Hallfield Primary School
Growing, Learning, Achieving Together

TITLE OF POST: Lead Practitioner (Leader of Learning – lower key stage 2)

SALARY SCALE: LP £46,861 to £50,966 (5 points equivalent to L2 – L6)

RESPONSIBLE TO: The Headteacher
Deputy Headteacher – Teaching Standards

RESPONSIBLE FOR: Quality of provision, teaching, learning and progress across named phase

ACCOUNTABILITIES: To be met in accordance with the provisions of the School Teachers’ Pay and Conditions Document and within the range of teachers’ duties set out in that document and the Professional Standards for Teachers.
To close the gap between FSM and non FSM children

JOB PURPOSE

• To develop and implement teaching and learning initiatives and strategies throughout the school which raise the teaching practice of all staff and therefore raises standards and pupil progress.
• To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring best practice and excellence.
• To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement;
• To undertake research into best practice in other schools.
• To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
• To use local and national statistical data and other information, in order to provide, a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning.
• To support underperforming teachers to enable them to improve their practice.
• To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations.
SPECIFIC DUTIES AND RESPONSIBILITIES

Strategic Direction and Development

Teaching and Learning
  • In liaison with Deputy Headteacher, ensure the quality of teaching and learning across the phase through coaching and mentoring of staff.
  • Secure and sustain effective teaching through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school’s monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, PPRs drop ins, learning walks and written reports to the Headteacher and Senior Leadership Team as necessary.

Leading, Motivating & Developing

  • Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
  • Carry out subject/quality assurance activities e.g. classroom observations.
  • Contribute to the professional development (and appraisal where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction).
  • Disseminate materials and advise on practice, research and CPD provision.
  • Make well founded appraisals of situations, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet children’s needs leading to improvements in their outcomes.
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Person Specification for Lead Practitioner

Essential Qualifications
- Qualified Teacher Status
- Degree or equivalent
- Established and evidenced practice as an outstanding teacher over a prolonged period
- Professional Development
- Evidence of a commitment to own professional development

Teaching & Learning
- Outstanding classroom practitioner
- Proven ability to raise standards in classrooms other than their own
- Experience of leading teaching and learning initiatives beyond their own classroom
- Excellent understanding of the components which comprise outstanding teaching and learning
- Experience of giving effective feedback to colleagues about professional performance
- Experience of coaching and mentoring colleagues
- Experience of conducting lesson observations

Knowledge
- Use of assessment and attainment information to improve practice and raise standards
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the developments of Teaching and Learning
- Strategies to enhance teaching and learning
- Use of intervention strategies to address identified issues for development
- Awareness of the latest developments and initiatives in education

Skills and experience
- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Developing high quality learning strategies and monitoring learner progress to raise attainment
- Evidence of high achievement in teaching across the Key Stages
- Working effectively as a middle manager or currently leading a key responsibility/development within a team
- Experience of contribution to the professional development/mentoring of colleagues
- Effective use of Assessment for Learning to engage learners as partners in their learning
- Ability to establish curriculum development, assessment and coordination
- Ability to plan and resource effective interventions to meet curricular objectives
- Development of partnerships with other schools, business and the community

**Lead Practitioner Range and expectations**

<table>
<thead>
<tr>
<th>Equivalent</th>
<th>L2</th>
<th>L3</th>
<th>L4</th>
<th>L5</th>
<th>L6</th>
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</thead>
<tbody>
<tr>
<td>Scale</td>
<td>46,861</td>
<td>47,853</td>
<td>48,861</td>
<td>49,901</td>
<td>50,966</td>
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<tr>
<td>Appraisal</td>
<td>emerging</td>
<td>emerging</td>
<td>expected</td>
<td>expected</td>
<td>exceeding</td>
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<tr>
<td>Target Setting</td>
<td>Band 1</td>
<td>Leadership scale</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Accelerated Progression**

<table>
<thead>
<tr>
<th>Teaching Observation</th>
<th>Pupil Progress whole phase</th>
<th>PPG pupil progress</th>
<th>Marking and feedback</th>
<th>Coaching and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>All lesson outstanding</td>
<td>Minimum 80% EP and 20% MEP</td>
<td>Minimum 80% EP and 20% MEP</td>
<td>All marking and feedback in line with expectation</td>
<td>Coached at least 6 colleagues to demonstrable and sustained improvement</td>
</tr>
</tbody>
</table>

**Normal Progression**

| 80% lessons outstanding | Minimum 75% EP and 15% MEP | Minimum 75% EP and 15% MEP | All marking and feedback in line with expectation | Coached at least 3 colleagues to demonstrable and sustained improvement |

**No Progression**

| < 80% lessons outstanding | < 75% EP | < 75% EP | All marking and feedback in line with expectation | Fewer than 3 coached or with no or little demonstrable impact |