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| C:\Users\Gemma.Mitchell\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F4EF6449.tmpTRINITY ACADEMY CATHEDRALJob Description | |
| **Post Title:** | Lead Teacher (English) |
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| **Salary:** | Leadership Scale L1-L12 |
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| **Core Purpose:** | 1. *To support the working of the Teaching and Learning team (VP/AP/LT/CALTS/CL/DCL/SPL) to strategically lead the direction and development of teaching and learning in accordance with the aims and objectives of the academy.* 2. *To support the work of the Teaching and Learning team to* ***raise standards*** *of student attainment and achievement by developing and enhancing the teaching practice of others.* 3. *To support the work of the Teaching and Learning team to* ***effectively evaluate*** *the impact of (b) and strategically* ***plan for improvement*** *in the quality of pedagogy across the academy.* 4. *To role model exemplary outstanding teaching practice and standards.* |
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| **Reporting to:** | Assistant Principal, Teaching and Learning |
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| **Liaising with:** | SLG, CL, Deputy Curriculum Leader (DCL), Phase Leaders and other relevant staff with cross-academy responsibilities, partner primary schools, other academy partners and parents.  Lead Teacher/Practitioner team across the academy and trust. |
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| **Leadership** | * To support the Teaching and Learning team to provide strategic leadership across the academy in accordance with the aims and objectives of the academy and the department/faculty. * To be responsible for the establishment and effectiveness of the policies and procedures needed to achieve these aims and objectives. * To monitor and evaluate the progress of staff and students towards meeting the overall aims and objectives. * To be responsible for student attainment/staff performance in the area of responsibility. * To support the Teaching and Learning team to strategically plan for future improvements. * To develop staff in the development of learning and teaching. * To link with the other Lead Teachers and Practitioners to ensure that the work in the curriculum area fully reflects the academy's distinctive ethos and mission. |
| **Curriculum** | * To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. * To support the development of appropriate syllabi, resources, SoL, assessment policies, and learning and teaching strategies in the area. * To support the development of literacy; numeracy and other relevant academy or trust initiatives. |
| **Teaching and Learning** | * To develop and enhance the teaching practice of all colleagues within the area and wider academy (or when deployed across the trust), implementing improvements where required. * To promote excellence in the classroom by researching and developing excellent pedagogical practice. * To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas. * To keep up to date with national developments in teaching practice and methodology. * To conduct ‘Less Spotlights’, ETDLs and other learning evaluation strategies in accordance with academy policy. * To lead and develop an agreed area of whole-school responsibility. |
| **Staff Development** | * To work with the Curriculum Leader/Teaching and Learning team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. * To undertake Performance Management Review(s) and to act as reviewer for identified staff. * To provide coaching programmes and support within the performance management cycle. * To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures. * To be responsible for the efficient and effective deployment of any relevant associate staff. * To participate in the academy’s teacher training programme(s) where appropriate. |
| **Assessment** | * To support the establishment of a robust target-setting process within the curriculum area. * To ensure the maintenance of accurate and up-to-date information concerning the whole curriculum area and academy MIS. * To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken. * To produce reports on examination performance, including the use of value-added data. * To provide all relevant bodies with robust information relating to the curriculum area’s performance and development. |
| **Communication** | * To ensure that all members of the curriculum area and Lead Teacher team are familiar with their aims and objectives. * To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders. * To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies. * To represent the academy and trust’s views and interests in a professional manner. |
| **Marketing and Liaison** | * To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases. * To support the development of effective subject links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events. * To actively promote the development of effective subject links with external agencies. |
| **Management of Resources** | * To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept. * To work with the Curriculum Leader to ensure that teaching commitments are effectively and efficiently timetabled. |
| **Pastoral System** | * To monitor and support the overall progress and development of students within the curriculum area. * To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary. * To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description. * To ensure the Behaviour for Learning System is implemented in so that effective learning can take place. |
| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations. * To support the curriculum leadership in the day-to-day line management of staff within the area, ensuring that they follow academy policies and meet all requirements and deadlines * To support the curriculum leadership team to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate. |
| |  | | --- | | **Other Specific Duties**  All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. | | Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. | | |
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| **PERSON SPECIFICATION** | | | |
| **Job Title: Lead Teacher** | | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** | |
| **Qualifications & Experience** | * QTS * An excellent track record of recent, relevant professional development * Accountability for the performance of a cohort of young people * Experience of effective teaching and performance within the curriculum area. * Evidence of good/outstanding classroom practice * Clear demonstration of the ability to mentor/coach/model best learning experiences to other teachers and staff | | * Innovative use of resources * Working with young people and inner-city communities * Leadership of a community project or an area of school development * Taking accountability for the success of an initiative |
| **Knowledge & Understanding** | * The principles and characteristics of good and outstanding academies * Innovative approaches to working with students, parents, staff and the local community * The principles and practices of strategic and operational planning and delivery * Effective review and evaluation procedures * The application of ICT within teaching * An understanding of inclusive education | | * Different methods of consulting with stakeholders * Community/voluntary/parent/   Partner agency links   * Strategies for ensuring equal opportunities for staff, students and other stakeholders |
| **Leadership & Management** | * Work effectively both as a leader and as a member of a team * Initiate, lead and manage change * Prioritise, plan and organise * Direct and co-ordinate the work of others * Set high standards and provide a role model for students and staff * Deal sensitively with people and resolve conflicts * Seek advice and support when necessary * Prioritise and manage own time effectively * A commitment to an open and collaborative style of management | | * Motivate all those involved in the delivery team * Liaise effectively with other organisations and agencies |
| **Communication Skills** | * Communicate the vision of the academy in relation to the development of the local community * Negotiate and consult fairly and effectively * Build relationships with key stakeholders * Ability to communicate to a range of audiences. * Chair meetings effectively * Communicate effectively orally and in writing to a range of audiences | | * Develop, maintain and use an effective network of contacts |
| **Decision Making Skills** | * Make decisions based on analysis, interpretation and understanding of relevant data and information * Demonstrate good judgement | | * Think creatively and imaginatively to anticipate, identify and solve problems |
| **Personal Qualities** | * A commitment to inclusive education * Evident enjoyment in working with young people and their families * Empathy in relation to the needs of the academy and the local community * Ability to inspire confidence in staff, students, parents and others * Adaptability to changing circumstances/new ideas * Reliability, integrity and stamina * Personal impact and presence * Work under pressure and to deadlines | | * Vision, imagination and creativity * A commitment to professional development |