Lead Practitioner of English

Lead Practitioner Pay Scale (Outer London)
Permanent required January 2025, full time or part time applications considered
Cash Health Plan + Harris Benefits

We are seeking an outstanding Lead Practitioner of English to work within our high performing Academy. Harris City Academy Crystal Palace is a mixed Academy for 1,300 students aged 11-18, with a large sixth form of nearly 400 students.

The Academy has three consecutive Outstanding judgments by Ofsted, with the most recent inspection in 2014 finding the Academy to be Outstanding in every aspect. We are a consistently high performing school. Our motto, 'All Can Achieve' encapsulates our vision that all members of the Academy community are supported and encouraged to achieve their absolute potential. We believe that a well-supported and valued staff body is the key to our success.

We are the 'Teaching School Hub' for Croydon and Sutton and we are able to offer all teachers an extensive programme of first class professional development. Harris City Academy Crystal Palace is part of the Harris Federation and this enables us to offer you a comprehensive induction programme and training and development opportunities to support your career development including Masters and other qualifications.

We are seeking a consistently good or an outstanding teacher, with the results to prove it, who is ambitious and highly motivated to lead others. If successful, you will join our teaching and learning team and the LP process will provide a structure enabling you to develop and flourish. We welcome applicants who either have Lead Practitioner status or are aspiring to become a Lead Practitioner (full training will be provided) and we are open to full consideration of part time and job share requests. This role will support your teacher career progression and develop both yourself and colleagues at the Academy.

Harris City Academy Crystal Palace is committed to safeguarding and promoting the welfare of children. Successful applicants will be required to undertake an Enhanced Disclosure by the DBS (Disclosure & Barring Services).

To arrange a confidential discussion with the Principal or a visit to the Academy please contact Tracey Harrison, PA to the Principal HarrisonT@harriscrystalpalace.org.uk

For details on the closing date, please consult the advert on our website. Interviews will be held on receipt of successful applications, therefore you are encouraged to apply early.

References will be taken up for all candidates shortlisted for interview. Only shortlisted candidates will be contacted. The successful candidate will be subject to an enhanced DBS check.

Harris City Academy Crystal Palace

Harris Federation

Job Description - Post Title	Lead Practitioner of English
Purpose	• To provide outstanding teaching for learning which meets the needs of all students. • To support Assistant Principal raising standards of teaching and learning across the department and in monitoring progress towards agreed aims. • To provide specialist subject expertise to assist departmental staff, as appropriate • To take the strategic lead of an agreed whole school responsibility. • To support and hold to account other staff in the academy through teaching and learning programmes. • To support the Assistant Principal in the implementation of agreed whole school policies and initiatives. • To plan and facilitate professional learning workshops as requested.
Reporting To	Associate Assistant Principal – English Director
Responsible For	Head of Subjects, team of tutors, teaching staff, other relevant personnel and students within the subject area.
Disclosure Level	Enhanced DBS
Main/Core Duties	
Key Responsibilities	• Raise the quality of learning and teaching and attainment of students within the subject, the Faculty and across the academy; working to ensure that subject teaching specifically and the whole academy teaching generally is good or outstanding. • Your subject lessons are an example of model practice within your subject area and they will engage students and ensure that all students make exceptional progress. You will have an open door policy for observations at all times. • Leading, developing and enhancing the teaching practice of others within the subject area and across the academy. • Produce high quality differentiated teaching and learning resources and materials for use across the subject area and faculty. • Plan lessons independently and collaboratively with colleagues. • Work alongside the Subject lead and Assistant Principal to coach staff in order to develop and improve their teaching skills. • Observe lessons across the academy informally and formally, feedback to teachers and set appropriate targets; hold staff to account for those targets. • Work with the Subject lead and Assistant Principal to take a lead role in intervention across the subject area and faculty. • Provide model lessons to support colleagues improving their classroom practice. • Support the Faculty Co-ordinator with regard to schemes of work, policies, performance management and the implementation of national subject strategies. • Advise and train teachers on classroom management and organisation, lesson planning and appropriate pedagogy. • Provide advice and training on positive culture for learning. • Participate and lead in the mentoring of newly qualified teachers within the subject area, assist teachers experiencing difficulties and ensure those receiving support develop sustainable practice. • Advise on the provision of in-service training, lead groups of staff in continual professional development activities in area of expertise and evaluate outcomes. • In time, you may be asked to complete out-reach work primarily with local secondary schools. • To support whole school priorities and targets for the subject area and faculty. • Deliver Professional Learning to groups of all sizes including whole staff inset on training days. • Provide subject specific advice, drawing on up-to-date research and developments. • Support the performance management process as required. • Effectively use data to inform subject developments. • Produce and maintain records of work within the subject area and across the academy. • To support the Head of School and Assistant Principal – Teaching and Learning in all aspects of improving teaching and learning as appropriate.

