|  |  |
| --- | --- |
| **St. Michael’s Catholic Academy** |  |

**Job Description- Lead Practitioner - English**

|  |  |
| --- | --- |
| **Post Title:** | **Lead Practitioner - English** |
|  |  |
| **Name:** |  |
|  |  |
| **Purpose:** |  |
|  |  |
| **Reporting to:** | Curriculum Leader (English), Deputy Headteacher (QofE), Headteacher |
|  |  |
| **Responsible for:** | To carry out the functions of an outstanding teacher, leading on the improvement of teaching skills through modelling high-quality teaching, coaching and training of other members of staff, to contribute to achieving outstanding outcomes for learners in English Literature and English Language. |
|  |  |
| **Liaising with:** | Headteacher, Senior Leadership Team, relevant teaching and support staff, parents, Governors and external agencies |
|  |  |
| **Working Time:** | Full time |
|  |  |
| **Salary/Grade:** | Lead Practitioner Scale: LP5-LP9 |
|  |  |
| **MAIN (CORE) DUTIES:** | |
| **Catholic Ethos** | To promote actively the Catholic Ethos of the school in accordance with the wishes of the Governors and under the direction of the Headteacher. |
| **Teaching & Learning Strategic Direction** | 1. Carry out teaching responsibilities in line with the professional duties of a teacher. 2. Model consistently high-quality teaching and be able to demonstrate excellent practice to others. 3. Produce high-quality teaching materials that support excellent practice. 4. Prepare and deliver training courses across the school to improve teachers’ practice. 5. Support with teachers’ professional development and appraisal through carrying out lesson observations, providing feedback and implementing strategies to improve practice. 6. Provide mentoring/coaching to individual teachers’ in need of 1-to-1 support to improve their practice. 7. Use data to identify individuals or groups that need further teaching support and develop and implement strategies to raise the quality of teaching. 8. Use data to identify individuals or groups of pupils that need targeted support, and develop and implement strategies to raise achievement. 9. Set challenging and ambitious targets for pupils on interventions and update parents on progress. 10. Measure and assess the impact of interventions to raise achievement for pupils and the quality of teaching. 11. Promote strategies which support differentiation, inclusion and positive behaviour |

|  |  |
| --- | --- |
|  |  |
| **Staffing:** | * to support in developing positive working relationships with and between all staff and provide and sustain motivation. * to lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes. * to undertake Performance Management Review(s) and to act as reviewer for a group of staff. * to participate in the school’s new staff induction programme. * to be responsible for the day-to-day management of designated staff and act as a positive role model. * 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 the department to improve outcomes. * To set high standards as a middle leader modelling, at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour * To ensure all staff within the faculty consistently uphold the national teachers’ standards. |
|  |  |
| **Quality Assurance:** | * to ensure the effective operation of self-evaluation systems as appropriate. * to contribute to the school procedures for lesson observation. * to monitor and evaluate specific areas of responsibility in line with agreed school procedures. * to seek/implement modification and improvement where required. * Co-ordinate and carry out monitoring and evaluation activities to improve teaching and learning, including work scrutinises, lesson observations, learning walks etc. * 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 English Faculty and the whole school. |
|  |  |
| **Management and Information:** | * to ensure the maintenance of accurate and up-to-date information concerning the specific areas of responsibility on the management information system. * to identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. |
| **Communications** | * to manage and chair meetings as appropriate. * to ensure effective communication/consultation as appropriate with the parents of students. |
|  |  |
| **Liaison and Recruitment:** | * to contribute to the school liaison and recruitment activities. |
|  |  |
| **Management of Resources:** | * to work with the Headteacher and Governors in establishing priorities for expenditure and monitoring the effectiveness of spending and usage or resources with a view to achieving value for money. |
|  |  |
| **Teaching:** | * to undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher as outlined in the general job description. |
|  |  |
| **Additional Duties:** | * to undertake any other duty as specified by STPCD not mentioned in the above. * Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. * Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. |
| This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. | |

03 January 2024