

**Little Ilford School Lead Practitioner**

Job description

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| ***Post Title:*** | Lead Practitioner |
| ***Salary:*** | L9 - L13 (inner London) |
| ***Contract:*** | Full time |
| ***Strategic Purpose and rationale:*** | At Little Ilford School, the role of *Lead Practitioner* is to drive whole school improvement by demonstrating and upholding excellent practice in all areas of education. Lead Practitioners are those who strive to achieve the highest standards of teaching and learning in their practice and the practice of those they work with.  Appointed LPs are expected to work with the SLT to strategically lead and organise the school’s improvement in those areas identified as priority by the governors and SLT each year (though this doesn’t mean the priorities change every year) and to build teams where necessary to bring others along with them.  LPs embody the school’s values of courage, commitment and compassion and they exemplify the very highest standards when working externally, as representatives of the school. |
| ***Operational Principles:*** | **LPs are members of the teaching and learning team. Their participation in this may involve:**   * Planning, participating in and delivering regular teaching and learning team meetings either on site or online as directed by the DHT/AHTs with oversight of teaching and learning. * Developing and supporting others to produce high quality teaching materials and schemes of learning within their own and other departments. * Developing and implementing teaching and learning initiatives and strategies throughout the school which raise the standards of teaching practice of all members of staff, and therefore student standards and progress. * Mentoring or coaching underperforming teachers to enable them to improve their practice and outcomes for students. * Supporting all teachers to continuously improve their practice and outcomes for students. * Leading on the induction, support and training of all Early Career Teachers and liaising with all relevant external organisations. * Conducting and evaluating learning walks, lesson observations and other quality assurance measures where appropriate. * Working with the DHT and AHTs with responsibilities for Teaching and Learning to create systems to ensure consistency of outcomes within TnL quality assurance measures. * Modelling excellent practice in alignment with the teaching and learning toolkit, teacher standards and relevant contemporary pedagogies.   **LPs may deliver in three facets of their leadership; departmental responsibilities, whole school responsibilities and external responsibilities. The work that comprises these areas will be decided after the *Teaching and Learning conference* each year. The balance of tasks and priorities in each facet may not be the same, but will be equitable for each LP. This may include:**   * Working on a key school improvement priority for an extended period. * Leading CPD internally or externally. * Supporting CTLs and PALs in other departments/year teams to deliver MER targets strategically and with focus on impact. * Working within a department to support the coordination of a key stage or specific priority. * Stepping in to support a CTL if there is an unexpected absence within their department. * Supporting in the delivery and quality assurance of assessment, feedback and moderation, both within their own department and in others. * Supporting in the delivery and quality assurance of curriculum planning. * Creating/delivering ‘Mentoring Support Plans’ and capability processes for staff required to improve professional practice. * Working with local primary schools to support transition. * Contributing to the development of effective subject links with partner schools and the community. * Attending, where necessary, events in partner schools and the effectively promoting subjects at Open Days/Evenings and other events. * Actively promoting the development of effective subject links with external agencies. * Contributing to the school liaison and marketing activities, e.g. the collection of material for press releases and newsletters.   **LPs work to develop all staff and contribute to a culture of learning. Examples of this might be:**   * Modelling teaching skills which lead to excellent results and outcomes for all types of learners (low, middle and high prior attainers).  Demonstrating excellent and innovative pedagogical practice and delivering demonstration lessons.Embracing challenges and change so that others have the confidence to broaden their horizons.  * Demonstrating excellent behaviour for learning and classroom management strategies.   **LPs must complete the SSAT accreditation within two years. They might do this by:**   * Leading on a whole school project with members outside their teams. * Planning and delivering measurable impact on the practice of other teachers or members of staff. * Coaching and mentoring staff outside of their departments. * Building networks within and outside of the school to deliver change, undertake research or share practice.   **LPs must be actively involved in coaching at LIS. This might involve:**   * Being coaches within the LIS Coaching Development Programme * Actively participating in coaching training to support each other, share good practice and develop understanding of coaching strategies. * Demonstrating the discourse of coaching pedagogy in professional conversations and support meetings.   **LPs must engage with an area of pedagogical research in order to develop and deliver excellence. They may do this by:**   * Undertaking research into best practice in other schools. * Working with LIS’ designation as the East London Research School to evaluate innovative curricular practices to inform own practice and that of colleagues. * Using other bodies of educational research to pursue areas of change management and/or pedagogical shifts in practice in line with MER. |
| ***Accountability and communication:*** | **LPs hold themselves to the highest standards of account in pursuit of best outcomes for learners in our context. This is demonstrated clearly in the work they do and in their pursuit of excellence. Examples of this may include:**   * LPs are self-motivated and seek out opportunities to lead or investigate school improvement in liaison with SLT LM and DHT and AHTs with responsibility for TnL. * LPs encourage others in the teams within which they work to hold themselves to high levels of account in pursuit of the best outcomes for learners in our context.   **LPs are line managed by SLT responsible for T&L. SLT line managers for LPs will be based upon school improvement priorities and who in the SLT leads those priorities.**   * LPs are expected to meet with the SLT line managers regularly and keep a minuted record of the conversation. * Agendas will be decided upon in liaison with the termly agendas set out by the headteacher and deputies. * LPs will be expected to present regular updates of the impact of their leadership areas to SLT and governors (where appropriate). They may also be required to present or lead whole staff meetings, INSET, twilights or other organisational events to communicate the progress of and development of their projects. * LPs will be given Performance Development targets based around the school improvement priorities and desired impact and outcomes for the school. Pay progression along the LP leadership spine is contingent upon the evidence base of impact and outcomes of LP projects and the meeting of LP and leadership standards. * Pay progression for LPs is ultimately granted at the discretion of the headteacher in consultation with the SLT line manager, DHT for T&L, and AHTs T&L.   **LPs are middle leaders working within and outside of the school. Exemplary communication in standard English is expected in all written and verbal delivery. LPs are models of best practice in staff conduct and professionalism. Responsibilities include:**   * Using school protocols to hold line managers to account. * Having the capacity to resolve conflict amicably and diplomatically where possible (‘fighting fire with water’). * Taking initiative to de-escalate situations that arouse strong emotions in others. * Using and promoting the use of proper professional channels and protocols for complaints, whistleblowing and grievances. |
| ***Wider whole school responsibilities:*** | **LPs share responsibility for pastoral care of students and staff. This may include:**   * Supporting pastoral teams to model best practice in the use of school routines. * Supporting and promoting the school’s approach to wellbeing with staff and students. * Being a visible presence around the school. |
| ***Other unspecified duties:*** | |
| LPs must undertake any other reasonable duty as specified by the Headteacher not mentioned in the above.  **DISCLAIMER**:  This job description is current at the date shown, but, in consultation with you, may be changed by the governors or Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.  Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified | |
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