	• Engage in outreach activities on a local and national level as appropriate and needed. • Lead on subject intervention for year 11. • Develop a vision, create an action plan and build momentum around an agreed whole school responsibility (Homework) • To take on any additional duties as requested by the ALT, and appropriate to a member of staff on the leadership scale.
Academy Ethos	• Undertake whole Academy duties as outlined in responsibilities agreed each year. • Monitor and support the overall progress and development of students as a teacher. • To engage actively in the performance review process, addressing appraisal targets set by the line manager each autumn term. • To promote equal opportunities and celebrate diversity in all aspects of the Academy. • To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. • To promote actively the Academy's corporate policies. • To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate. • To show a record of excellent attendance and punctuality. • To adhere to the Academy's Dress Code. • To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above

Signature:_____ Date:_____

PERSONAL SPECIFICATION

	Essential	Desirable
Qualifications	• Teaching Qualification • Degree or equivalent	• Evidence of continuing professional development, e.g. attendance at relevant Professional Development training
Knowledge and Understanding of the Curriculum	• Ability to use data to analyse performance and manage interventions • Understands how to plan lessons with challenging learning objectives and outcomes • Deep understanding of Assessment for Learning • Effective use of ICT to promote learning • Understands the factors effecting learning • Understanding of e-learning • Strategies to maintain good behaviour and pace • Strategies for monitoring and evaluation of standards of attainment • Effective development of staff and resources • Strategies for working with staff and delivering robust feedback and holding staff to account	
Teaching Experience	• Outstanding teaching practice • Excellent behaviour management • Experience of lesson observations and giving robust feedback • Experience of improvement planning • Experience of implementing a range of strategies to raise student achievement, with evidence of success • Contribution to impact on the quality of learning and teaching and curriculum • Proven track record of excellent results at KS3/4 • Experience of high quality pupil tracking and feedback practices	• Experience of working with governors • Experience of working in more than one school • Experience of KS5
Leadership / Management	• Evidence of good classroom management skills • Evidence of leading a team • Ability to develop and inspire learning Subject Area to ensure progress	
Skills and Disposition	• Passion for teaching and learning • Totally professional at all times • Personal organisation and time management skills • Effective oral and written communication skills • Ability to analyse and interpret data effectively and act upon the information	

	• Ability to analyse the strengths and weaknesses of lessons, lesson plans and resources so as to best help the teacher • Ability to think strategically • Ability to work within a team and hold staff to account • Ability to motivate and lead students and staff • Ability to analyse issues and identify solutions • Vision and ability to manage change successfully	
Personal Qualities	• Ambitious and hard-working • Commitment to the wider school community and a willingness to offer extra-curricular activities • Commitment to pursue agreed short/medium and long-term strategies to completion • Commitment to working with students of all abilities • A passion and commitment to an ethos of high expectations, personal fulfilment and academic success • Presence and approachability • Sense of humour and resilience	

SAFER RECRUITMENT IN EDUCATION

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Policy Statement on the Recruitment of Ex-Offenders.

Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification may also be provided and will include a specific reference to suitability to work with children.
- A Harris Federation Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

CVs will not be accepted

Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.