



THE ROLE

Location:	Trust wide
Post:	Lead Practitioner – EBACC Subjects
Salary range:	By negotiation
Responsible to:	The Executive Team, Great Schools Trust

Background

In order to support the growth of the Great Schools Trust, the trust is seeking Lead Practitioners for all EBacc subjects who are centrally tasked but locally deployed to work with the academies senior leadership teams in ensuring that our students study in an academy that will be recognised as outstanding. Consequently, the Trust Board wishes to appoint subject leaders with a collegiate style, has presence, gravitas and integrity and who is committed to the development of his / her subject within a values-led, inclusive 11-16 environment focussed on enhancing the long term social mobility of its students.

The trust is keen to build on its successes and continue the quest for outstanding outcomes for all our students. Therefore, we wish to appoint someone who knows what ‘outstanding’ looks like, and who has the inspirational and organisational qualities to work as a member of the middle leaders team in leading us there, whilst preserving and further developing the beliefs, values, mission and culture of the Great Schools’ educational model.

This is a unique opportunity, and the successful applicant will find this role both challenging and fulfilling as the trust operates across Merseyside, Warrington and Greater Manchester. As Lead Practitioner he / she will be expected to work with other middle leaders both cross trust and within individual academies in helping senior leaders to build relationships and deliver excellence to young people on a wider scale whilst further developing the reputation of the trust.

We are looking for an outstanding teacher with a strong track record of success in his / her present portfolio and the vision and ambition to work with other members of the middle leaders’ team across our academies. Whatever your previous experience, the trust will ensure that, if appointed, this post is the right one for you, with real prospects of professional development and personal satisfaction.



Vision, mission and ethos of GST academies

The vision of the Great Schools Trust

To create a mutually supportive group of outstanding schools that give every Great Schools' students the opportunity to go to university or pursue the career of their choice – no ceilings!

The Mission of each of our academies

To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits that are necessary to succeed at all levels and become successful citizens in tomorrow's world.

Our Ethos

The ethos that we seek in each of our academies

We firmly believe that if young people come to a school where they feel valued, safe and teachers have their best interests at heart, then they will commit themselves; they will work harder; suffer fewer distractions; become more motivated and achieve more. Research shows that pursuing a character-driven approach to education, based on a firm set of values, is the lever that produces such an ethos.

Our students

We firmly believe that all of our students can become successful learners. To help them on this journey we agree with each Y7 student and his / her parents, a set of long term goals which become the end point of a 'flight path'. This flight path is then further broken down in to a series of Learning Cycle goals. These goals are reviewed with the student by his/her academic tutor each Learning Cycle.

Our 'character through leadership' programmes then help each student gain the confidence, self-esteem resilience and grit to achieve these long term goals.

Our belief

We firmly believe that every student, through personalised learning and clear goals, will stretch their boundaries, gain greater self-confidence and learn more than they thought possible.



The Purpose of the Post

Leadership is the trust's specialism and, as such, we see all teachers as leaders of learning within their own classrooms. Effective classroom leaders understand the need to help each and every student to fulfil, if not exceed their potential. They do this by creating a classroom culture that focuses on the countless tangible and intangible details necessary for the creation of an environment where students are motivated, meaningfully on-task, feel ownership for their own academic progress, are prepared to take risks and want to succeed. They will not be able to achieve these high standards without the development of an ethos great professional development, individual coaching, the sharing of good practice and 'open door' classrooms. The development of such an ethos within their subject area will be the principal responsibility of the successful applicant.

PURPOSE

Academy ethos

- To assist the trust's executive team and senior leadership teams of individual academies, in line with the trust's Leadership Manual, Pedagogical Practice (3) and Excellence in Teaching guidance, in successfully leading and managing their subject area cross trust so as to fully align it with the Great Schools Trust's educational model and philosophy
- To be responsible for establishing the highest quality of pedagogical practice in each of the subject area's classrooms
- Ensuring that the Great Schools Trust's approach of developing 'character through leadership' permeates the teaching philosophy of the each of the subject area's classrooms
- Ensuring high standards and expectations, in line with the Trust's ASPIRE Code, from all students and staff each of the subject area's classrooms

Academic performance

- Taking full responsibility for raising academic standards within the subject area so that all students make progress that exceeds national averages for similar schools through the implementation of a high quality, vocabulary rich knowledge curriculum and the effective use of data to analyse the progress of both individual students and differing groups of students
- Ensuring that the gap in attainment of differing groups of students is continually closing in all subjects and is recognised as being smaller than the national average for similar schools.
- Ensuring that systems are in place to review, at the end of each Learning Cycle, the individual and overall progress of students allowing the academy to implement additional support, intervention or challenge in helping each student to maintain their flight path.
- Setting high expectations so that staff concentrate their energies and pedagogical practice in achieving the above goals.



