all stakeholders' attitude to learning.

#### Other

- Maintain the confidential nature of information relating to the school, its students, parents and carers.
- Model professional behaviour and attitudes in and outside of the school to ensure the highest standards of appearance and conduct are met.
- Always strive to improve own knowledge and skills by partaking in whole school professional development and taking advantage of CPD opportunities on offer.
- Carry out such duties as are reasonably required by the Headteacher.

## Person Specification

**Key: A = Application, I = Interview and Assessment, R = Reference, C = Certificate**

<b>Qualifications and Training</b>	Essential	Desirable	Evidence
Good honours degree or equivalent	✓		A/C
Qualified Teacher Status	✓		A/C
Further qualifications in leadership		✓	A/C
Commitment to an ongoing professional development cycle and further training	✓		A
Substantial leadership or school improvement experience.	✓		A/I/C/R
<b>Teaching and learning</b>			
Experience of how to bring about school improvement.	✓		I/AA
Excellent classroom practitioner with a proven track record of success in pupil and whole school outcomes	✓		A/I/R
A strong knowledge of and an ability to consistently demonstrate excellent and innovative pedagogical practice within own teaching and learning.	✓		A/I/R
Experience of personalising learning to provide opportunities for all learners to achieve their potential.	✓		A/I/R
Significant experience of utilising new technologies effectively within own practice		✓	A
Experience of adapting teaching strategies and resources beyond own lessons.	✓		A/I/R
The ability to relate to and work with schools from all phases.	✓		A/R
Ability to analyse disparate and complex datasets to identify priorities for school improvement, intervention and support.	✓		A/I/R
<b>Knowledge and Experience</b>			
Knowledge of effective strategies to improve Teaching, Learning and Assessment for	✓		A/I/R

students of all abilities and needs, believing in quality first teaching.			
Ability to contribute to and evaluate a high quality CPD programme designed to develop best practice in school against local and national priorities.	✓		A/I/R
Extensive knowledge of the current EIF, educational issues, theories and thinking	✓		A/I/R
Holistic understanding of curriculum drivers and issues.	✓		A/I/R
Demonstrable evidence of successful senior leadership in a school environment and of personal impact in driving school improvement.	✓		A/I/R
Experience of leading the preparation for, and management of, Ofsted inspections – either as a school leader and/or as an advisor or inspector.	✓		A/I/R
Excellent leadership and interpersonal skills with the ability to quickly establish credibility, forge strong relationships with headteachers and other senior professionals and deliver difficult messages appropriately.	✓		A/I/R
<b>Personal Qualities and Skills</b>			
A sharp and analytical mind that can see both the big picture and the detail.	✓		A/I/R
Ability to demonstrate a consistent commitment to high standards	✓		A/I/R
A willingness to learn and to enthuse others, staff and students, to learn	✓		A/I/R
Able to work under pressure, prioritising and managing time effectively to meet deadlines. Generous and flexible with their time - a willingness and drive to support colleagues	✓		A/I/R
Demonstrate successful partnership working, a proven ability to drive school improvement, and extensive experience in establishing and leading high-quality professional development to secure sustained impact	✓		A/I/R
Good judge of character, situations and processes	✓		A/I/R
Enthusiastic, determined and insistent on high standards from all, challenging underperformance where it has been identified.	✓		A/I/R
Self-aware, reflective and resilient	✓		A/I/R
			A/I/R

