

Post: Lead Practitioner

Job Description

Responsible to:	Director of maths
Responsible for:	Teaching within mathematics
Nature of post:	Full time and permanent.
Job Overview	<p>A Lead Practitioner at Staffordshire University Academy will be responsible for the delivery of highly effective teaching that inspires and engages the students. They will coordinate and provide student support, parental support and leadership of staff.</p> <p>The post holder will need:</p> <ul style="list-style-type: none"> • To be aligned to the vision and ethos of Staffordshire University Academy • To lead an aspect of department development (as negotiated) • To ensure the effective delivery of mathematics and numeracy to all students • To ensure the effective teaching, assessing, recording and reporting of student progress within all subjects within this department • To actively engage with the appraisal system
Core Duties:	<p>Support the aims and ethos of the academy and the maths department</p> <ul style="list-style-type: none"> • To deliver effective teaching • To ensure there is a positive learning culture across the academy • To support and promote whole academy policies and procedures • To be responsible for the effective management of resources within the maths department • To attend and take a lead in appropriate meetings when discussing best practice • To ensure that risk assessments and Health and Safety regulations are observed. • To act as a teaching and learning coach • To deliver staff training and CPD within the department • To support the academy's drive for highly effective teaching practice across all areas
Quality Assurance	<ul style="list-style-type: none"> • To participate and contribute to the appraisal process • To contribute to the academy and department development process, through contributing to a range of curriculum development plans • To monitor the quality of learning and teaching within maths in conjunction with the Director of maths • To support the monitoring of staff marking, reporting and assessment to ensure consistency
Learning and Teaching – Curriculum	<ul style="list-style-type: none"> • To keep abreast of current educational pedagogical development within mathematics • To lead the effective delivery of specifications and schemes of work within the maths department • To carry out lesson observations, identify appropriate targets and facilitate professional development through coaching other colleagues within maths • To promote an inspirational environment of high challenge where students experience innovative learning and teaching strategies • To promote and contribute to the extended curriculum and community links • To contribute to and collaborate with other curriculum areas
Learning and Teaching – Student Support	<ul style="list-style-type: none"> • To have a thorough and up to date understanding of departmental performance • To assess and monitor student achievement and progress • To set ambitious but realistic targets for all students • To ensure there is appropriate support in place for all students • To ensure equal opportunity for all students within the maths department • To take responsibility for promoting good order within the academy through reinforcing the academy's RESPECT code
Leadership	<ul style="list-style-type: none"> • To liaise with all stakeholders, including governors, on current performance • To promote teamwork and motivate all staff in order to ensure effective working relationships

	<ul style="list-style-type: none"> • To support the setting of work when staff are absent • To provide opportunities for sharing good practice and CPD for all staff
Other:	<ul style="list-style-type: none"> • To undertake any other duties in connection with the role of Lead Practitioner as might reasonably be requested by the Principal or Vice Principal • The job description and allocation of responsibility may be amended from time to time

Other responsibilities

- To play a full part in the life of the academy, to support its vision, ethos and policies and to encourage and ensure students follow this example
- To continue personal professional development
- To engage actively in the appraisal review process

Personal Responsibilities

- Work to a high professional standard and observe confidentiality as appropriate.
- Comply and assist with academy policies and procedures and report all concerns to an appropriate person.
- Set an example to students acting as a positive role model in all aspects including professional dress, presentation, attendance and punctuality.
- Be prepared to work flexibly, both in and out of the academy day.
- Participate in training and development appropriate to this post, and participate in the academy's appraisal and CPD programmes.

This academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application for.

Person Specification

Post: Lead Practitioner

In your application, please demonstrate how you meet these criteria.

Attributes	Essential	Desirable	How Identified
Qualifications	<ol style="list-style-type: none"> 1. Degree, teaching qualification in the specified curriculum area. 2. Recent record of appropriate in-service training 	<ul style="list-style-type: none"> • Higher level degree, further educational qualifications 	A
Work Related Experience and Associated Skills	<ol style="list-style-type: none"> 3. Successful classroom experience across the 11 – 16 range, with supporting data demonstrating good student progress against targets at all levels. 4. Effective approach to behaviour management. 5. Strengthen and support existing pastoral system. 6. Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance. 7. Experience of delivering teaching and learning, with impact, demonstrating strategic planning and task completion. 8. Experience in the use of ICT and data to monitor and track achievement. 9. Promotion of academy ethos, including participation and or coordination of extra-curricular and whole academy activities. 	<ul style="list-style-type: none"> • Successful classroom experience across the 11 – 18 range, demonstrating excellent student progress against targets at all levels. • Behaviour management experience. • Background of teaching within more than one subject. • Leading a teaching and learning initiative that has demonstrable impact. 	A/LO/I/R
Personal Skills/Specialist Knowledge	<p>Learning & Teaching:</p> <ol style="list-style-type: none"> 10. Strategies to improve student attainment and achievement. 11. Ability to relate effectively to students, colleagues and parents. 12. Demonstrate highly effective classroom practice. 13. Obvious passion for your subject. 14. Confident and competent in the use of ICT, literacy and numeracy to enhance learning, monitor progress and communicate. 	<ul style="list-style-type: none"> • Interest of developing collaborative ways of working. • Ability to lead and motivate students. • ICT literate • Understanding more complex performance data and application of a range of effective intervention strategies. 	A/LO/I/R

	<p>Self-Management: 15. Self-critical, awareness of own strengths and development targets, and professional development requirements. 16. Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably.</p> <p>Learning Relationships: 17. Have the ability to set and maintain high standards, and respond positively to feedback. 18. Excellent subject knowledge, planning and delivery, classroom management and assessment practice. 19. Understand the principles of highly effective learning, independent learning and intervention. 20. Be a role model, promoting the academy’s values. 21. Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people.</p>		
<p>Personal Qualities</p>	<p>22. Professional, enterprising, personal impact. 23. Outgoing, warm personality, approachable, inclusive. 24. Positive, adaptable. 25. Energetic and enthusiastic. 26. Self-motivated, self-confident, reliable. 27. Calm under pressure, emotionally intelligent. 28. Sensitivity, fairness, tact and discretion. 29. Commitment, generosity of spirit.</p>	<ul style="list-style-type: none"> • Commitment to contribute to academy life 	<p>I/R</p>
<p>A = Application I = Interview LO = Lesson Observation R = Reference</p>			

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An enhanced DBS check is required for all successful applicants.