

Job Description – Lead Practitioner

School: Budmouth Academy, Weymouth

Job Title: Lead Practitioner

1. Lead Practitioner Job Purpose (Specific tasks in addition to those of a teacher)

Lead Practitioners provide coaching and professional development for staff to support our Academy journey. In addition to your duties and responsibility as a teacher, your main job purposes will include:

- Teaching at a considerably high standard and modelling the very best practice.
- Creative use of technology to enhance teaching and learning.
- Use of research to develop Teaching and Learning.
- Contributing to staff development through the Academy's CPD programme.
- Coaching across the department.
- Supporting the development of the curricular teaching and learning in their department.
- To observe lessons and give constructive and formative feedback to support colleagues.
- To assist the Subject Coordinator in providing support to teachers in the department.

You will be an excellent classroom practitioner and be enthusiastic about teaching and learning leading to great progress for our students. You will be committed to your own professional development as well as supporting others.

Lead Practitioners will focus on teaching and learning within their department subject area. You will work with the Subject Coordinator to deliver CPD, coach staff and support curriculum delivery of your subject.

2. Teaching Job Purpose

Teach KS3, KS4 and KS5 students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able students;
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline;
- use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - ii. use effective questioning, listen carefully to students, give attention to errors and misconceptions;
 - iii. select appropriate learning resources and develop study skills through library, ICT and other sources;
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness.

3. Job Duties and Responsibilities (including but not limited to)

- (i) To deliver high quality teaching within a broad, balanced relevant and differentiated curriculum
- (ii) To be a model of good practice and support developments in teaching and learning across the department.

- (iii) To support colleagues in developing a team approach to raising the quality of teaching and learning throughout the school.
- (iv) Assessing students' work using NC/GCSE criteria and keeping up to date with data input
- (v) Attending Parents' Evenings
- (vi) Taking an active part in extra-curricular activities
- (vii) To be ultimately responsible to the Principal via the Subject Coordinator and Head of School and to be responsible for liaison with staff
- (viii) Acting as an Academic Tutor
- (ix) Using behaviour management strategies effectively
- (x) Promoting and safeguarding the welfare of children and young people that they are responsible for, in accordance with the school's safeguarding and child protection policy.
- (xi) To assist in the development of appropriate schemes of work, resources, marking policies and teaching strategies in the curriculum area and department.

4. Knowledge and Skills

- (i) A subject specific qualification at external examination, essential at Level 2 but preferred at Level 3
- (ii) ICT to advance the teaching and learning of students
- (iii) ICT to monitor and review progress through the analysis of data
- (iv) High level of organisation
- (v) Experience of inclusion practices: gender differences, differentiation, SEN, gifted and talented.

5. Working Environment

- (i) Follow department policies including working with individual members of the department and the department as a whole
- (ii) Follow school policies.

Job Description Prepared by: Principal

Date: 2020