

TITLE OF POST:	Lead Practitioner Science
GRADE:	Lead Practitioner Scale (Leadership Scale)
DATE OF APPOINTMENT:	September 2019
LINE MANAGER:	LG Teaching and Learning

Main Purpose of the Job

- To be a member of the Teaching and Learning Team and strategically lead aspects of the whole school teaching, learning and assessment strategy.
- To be an excellent teacher who - with the Teaching and Learning Team - is accountable for high quality standards of classroom practice that lead to excellent outcomes for all students.
- Provide inspirational, innovative and motivational leadership of the improvement of teaching and learning in Science and be accountable for all students and staff to achieve their highest potentials.
- To assist the Curriculum Leader for science in the leadership and management of the Curriculum Area, with specific accountability for teaching and learning.
- To be accountable for the whole school leadership of classroom standards that develop students' outstanding attitudes to learning.
- To be an associate member of the school's Senior Leadership Team.
- To carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document

Lead Practitioner: Teaching and Learning Strategy and Leadership:

- Devise lead, manage and evaluate the teaching and learning strategy for the Curriculum Area.
- Research, source and share best practices and cutting-edge approaches in teaching, learning and assessment.
- Ensuring that the school is kept up to date with new initiatives, particularly T&L approaches and requirements from the examination boards.
- Evaluate and report to the Senior Leadership Team the ongoing impact of the T,L and A strategy.
- Devise a strategy and scheme to deliver regular CPD for staff in the CA and for the school as a whole.

Working with Staff

- Modelling aspirational teaching, team teaching, observing lessons and advising teachers how to improve the quality of their teaching
- Scrutinising teachers' planning, pupils' work and marking and giving feedback for improvement
- Coaching, mentoring and induction of teachers, NQTs and trainees
- Evaluating the learning environment and supporting colleagues in developing an engaging and interactive environment that promotes learning for all e.g. working walls
- Advising teachers on the effective deployment of additional adults in the classroom for the best impact on pupil outcomes
- Providing support to teachers who are experiencing difficulties in performance including those being supported through a managerial support programme or going through a capability process.
- Develop a resource bank of best practice for staff

Lead Practitioner: Curriculum

- With the Curriculum Leader, devise and manage the CA's curriculum, including long term planning, CPD schedules, schemes of work, resources, assessments and other such aspects.
- Line manage other Mainscale staff and TLR holders in the Curriculum Area
- Chair accountability meetings at which staff and Middle Leaders answer for the success of their Area in terms of Teaching, learning and student progress.

- With the Curriculum Leader, quality assure the format of tests and their assessments to ensure that they are robust; they form a sequence of assessment stages that challenges all students in keeping with the needs of the exam specification, they are able to be marked and reported in a forensic and detailed fashion; they are reported using QLA (or a similar division of detail); they are used to inform learning via DIRT and similar complimentary learning activities. Train staff to become more adapt at these tasks and skills.
- With the Curriculum Leader, monitor and take action where student groups/cohorts' performance is below expectations. Liaise with RSL and SENCO to ensure all pupils make progress, reporting to SLT, the Governing Body and external agencies where required.
- With the Curriculum Leader, use up to date progress data and information regarding teachers' performance, to devise appropriate interventions, including but not limited to; interventions for staff such as; CPD, support programmes and interventions for students such as; in-curriculum time interventions, interventions before and after school, Saturday and holiday interventions. Train staff to become more adapt at these tasks and skills.

Lead Practitioner: Support in the leadership of Curriculum Area(s)

- Support with the management of relevant curriculum areas including Leadership and management of:
- Curriculum planning.
- Assessment cycles.
- The assessment calendar.
- Interventions for staff to improve teaching practice and raise outcomes
- Operational management of:
- Supporting teachers with day to day teaching arrangements, such as behaviour management, peer observations, improving teaching advice and such like.
- Support the department and students by managing short and long term staff absence.
- Lead Practitioner: Whole school accountability for classroom standards that develop students' outstanding attitudes to learning.
- Devise a well-researched and well audited strategy that develops a very high-quality culture of positive staff and student attitudes.
- Train and lead staff to develop a culture in which students are highly independent, committed to their studies and resilient in the face of challenges.
- Monitor and train staff by leading personalised programmes, departmental CPD and whole school CPD.
- Conduct regular learning walks, and more formal audits to evaluate the students' attitudes to learning.

All other tasks deemed relevant and appropriate by the Head of School.

Barnhill Community High is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Due to the evolving nature of the school structure all job descriptions may need to be adjusted, through consultation, to meet the needs of the school. This process may be informed by the professional review.

All job descriptions should be read in conjunction with the operating Pay and Conditions document published by the DFE.

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	Attributes, Experience and Skills
Qualifications and CPD	<ul style="list-style-type: none"> • Graduate and Qualified Teacher Status or international equivalent • Evidence of continued professional development at middle leadership level • Commitment to ongoing development into teaching and learning and school improvement
Knowledge and Experience	<ul style="list-style-type: none"> • Understanding of key educational issues/change, that affect student outcomes • A record of sustained progress in learning with improved outcomes for students • Successful line management of key areas of responsibility and holding others to account • Evidence of successful student outcomes • Experience of effectively working with members of the school community
Professional and Leadership Skills	<ul style="list-style-type: none"> • Successful classroom practitioner, including evidence of high-level student achievement and consistent good teaching over time • An excellent team player – to lead by example and provide support and challenge to others • The ability to think and act strategically • Clear vision for raising student outcomes • Skilled at working with people and the ability to inspire and motivate others – both staff and students • The ability to challenge, influence and motivate others • Excellent problem-solving skills • Readiness to identify and respond to new challenges with good judgement and perseverance • A well-developed sense of school advocacy
Personal Qualities	<ul style="list-style-type: none"> • A positive, enthusiastic outlook, embracing risk and innovation • Commitment and dedication to social justice, equality and excellence • Engagement in collaborative partnership working • Integrity in relation to their own and the school's practice • Courage and conviction to achieve the best outcomes • Respect and empathy towards others • Resilience, perseverance and optimism in the face of difficulties and challenges • Decisiveness, consistency and focus on solutions • Drive for improvement and challenging underperformance • Capacity to be flexible adaptable and creative • Capacity to receive and act on feedback to build on strengths and improve personal performance