**Lead Practitioner in Science Fleetwood High School**

**Salary Scale: LPPR1 – LPPR5 (£42,402 to £46,796)**

**PURPOSE OF THE ROLE**: Drive high quality teaching and learning strategies across the Science Faculty through coaching and developing staff to maximise student outcomes.

**Responsible to**: SLT Line Manager for Science, Assistant Headteacher (Teaching and Learning), Head of Science.

**Responsible for:** Supporting the Head of Science/2nd in Science to improve the quality of curriculum delivery/teaching and learning across the Science faculty.

**JOB ROLE**

To develop and implement teaching and learning initiatives and strategies throughout the Department and School which raises the teaching practice of all members of staff and therefore raise student standards and progress.

Use coaching to develop teaching and learning strategies with identified staff to improve whole school provision and student outcomes.

To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners, ensuring a centre of best practice and excellence.

Consistently model the teaching of engaging and effective lessons that motivate, inspire and improve student attainment and embed an ‘Open Door’ ethos across the school.

Know how to and take a lead role to improve the effectiveness of assessment practice in the school.

To take a lead role, working closely with the Senior Leadership Team, Head of Faculty and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement.

To undertake research into best practice within other departments and 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.

Support the Subject Leader in leading and developing effective teaching and learning resources and innovative working practices, using evidence-based research where appropriate, in an ongoing evaluative process.

To contribute to departmental training sessions to move the strategies of teaching and learning forward.

To use local and national statistical data and other information, in order to provide a comparative baseline for evaluating learners progress and attainment, as a means of judging the effectiveness of their teaching, as a basis for improving teaching and learning.

To support underperforming teachers to enable them to improve their practice.

Support informal coaching support plans and capability process for staff requiring to improve professional practice.

To contribute to the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations.

To support the Initial Teacher Training Programme and liaise with relevant external organisations.

To use the outcomes of learning walks, Faculty QA, Deep Dives, work scrutiny, student and teacher voice, to plan and deliver high quality CPD to enhance practice.

To meet regularly with colleagues receiving coaching and actively monitor and celebrate improvements, addressing misconceptions and addressing further improvements as required.

As part of the Teaching and Learning Group, to help embed a clear vision for assessing learning and progress which embodies high expectations of staff and learners, ensuring that all groups of learners meet or exceed national expectations.

To support whole school teaching and learning.

**PERSON SPECIFICATION** – to be evident through Application(A) and/or Interview (I)

**EXPERIENCE**

• Experience of delivering teaching and learning CPD. (A/I)

• Proven track record of teaching at a secondary level with highly successful outcomes for students at Key Stage 3 and Key Stage 4. (A/I)

• Experience of monitoring and tracking student progress and achievement to improve outcomes at Key Stage 3 and 4. (I)

**QUALIFICATIONS**

• A Graduate with Q.T.S. status. (A)

• An upper second class degree or better in a science related subject. (A)

• A level in a science subject (A)

• Evidence of additional recent and relevant continuing professional development. (A/I)

**SKILLS AND KNOWLEDGE**

• An up to date knowledge of the latest developments in pedagogy, both within science and more generally. (A/I)

• Excellent subject knowledge in your area of expertise. (I)

• High level communication, organisation and management skills. (A/I)

• The ability to communicate vision and strategy effectively and persuasively in a variety of contexts and audiences. (I)

• An understanding of progress measures and the ability to analyse and interpret data to secure measurable impact. (I)

• An understanding of the factors contributing to successful outcomes in education for young people. (I)

**PERSONAL ATTRIBUTES**

• An absolute belief and commitment in the capacity of every single child to be successful, and an understanding that every child really does matter, regardless of background. (A/I)

• A creative and innovative leader able to communicate and deliver an effective vision and secure impact. (I)

• Commitment to abide by and uphold policies on Equal Opportunities, Health and Safety, Child Protection and Safeguarding. (A/I)

• Resilience, self-motivation, courage and stamina and the personal drive and desire to ‘make a difference’ in an environment which can be challenging at times. (A/I)