

Lead Practitioner – SUBJECT

The Lead Practitioner is an expert teacher who plays a key role in driving excellence in teaching and learning across the academy, specifically within the subject. This role involves raising standards, developing and disseminating outstanding classroom practice, and supporting colleagues to enhance their pedagogical skills. The Lead Practitioner works closely with the Director of Learning and the Assistant Principal for Teaching and Learning to ensure that students receive an exceptional educational experience and achieve outstanding outcomes.

Core Purpose

The Lead Practitioner is responsible for raising standards and developing the quality of teaching and learning in their subject area across the academy. This includes ensuring the effective implementation of the academy's aims and objectives in classroom practice, supporting curriculum development, leading professional development initiatives, and promoting positive student approaches to learning. The Lead Practitioner plays a key role in establishing systems and procedures to enhance teaching and learning, consistently delivering high-quality lessons, promoting proven strategies, and supporting colleagues to improve their practice, with the specific aim of securing outstanding teaching and student outcomes.

Key Areas of Responsibility

1. Leading on Teaching and Learning Development

- Lead the development, implementation, monitoring, and evaluation of strategies to enhance teaching and learning in their subject across the academy.
- Work with the Director of Learning and the Assistant Principal for Teaching and Learning to develop, implement, monitor, and evaluate curriculum planning and delivery.
- Support the Director of Learning in developing and reviewing the curriculum and schemes of work at KS3, KS4, and KS5, ensuring they are aligned with the National Curriculum and academy expectations.
- Coordinate the preparation, delivery, and evaluation of schemes of work that incorporate challenge, pace, high-order questioning, thinking skills, and opportunities for students to develop high-quality written and spoken communication, to facilitate students' access to the highest grades at all Key Stages.
- Provide leadership and guidance on the production of high-quality learning resources, ensuring they are engaging, effective, and accessible to all students.

2. Enhancing Classroom Practice

- Consistently deliver high-quality lessons, modelling exemplary practice and demonstrating innovative teaching strategies in the classroom.
- Promote the use of proven strategies and evidence-based practice to improve the quality of learning and teaching within the department and across the academy.
- Observe the teaching of (SUBJECT) teachers, provide constructive feedback, and monitor its impact to ensure improved standards in the classroom.
- Analyse the strengths and weaknesses of lessons, lesson plans, and resources to provide targeted support and guidance to teachers.
- Work with teachers on a 1-2-1 basis and in groups to develop their pedagogy and practice, with the aim of securing outstanding teaching and student outcomes.

3. Supporting Staff Development

- Oversee the professional development of staff in the subject area across the academy, identifying training needs and providing advice on appropriate INSET.
- Ensure that staff are kept well-informed of recent developments in the subject, including changes to the curriculum, assessment, and pedagogy.
- Design, implement, and evaluate an in-house, blended approach to teacher learning, incorporating strategies such as coaching, in-class training, and 1-2-1 mentoring sessions.
- Allocate responsibilities and duties within the department to ensure continuing professional development opportunities for all staff.

4. Promoting Positive Learning Environment

- Promote and ensure positive pupil approaches to learning through high expectations, exceptional teaching, a stimulating learning environment, and a strong emphasis on learning.
- Ensure that the learning environment is well-ordered, safe, and stimulating, leading by example to encourage a high standard of display work in classrooms and communal areas, with a clear emphasis on celebrating success, sharing achievements, and promoting the importance of both literacy and numeracy.
- Ensure that staff across the academy make full use of the range of resources at their disposal, in particular the use of technology to enhance learning.

5. Assessment and Standards

- Issue guidance to develop rigour and accuracy in grading at KS3, KS4, and KS5 across the academy, ensuring that there are appropriately regular opportunities for students' work to be accurately graded throughout each half term.
- Identify and implement strategies for raising standards at all key stages, in line with the latest accountability measures.
- Develop assessment for learning within the subject area across the academy, in line with academy policy.
- Ensure that there are appropriate and accessible graded examples of students' work from across the academy to be used for the purposes of moderation, training, and as evidence of standards in the subject area.

6. Curriculum Enhancement and External Links

- Provide guidance on exam specifications and delivery time frames, and additional related qualifications that could be included in the curriculum offered at the academy, ensuring that the curriculum is broad, balanced, and relevant to students' needs and aspirations.
- Lead and encourage critical professional dialogue within the department, fostering a culture of collaboration, innovation, and continuous improvement.
- Liaise with agencies outside the academy, including employers, higher education institutions, and professional bodies, to enrich and broaden the curriculum and provide students with valuable experiences and opportunities.

