



**TOWNSEND**  
CHURCH OF ENGLAND SCHOOL

## **Lead Practitioner – Teaching, Learning and Innovation** **Responsible to: Deputy Headteacher**

### **Full-time**

**Salary:** Lead Practitioner: 6 – 10 (£57,979 - £63,888)

Although we are a Hertfordshire School the **Higher London Fringe Pay Spine** is payable.

### **Introduction**

The core purpose of this post is to support the senior leadership team with Townsend's Teaching and Learning strategy, drive the development of pedagogy, and ensure our students receive the best possible education in the classroom and beyond. We welcome applicants from all subject areas but they do need to have a vision for the introduction and future growth of integrated digital learning systems, which will support the future development of excellence in teaching and learning. Townsend recently introduced iPads as our 1:1 device scheme and the successful applicant will be part of a core team driving this forward.

### **Responsibility areas:**

- Continue to evolve our pedagogy through a strong vision for learning and research principles.
- Organise, coordinate, and manage the academic CPD programme with the senior team.
- Foster research and promote innovative practice across the school.
- Undertake regular lesson observations / learning walks, providing feedback and coaching to colleagues as required.
- Coordinate and actively monitor our professional development programme with the senior team.
- Review and publish annually a Staff Guide to excellence in the classroom.

### **Leadership & Management:**

- Attend Senior Leadership meetings as appropriate to move the school to the forefront of educational development and practice so that all students fulfil their academic potential.
- Be responsible for the development of school policies which relate to Teaching and Learning across the school.
- Take on whole school roles or responsibilities as directed by the Deputy Headteacher.
- Lead staff development sessions / INSET on Teaching and Learning.
- Organise and lead on parent / carer information events on Teaching and Learning.
- Update the Governing Body on an annual basis.



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## **General Duties:**

As Lead Practitioner for Teaching and Learning you will:

- Lead by example and be committed to high expectations.
- Assist in the day-to-day running of the school.
- Maintain a high profile around school.
- Uphold and embed a culture that enables students and staff to excel.
- Help to improve the outcomes and progress of all students, including those who are disadvantaged.
- Have a deep and accurate understanding of the school's effectiveness and strategies for improvement.
- Oversee teacher development and improvement to ensure highly effective teaching and learning across the school including coaching and mentoring staff.
- Help to create a climate in which teachers are motivated and are encouraged to develop their practice.
- Support the spiritual, moral, social and cultural development of students ensuring that the promotion of British values is at the heart of the school's work.
- Promote inclusion, equality of opportunity and diversity.
- Work effectively with all stakeholders and external providers to secure the best outcomes for all.

## **Teaching, Learning & Innovation Duties:**

Working with the Senior Leadership Team:

- Support with the accurate monitoring of teaching and learning standards within the school.
- Support with the training and development needs and requirements of all staff.
- Promote career development and opportunities for career progression.
- Promote teachers and other staff high expectations of what students can achieve.
- Support the development of teacher subject knowledge, so that it is secure and is updated in line with new curriculum requirements.
- Support teachers to plan lessons effectively.
- Support teachers to manage student behaviour effectively with clear expectations that are consistently enforced.
- Promote teaching which supports those students who are falling behind and enables these students to catch up.
- Support teachers set challenging homework that consolidates learning.
- Support the development of schemes of work and curriculum maps to ensure that they meet expectations and facilitate progress for all.



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### **As a Subject Teacher:**

- To have responsibility for planning, delivery and assessment of learning activities for identified groups of students.
- To ensure student achievement within these groups is at least in line with expectations.
- To be accountable for progress and achievement of students within these groups.
- To have responsibility for the pastoral care of an identified tutor group.
- To implement school policies and procedures as appropriate in day-to-day activities.

