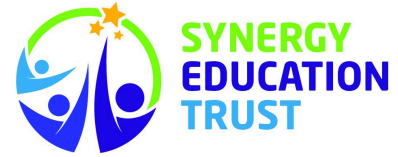




Inspire  
Challenge  
Believe



**Job Description Post:** Lead Practitioner for Teaching and Learning (EYFS and Primary)  
**Responsible to:** Assistant Headteacher  
**Salary:** Lead Practitioner Scale (L3-L6 £49819-£53642)  
**Term:** Temporary for one academic year  
Start date : 1st September 2024

The Lead Practitioner for Teaching and Learning job description is in line with the statutory requirement as laid out in the School Teachers Pay and Conditions Document and is subject to annual review. The Lead Practitioner for Teaching and Learning must carry out the professional duties of a classroom teacher as set out in the School Teachers Pay & Conditions Document.

**The Post holder should play a major role under the overall direction of the Headteacher in:**

- leading on the improvement of teaching skills through modelling high-quality teaching, coaching and training other members of staff.
- Raising the quality of teaching and learning across the school.

**Job purpose – the Lead Practitioner for Teaching and Learning will:**

- Be a role model to the whole school community.
- Assist in the progress and achievement of pupils at Highfurlong School.
- Assist in the development and oversight of high standards of teaching and learning, pupil achievement and progression through effective modelling and supporting the professional development of others.
- Lead in staff development, delivery and evaluation of strategies to support the attainment and progress of pupils.

**Duties:**

**Strategic direction and development:**

- Prepare and deliver training courses across the school to improve teachers' practice.
- Support with teachers' professional development and appraisal through carrying out lesson observations, providing feedback and implementing strategies to improve practice.
- Provide mentoring/coaching to individual teachers' in need of 1-to-1 support to improve their practice.
- Lead on researching best practice and keeping up-to-date with the latest developments.
- Share knowledge with staff and offer support to implement the research into their own practice.
- Inform staff about the latest innovations in intervention strategies.
- Lead on identifying high quality CPD programmes to improve quality of teaching and learning.
- Take part in the school's appraisal procedures.
- Take part in further training and development in order to improve own practice.
- Where appropriate, take part in the appraisal and professional development of others.

**Teaching and Learning**

- Carry out teaching responsibilities in line with the professional duties of a teacher.
- Model consistently high-quality teaching and be able to demonstrate excellent practice to others.



- Produce high-quality teaching materials that support excellent practice.
- Set challenging and ambitious targets for pupils on interventions and update parents' on progress.
- Promote strategies which support differentiation, inclusion and positive behaviour.

#### **Recording and assessment**

- Measure and assess the impact of interventions to raise achievement for pupils and the quality of teaching.
- Use data to identify individuals or groups that need further teaching support and develop and implement strategies to raise the quality of teaching.
- Use data to identify individuals or groups of pupils that need targeted support, and develop and implement strategies to raise achievement.

#### **Monitoring and evaluation**

- Co-ordinate and carry out monitoring and evaluation activities to improve teaching and learning, including work scrutinies, lesson observations, learning walks.
- Use systems to analyse data from monitoring and evaluation, and use insights to inform strategies and plans for teacher development.
- Support with self-evaluation and school improvement planning across the school.

#### **Resources**

- Direct and supervise support staff assigned to them, and where appropriate, other teachers.
- Contribute to the recruitment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

#### **Standards and quality assurance**

- Ensure the highest standards of professional conduct and confidentiality at all times, upholding the schools' and trust staff conduct policy.
- Attend and participate in open evenings and pupil performances.
- Participate in staff training as appropriate in order to ensure that skills, knowledge and understanding is up-to-date, relevant and impacting on improving outcomes for pupils.
- Attend team and staff meetings as appropriate in order to contribute to improving outcomes for pupils.
- Develop links with governors, Local Authorities, neighbouring schools, networks and clusters.

#### **Stakeholders**

- To attend relevant meetings with and to provide such reports and information as required.
- To attend meetings as appropriate with the Local Governing Committee and to provide such reports and information as required.

#### **Maintenance of Professional Standards:**

- Keep fully appraised and be aware of educational and other appropriate developments whether national or local, and assess their impact on schools.

#### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.



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- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.

### Working Time / Review

This job description sets out the main expectations of the trust but does not direct the particular amount of time to be spent carrying them out. There are not definitive working time arrangements in the national conditions of employment. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder.

### Other Duties and Responsibilities:

Undertake any other reasonable professional task as directed by the Headteacher

| Person Specification for Lead Practitioner for Teaching and Learning   |           |           |
|--|-----------|-----------|
| Qualifications and Training  | Essential | Desirable |
| Degree or equivalent   | ✓         |           |
| Qualified teacher status   | ✓         |           |
| Further professional development relevant to the post  |           | ✓         |
| Experience   |           |           |
| Successful teaching experience   | ✓         |           |
| Experience of a leadership role within a school including subject leadership   |           | ✓         |
| An excellent understanding of how children learn   | ✓         |           |
| Ability to adapt teaching to meet pupils' needs  | ✓         |           |
| Experience planning and delivering interventions for pupils  | ✓         |           |
| Experience of supporting colleagues to develop   | ✓         |           |
| Experience delivering training   | ✓         |           |
| Demonstrable experience of using performance management and performance data to inform target setting, planning and policy |           | ✓         |
| Ability to analyse and use data to support intervention strategies   | ✓         |           |
| Line management of others  |           | ✓         |
| Experience of communicating with a variety of stakeholders (e.g. governors, colleagues, parents, the community)            |           | ✓         |
| Experience of effective use of knowledge of current educational research and legislation                                   | ✓         |           |



|   |   |  |
|---|---|--|
| Experience of innovative curriculum development   | ✓ |  |
| <b>Skills / Abilities</b>   |   |  |
| Able to deliver consistently high-quality lessons, evaluate the impact of these and develop future planning accordingly         | ✓ |  |
| Strong leadership and the ability to inspire staff and pupils   | ✓ |  |
| Able to use IT to support both the curriculum and work organisation   | ✓ |  |
| Able to work as part of, and contribute to, a whole school, multi-disciplinary team   | ✓ |  |
| Able to monitor and evaluate teaching & learning  | ✓ |  |
| Able to identify the necessary resources, which ensure high quality teaching and learning                                       | ✓ |  |
| Able to assess the needs of individuals to inform the targeting of individual needs   | ✓ |  |
| Highly effective communication skills which engage pupils, parents, staff, governors, external agencies and the wider community | ✓ |  |
| Able to develop and lead high quality professional development activities   | ✓ |  |
| Able to effectively contribute to whole school self-evaluation  | ✓ |  |
| Able to lead on a whole school project or initiative  | ✓ |  |
| Experience and/or knowledge of multi-disciplinary working   | ✓ |  |
| Ability to effectively use knowledge of current educational management, curricular issues, recent reports and legislation       | ✓ |  |
| <b>Personal Qualities &amp; Attributes</b>  |   |  |
| High expectations for children's attainment and progress  | ✓ |  |
| Ability to take initiative, lead, motivate, inspire and support others to achieve excellence                                    | ✓ |  |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school                       | ✓ |  |
| Powerful commitment to continuous improvement and raising standards   | ✓ |  |
| Clear strategic vision for inclusion  | ✓ |  |
| Enthusiasm, adaptability, commitment and a sense of humour  | ✓ |  |
| Willingness to devote substantial time to this important post and the extra-curricular life of the school                       | ✓ |  |
| Able to work well under pressure  | ✓ |  |