



Forming lives ready to face the future

## **Lead Practitioner in English Nicholas Postgate Catholic Academy Trust (NPCAT)**

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| <b>Required:</b>        | January 2020  |
| <b>Salary:</b>          | LP3 – LP7 (£43,357 - £47,942)   |
| <b>Hours:</b>           | Full time   |
| <b>Contract Type:</b>   | Permanent   |
| <b>Responsible for:</b> | The Lead Practitioner in English will support the Secondary Schools Standards Officers to improve pupil outcomes and teaching and learning in English across the Trust schools. |
| <b>Job Purpose:</b>     | To further develop and support our English teachers across the Trust in delivering high quality teaching and learning to our pupils which promote outstanding outcomes.         |

The Nicholas Postgate Catholic Academy Trust, a family of 26 schools, 4 of which are secondary, a sixth form college and a teaching school. With more than 9,000 pupils and 1,200 staff, the Trust is now the North East's largest Catholic Trust and the second largest Catholic Multi Academy Trust in the UK.

We are looking for an inspirational and highly effective teacher to work as a Lead Practitioner for English across the Trust. The role will incorporate a teaching timetable initially at one of our secondary schools whilst also offering the opportunity to work across the wider Trust network of schools.

Ongoing professional development from within the Trust provides our Teachers and Leaders with great opportunities for development and progression. These opportunities will be offered to the successful candidate.

### **The successful candidate must:**

- Be fully committed to upholding and promoting the Catholic ethos of the Trust
- Demonstrate the highest standards of teaching and learning
- Inspire, motivate and empower pupils to make the best possible progress
- Show a commitment to innovation, creativity and inclusion
- Be able to make a significant contribution to the wider school context

**The Trust offers:**

- A strong, supportive ethos
- Happy, enthusiastic and friendly pupils
- Highly experienced and talented colleagues
- Excellent professional development and progression opportunities across our 26 schools
- Supportive Trust board, governors and parents

Candidates are warmly encouraged to visit the Trust by prior arrangement or if you would like an informal discussion, please email Rose Hall at [hall.r@npcat.org.uk](mailto:hall.r@npcat.org.uk)

**Closing date: Monday 14<sup>th</sup> October 2019 by 12 noon**

**Interview date: W/C 14<sup>th</sup> October 2019**

Application form and further information is available from: [npcat.org.uk](http://npcat.org.uk)

Applicants should complete and return a Leadership Application Form, a Recruitment Monitoring Form and a Rehabilitation of Offenders Form to: [recruitment@npcat.org.uk](mailto:recruitment@npcat.org.uk).

**Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks.**

**The successful candidate will be required to sign a Catholic Education Service contract.**



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## **Job Description - Lead Practitioner in English**

The job description adheres to the conditions laid down in the School Teacher's Pay and Conditions Document and Diocesan guidelines.

In addition to this, teachers undertake to develop the pupils in the understanding and knowledge of their faith. In all the undertakings, the Mission Statement of the Trust should remain central.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

**Responsible for:** The Lead Practitioner in English will support the Secondary Schools Standards Officers to improve pupil outcomes and teaching and learning in English across the Trust schools.

**Job Purpose:** To further develop and support our English teachers across the Nicholas Postgate Catholic Trust in delivering high quality teaching and learning to our pupils which promote outstanding outcomes.

### **Duties and responsibilities**

All teachers are required to carry out the duties of a teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

### **Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn

- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

## **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

## Specific Responsibilities

- Lead on a development programme for the delivery of a high quality and ambitious English curriculum across the Trust in collaboration with Subject Leaders and Secondary School Standard Officers.
- Take the lead on designated teaching and learning initiatives as directed by the SLT Lead for Teaching & Learning and Trust Secondary School Standard Officers, which may include:
  - Coaching programme for staff
  - Teaching support programme for teaching staff
  - New teacher induction programme
  - Initial Teacher Training
  - Teaching & Learning meetings and sharing good practice events
  - Sharing resources using various mediums
- Regularly demonstrate best practice in teaching and learning and provide a good role model for others in the Trust to aspire to.
- Support staff teaching in the Trust to consistently and effectively plan lessons and sequences of lessons, to meet pupils' individual learning needs.
  - Disseminate examples of effective planning practice within the Trust
  - Take steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning
  - Take steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning
  - Establish strategic planning, including short, medium and long term plans for the development and resourcing of the subject
- To coach and support teaching staff who are required to improve their teaching.
- Support staff teaching in the Trust to consistently and effectively use a range of appropriate strategies for teaching and classroom management:
  - Take steps to ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject area and communicate this to pupils
  - Observe colleagues' teaching and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
  - Identify and promote innovative and effective strategies within the academies to meet the needs of all pupils
- To promote the Trust vision and purpose.
  - Maintain expert knowledge of teaching and learning and disseminate this to other teachers
  - Maintain knowledge and understanding of Trust aims, priorities, targets, self-evaluation and action plans
  - Understand and promote the benefits and effective use of ICT
- Support staff teaching in the Trust to consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.
  - Evaluate and interpret relevant national, local and Trust data, research and