### **Delivery**

1. Plan appropriate learning experiences for all allocated groups of students; use knowledge of prior attainment and on-going assessment data to ensure activities are appropriate for all students, providing appropriate support for students with SEN and appropriate challenges for more able students.
2. Mark students' work regularly in accordance with published school and subject marking policies.
3. Undertake regular assessments of students' progress.
4. Attend parental consultation evenings for all groups of allocated students.
5. Consistently teach at least good lessons, with the aim of improving to consistently delivering outstanding lessons.
6. Manage the classroom behaviour of allocated groups of students, using the school's Behaviour & Behaviour Management Policy.
7. Undertake the role and responsibilities of a form tutor.
8. Attend all subject team meetings.
9. Contribute to developments within the subject/year team.
10. Contribute to the delivery of revision, catch-up and enrichment programmes.
11. Except in emergencies, ensure appropriate cover work is set when unable to fulfil teaching responsibilities.

### **Safer Recruitment**

1. This role will require the post holder to have an enhanced DBS check.
2. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.



## **General**

1. Play a full part in the life of the school community; support the school's priorities and ethos and encourage students to follow this example.
2. Undertake continued personal professional learning activities.
3. Participate in subject team activities arranged for open evenings.
4. Undertake duties as per the published rota.
5. Undertake a reasonable share of cover lessons in accordance with the published cover policy.
6. Undertake any other responsibilities or tasks as reasonably requested by the Headteacher.

## **Upper Pay Spine**

1. In addition to the above, teachers who have progressed to the Upper Pay Spine will be expected to undertake additional responsibilities. The scope of these should increase along with UPS progression.
2. Teach consistently good or better lessons, with the aim of improving to deliver an increasing number of outstanding lessons.
3. Contribute to developments within the subject/year team and lead on appropriate aspects, as agreed by their line manager.
4. Undertake induction, coaching and mentoring of identified staff or trainees, in line with the school's policy.
5. Contribute to the whole school professional development programme as appropriate.
6. Provide guidance, support and mentoring for identified students, as agreed with their line manager.

## **Notes**

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time.
3. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.



## Lead Practitioner Person Specification

Attributes	Essential	Desirable	Evidence
<b>Qualifications &amp; Experience</b>			
QTS (or training towards QTS)	✓		A
Successfully completed Induction Year	✓		A
Evidence of recent Professional Development	✓		A
Further study or qualification		✓	A
Evidence of contribution to staff training and development		✓	A
<b>Knowledge &amp; Skills</b>			
Outstanding classroom practitioner	✓		IP
Ability to articulate characteristics of effective teaching	✓		IP
Knowledge and understanding of current and future initiatives in Teaching & Learning	✓		A/IP
Understanding of the learning needs of all students	✓		A/IP
Excellent administrative and organisational skills	✓		A
Use of ICT, particularly to promote teaching and learning	✓		A/IP
Experience of, ability to, use student performance data to raise achievement	✓		A
<b>Leadership and Management Skills</b>			
Ability to inspire colleagues to support them in inclusive practices	✓		A/IP
Ability to lead, manage and motivate staff	✓		A/IP
Ability to enthuse, inspire and motivate others	✓		A/IP
Ability to lead and implement new ideas	✓		A/IP



Excellent people management skills and the ability to build a team	✓		A
Ability to communicate effectively with a range of audiences	✓		A
Ability to manage the process of change effectively	✓		R/IP
Model a strong work ethic and high professional and personal standards	✓		R/IP
<b>Personal/Professional Qualities</b>			
Self-motivated, with ability to use initiative	✓		R/IP
Approachable, caring, flexible and supportive	✓		R/IP
Ability to contribute to and be part of a team	✓		R
Can work under pressure, with a high level of commitment and determination	✓		R
Ability to lead by example, and make decisions	✓		R
Commitment to extra-curricular activities	✓		A/R
<b>Safer Recruitment</b>			
Knowledge and understanding of requirements and responsibilities for safeguarding and promoting the welfare of children and young people (including an enhanced DBS check)	✓		A/R/IP
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		A/R/IP
Emotional resilience in working with challenging behaviours	✓		A/R/IP
Appropriate motivation to work with young people	✓		A/R/IP

**A = Application Form / IP = Interview Process (this will include teaching a lesson) / R = Reference**

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_