Lead Practitioner

Job Description
Person Specification
Professional Performance
Westfield School

**TITLE OF POST** Leading Practitioner for Science

**SALARY SCALE** WLPa £39725 to £43956 (5 points equivalent to L3 – L7)

**RESPONSIBLE TO:** The Headteacher of the school
Deputy Headteacher – Teaching Standard
Faculty Leader

**RESPONSIBLE FOR:** Quality of provisions, teaching, learning and progress to the Westfield Standard in faculty and across the whole school

**ACCOUNTABILITIES:** To be met in accordance with the provisions of the School Teachers’ Pay and Conditions Document and within the range of teachers’ duties set out in that document and the professional standards for teachers.

**JOB PURPOSE**

- To develop and implement Teaching and Learning initiatives and strategies throughout the faculty and school which raise the teaching practice of all members of staff and therefore raise student standards and progress.
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence
- To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement
- To undertake research into best practice in other schools
- To 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
- To develop high quality teaching materials and schemes of learning
- To use local and National statistical data and other information, in order to provide, a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning
- To support underperforming teachers to enable them to improve their practise
- To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations
- To support Westfield’s Initial Teacher Training programme and liaise other lead practitioners/SLE
- As requested, to take on this role in other schools or in relation to teachers from other schools across the family of schools and/or locality
Specific duties/responsibilities:

Strategic Direction and Development
- Ensure the Westfield Standard of Learning across the college in liaison with Deputy Headteacher through coaching and mentoring of staff
- Support Mentoring Support Plans and capability process for staff requiring to improve professional practice.
- Take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement
- Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Headteacher Senior Leadership Team and Faculty Leader on progress and plans.
- Use local and national data and other information in order to provide: a comparative baseline for evaluating learners’ progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning
- Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.
- 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
- Lead and support the development of post-16 courses in faculty and across school in liaison with external organisations

Teaching and Learning
- Ensure the Westfield Standard of Learning across the college in liaison with Deputy Headteacher through coaching and mentoring of staff
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school’s monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary.
- To teach a timetable within specialism appropriate to the demands of the role and the need of the school

Leading, Motivating & Developing
- Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
- Carry out subject/quality assurance activities e.g. classroom observations.
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)
- Disseminate materials and advise on practice, research and CPD provision
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.
Person Specification

Essential

Qualifications
- Qualified Teacher Status
- Degree or equivalent
- Established and evidenced practice as an outstanding teacher over a prolonged period

Professional Development
- Evidence of a commitment to own professional development
- Outstanding classroom practitioner
- Proven ability to raise standards in classrooms other than their own
- Experience of leading teaching and learning initiatives beyond their own classroom
- Excellent understanding of the components which comprise outstanding teaching and learning
- Experience of giving effective feedback to colleagues about professional performance
- Experience of coaching and mentoring colleagues
- Experience of conducting lesson observations

Teaching & Learning
- Use of assessment and attainment information to improve practice and raise standards
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the developments of Teaching and Learning
- Strategies to enhance teaching and learning
- Use of intervention strategies to address identified issues for development
- Awareness of the latest developments and initiatives in education

Knowledge
- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Developing high quality learning strategies and monitoring learner progress to raise attainment
- Evidence of high achievement in teaching across the Key Stages
- Working effectively as a middle manager or currently leading a key responsibility/development within a team
- Working effectively as a personal tutor
- Experience of contribution to the professional development/mentoring of colleagues
- Effective use of Assessment for Learning to engage learners as partners in their learning
- Ability to establish curriculum development, assessment, coordination and coaching
- Ability to plan and resource effective interventions to meet curricular objectives
- Development of partnerships with other schools, business and the community

Skills and experience
### Lead Practitioner Range

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<tr>
<th>Scale</th>
<th>Lead Practitioner Range</th>
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<tr>
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<tr>
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<th>Evidence source **</th>
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### Lead Range Overall Professional Performance (LOPP)

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<tr>
<th>UOPP</th>
<th>Teaching Observation</th>
<th>Student Progress</th>
<th>Marking &amp; Feedback</th>
<th>Coaching and Devel</th>
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<tr>
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<td>All lessons outstanding AND Minimum 80%+ EP, 20%+ MEP AND All marking in line with expectation AND Coached at least 6 colleagues to demonstrable and sustained improvement</td>
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<td>2/3 lessons outstanding AND Minimum 75% + EP, 15 %+ MEP AND All marking in line with expectation AND Coached at least 3 colleagues to demonstrable and sustained improvement</td>
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<td>Fewer than 2/3 lessons outstanding AND &lt; 75% EP</td>
<td>Majority of marking in line</td>
<td>Fewer than 3 coached or no demonstrable impact.</td>
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