- inspection evidence to inform policies, expectation and teaching methods.
- Monitor and evaluate assessment data across the Trust to identify trends in pupil performance and issues for development
- Define intervention strategies to address issues for development that are identified
- Evaluate and report on the effectiveness of intervention strategies used to address identified issues
- Take responsibility for own professional development and use the outcomes to improve teaching and pupils' learning.
- Maintain 'leading edge' knowledge through reading, INSET and research to inform own practice, demonstrating impact in teaching and on pupils' learning
- Assimilate and implement new guidance to lead the process of change within the Trust
- Prioritise and manage own time effectively, balancing the demands made by teaching, subject management and involvement in Trust development
- Achieve own challenging professional objectives
- Contribute to the policies and aspirations of the Trust, co-ordinating strategies to achieve relevant improvement priorities that have been identified in the Trust.
- Co-ordinate strategies to achieve relevant Trust improvement priorities that have been identified in the Trust
- Lead and deliver professional development / INSET activities
- Be an effective professional who challenges and supports all pupils to do their best
- Create a climate, which enables staff to develop, challenge and support each other, resulting in positive growth
- Mentor and coach staff to develop confidence and maintain positive attitudes
- Communicate effectively with professional integrity within and beyond the Trust community
- Take action to build and maintain effective teamwork with high expectations of outcomes

## **General**

- To participate in the appraisal process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all duties and services provided are in accordance with the Trust's Equal Opportunities Policy

## **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Pay and Conditions.
2. This 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.

3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the Trust at the reasonable discretion of the Headteacher /Head of Trust.
5. 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.
6. Postholder may deal with sensitive material and should maintain confidentiality in all Trust related matters.

## Person Specification – Lead Practitioner in English



| Criteria                        | Essential  | Desirable  |
|---------------------------------|--|--|
| <b>Qualifications</b>           | <ul style="list-style-type: none"> <li>• Qualified Teacher status. (A, C)</li> <li>• Degree 2:2 or higher / PGCE or equivalent qualifications in relevant subject. (A, C)</li> <li>• Relevant up to date training in specialist subject. (A, C)</li> </ul>   | <ul style="list-style-type: none"> <li>• Working on / willingness to undertake leadership development such as Teaching Leaders. (A)</li> <li>• Degree 2:1 or higher. (A, C)</li> <li>• Further degree/post-graduate qualification. (A, C)</li> </ul>   |
| <b>Knowledge and Experience</b> | <ul style="list-style-type: none"> <li>• Good knowledge of assessment and its impact on the curriculum. (A, I, R)</li> <li>• Evidence of providing excellent provision for all students and achieving high standards of student progress. (A, I, R)</li> <li>• Understanding of the relationship between CPD and sustained academy improvement. (A, I, R)</li> <li>• Evidence of success in raising student achievement across a broad range of abilities. (A, I, R)</li> <li>• Up to date knowledge of educational and curriculum change. (A, I)</li> <li>• Teaching throughout KS3 and KS4 to all abilities. (A, I)</li> <li>• Participation in successful whole school curricular initiatives and development. (A, I, R)</li> </ul> | <ul style="list-style-type: none"> <li>• Experience in more than one school/college. (A, I)</li> <li>• Tackling underachievement strategies. (A, I, R)</li> <li>• Working with student/staff groups to enhance the student achievement. (A, I, R)</li> <li>• Developing and planning literacy or numeracy to support subject area. (A, I, R)</li> <li>• Using resources creatively to raise standards. (A, I)</li> </ul> |



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|                            | <ul style="list-style-type: none"> <li>Substantial experience of the use of prior attainment data to drive pupil progress and achievement. (A, I, R)</li> </ul>  |  |
| <b>Professional Skills</b> | <ul style="list-style-type: none"> <li>Excellent classroom teacher at KS3 and 4. (A, I, R)</li> <li>Can model teaching to others. (A, I, R)</li> <li>Ability to engage, enthuse and motivate students. (A, I, R)</li> <li>Excellent relationships with students. (A, I, R)</li> <li>Ability to work cooperatively as a leader and member of a team and in different partnerships. (A, I, R)</li> <li>Excellent people skills – motivating, nurturing and challenging young people and adults to achieve their best. (A, I, R)</li> <li>High level ICT skills for teaching and management. (A, I)</li> <li>Confidence, clarity and decisiveness in making and carrying out decisions. (A, I, R)</li> <li>The current Ofsted framework and its impact on classroom practice and leadership and management and the place of self-evaluation. (A, I,)</li> </ul> | <ul style="list-style-type: none"> <li>Proven track record of implementing strategies that raise student achievement including monitoring and evaluating the work of others. (A, I, R)</li> <li>Experience of coaching and mentoring. (A, I, R)</li> </ul> |
| <b>Personal Qualities</b>  | <ul style="list-style-type: none"> <li>Understand the importance of emotional intelligence. (A, I)</li> <li>Enjoyment for working in new and challenging situation. (A, I)</li> <li>Steer a vision from beginning to end. (A, I)</li> <li>Ability to identify and implement solutions to problems. (A, I, R)</li> <li>Ability to meet deadlines. (A, I, R)</li> </ul>  | <ul style="list-style-type: none"> <li>Practising Catholic (A, I)</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Sympathetic to the ethos of a Catholic School. (A, I)</li> </ul> |  |
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**KEY: A - Application Form    I - Interview    R - References    C - Certification**