Academy culture

- Assisting the senior leadership teams of the trust's academies in successfully leading and managing the academy so as to fully align it with the Great Schools Trust's educational model and philosophy
 - To be responsible for the establishment and monitoring the success of the trust's five academic Learning Cycles within their subject area including the delivery of the trust's 'Vocabulary led – knowledge rich curriculum', the use of the student Reflective Journal, assessment week, the design of the assessments, synoptic assessments and 'gap' week
 - To establish and maintain the classroom entry routines within their subject area that will ensure a sense of academic order on entry. These routines will include silently lining up outside the classroom door before entry, the ritual shaking of hands on entry, the taking up of assigned seats on entry, commencing the lesson in silence and ensuring bell-to-bell focussed working without disruption
 - To develop and maintain the highest quality of teaching in each classroom in their subject area as demonstrated by:
 - Promotion of aspirational ethos in classroom
 - Effective implementation of the trust's 'vocabulary led – knowledge rich' curriculum
 - Good planning of each Learning Cycle personalised to student need
 - Effective linkage to previous lesson / knowledge acquisition
 - Maintenance of high quality presentation in all written work
 - Continuous focus on literacy, oracy and numeracy
 - Enhancement of technical vocabulary
 - The setting of challenging but achievable tasks
 - Effective use of higher order questions
 - Frequent checking of work and progress through classroom observation and frequent low stakes quizzes to detect mistakes, misunderstandings and misconceptions
 - Whole class marking
 - Effective feedback with future work showing evidence of feedback
 - Setting of homework related to the knowledge organiser
 - To establish and maintain the classroom dismissal routines that will ensure a sense of academic order on leaving the classroom. These will include not finishing until told, quietly packing away all books and equipment, standing behind chairs and waiting for dismissal.
 - To be responsible for those aspects of the subject areas C.P.D. programme relating to the post holder's responsibilities
 - Through a consistent series of lesson observations, strategic learning walks and coaching conversations, determine the content of that CPD programme necessary to maximise the effectiveness of every teacher in the subject area
 - To be responsible for the creation of an ethos within their subject area in which all staff are mutually supportive and are motivated and supported to develop their pedagogical knowledge and enhance their classroom practice



- To work with other senior staff in identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Hold all staff to within their subject area account for their professional conduct and practice.

Successful leadership

High quality leadership is critical to the success of the academy. The Lead Practitioner will work with the senior leadership team in:

- Providing exemplary leadership to all subject staff continually modelling the values and behaviours of the Great Schools Trust.
- Exemplifying and leading the concept of a 'learning school' in which all members of their subject team are seen as educated, equipped, empowered and flourishing learners.
 - Being a learner themselves.
 - Providing outstanding opportunities for personal, pedagogical and leadership opportunities for members of their subject team in line with the work of the trust's Institute of Character and Leadership
 - Developing a deeply rooted subject-wide coaching system based on rigorous quality assurance and lesson observation systems which lead to personalised professional development goal setting to improve overall performance.
 - Taking action to ensure all members of their subject team fully understand and implement the GST 'character through leadership' philosophy.
 - Ensuring that all members of their subject team use the ASPIRE code in rewarding or modifying student behaviour
 - Taking action to ensure high levels of staff morale and ownership of the academy's mission, values, practices and policies within their subject area
 - Ensuring that all staff within their subject area enjoy a sustainable work-life balance

Partnerships and the promotion of the academy

The academies within the trust are expected to work together in developing a common approach to pedagogical practice, curriculum design, the development of 'character through leadership' and student support and challenge. In order for this to happen the cross trust Lead Practitioner will:

- Work closely with other middle leaders of the same subject across the trust in further developing the trust's 'vocabulary led – knowledge rich' curriculum
- Work closely with other middle leaders of the same subject across the trust in the spreading of good practice in their subject area
 - Provide opportunities for each teacher in their subject area to both deepen and expand their subject knowledge