7. Communication and Reporting

- Provide subject-specific information to the senior leader responsible for the subject whenever required, ensuring timely and accurate communication.
- Work with the Director of Learning to devise action plans to close achievement gaps and ensure that these are being implemented appropriately and effectively.
- Work with and report to the Assistant Principal for Teaching and Learning to monitor, evaluate, and review the quality of education across the academy, and to support the planning and delivery of whole-school CPD to improve teaching and learning.



Person Specification – Lead Practitioner

This section outlines the essential and desirable attributes expected for the role of a Lead Practitioner.

Qualifications and Training

Essential:

- 'O' Level/GCSE A–C pass grade/new grade Level 4–9 in English & Mathematics.
- Bachelor's degree in a relevant subject (ideally, 2:2 or better).
- DFE recognised Qualified Teacher Status.

Desirable:

- Management Training.
- Evidence of ongoing professional development, particularly in areas related to pedagogy, curriculum development, and teacher training.

Experience

Essential:

- Outstanding teaching practice, with a proven track record of delivering consistently high-quality lessons that lead to excellent student outcomes.
- Extensive teaching experience in Key Stages 3, 4, and 5 (or equivalent), demonstrating the ability to teach across the full age and ability range.
- Experience of lesson observation and providing robust, evidence-based feedback to teachers to improve their practice.
- Experience of improvement planning, including the ability to identify areas for development, set targets, and implement strategies to achieve them.
- Experience of implementing a range of strategies to raise student achievement, with demonstrable evidence of success in improving outcomes.
- Significant contribution to improving the quality of learning and teaching and curriculum development within a department or across a school.
- Proven track record of excellent results at KS3/4, with the ability to analyse and use data to inform practice and raise standards.
- Experience of high-quality pupil tracking and feedback practices, with a focus on using assessment for learning to improve student progress.

Desirable:

- Experience of working with governors or other external stakeholders.
- Experience of working in more than one school setting.
- Evidence of pastoral experience and a commitment to the holistic development of students.
- Experience of being a form tutor and contributing to the wider pastoral care of students.
- A broad interest in the wider curriculum and a commitment to contributing to the overall life of the academy.

Knowledge and Understanding

Essential:

- Deep and up-to-date knowledge of the subject, including curriculum developments, assessment requirements, and best practices in teaching and learning.
- Thorough understanding of current educational thinking, research, and pedagogy, with the ability to translate this into effective classroom practice.
- Strong understanding of how children learn and how to raise standards of achievement, including knowledge of learning theories, differentiation strategies, and effective feedback techniques.

Desirable:

- Knowledge of the International Baccalaureate (if applicable to the Academy) and its philosophy and practices.
- Understanding of the latest developments and innovations in educational technology and their application in the subject.
- Knowledge of strategies for promoting student engagement, motivation, and independent learning, particularly in the subject.

Skills and Abilities

Essential:

- Excellent classroom management skills, with the ability to create a positive, engaging, and challenging learning environment.
- Evidence of leading a team, including the ability to motivate, inspire, and support colleagues to improve their practice.
- Ability to develop and inspire learning within the XXXX subject area, fostering a culture of high expectations and a passion for the subject.

- Exceptional communication and interpersonal skills, with the ability to communicate effectively with students, staff, parents, and external stakeholders.
- Strong analytical and problem-solving skills, with the ability to analyse complex data, identify key issues, and develop effective solutions.
- Ability to think strategically and contribute to the development of academy-wide policies and initiatives.
- Ability to work effectively within a team and hold staff to account for their performance, while also providing support and guidance.

Desirable:

- Ability to motivate and lead both students and staff, creating a shared sense of purpose and direction.
- Ability to analyse complex issues and identify effective solutions, demonstrating sound judgment and decision-making skills.
- Vision and ability to manage change successfully, with the capacity to lead and implement new initiatives and drive improvement.
- Ambitious and hard-working, with a proactive approach and a commitment to achieving excellence.
- Ability to contribute to the wider school community and a willingness to offer extra-curricular activities or support other academy events.

Personal Qualities

The Lead Practitioner is a **visionary** and **inspirational** leader, demonstrating an exceptional passion for their subject and a **relentless commitment** to fostering a love of learning. They are **highly reflective, innovative,** and **proactive,** consistently seeking to refine their practice and empower others to achieve excellence. With **outstanding communication and interpersonal skills,** they forge strong, collaborative relationships with all stakeholders, inspiring trust and mutual respect. They possess a rare blend of **approachability, enthusiasm, and dedication,** driving them to make a **lasting impact** on the quality of education and student outcomes. A **deep-seated commitment** to continuous improvement, coupled with **resilience and adaptability,** enables them to thrive in a dynamic environment and champion the highest standards of teaching and learning.

Safeguarding Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document](#) (Department of Education).

Notes

The 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. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Academies Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.