



Academies Trust

Primary Leading Practitioner



Salary: £46,107 - £49,368

Contract: Full time (37 hours),
Permanent

Start date: September 2018

Benefits include:

- 30 days annual leave, plus bank holidays
- Childcare vouchers
- Co-operative flexible benefits, including cycle to work
- Co-operative credit union
- Health-care cash-back scheme
- Discounted gym membership & leisure activities
- Discounts on Co-op branded products
- Season ticket & rental deposit loans
- Teacher pension scheme

Closing date: Thursday 12 April 2018 4pm

Selection Process : starting w/c 16 and 23 April 2018

Interviews: 27th April 2018

Applications: must be on our application form: please contact Jennica Rama at jennica.rama@coop.co.uk for an application form and return your completed form to Jennica via email
OR

Co-op Academies Trust | X99
Postal | 10701 8th Floor | 1 Angel
Square | Manchester | M60 0AG

Co-op Academies Trust aims to provide an outstanding education for all our learners, founded on co-operative values. It is responsible for twelve academies in Leeds, Greater Manchester and Stoke-on-Trent with the Co-op acting as the sponsor. There is the likelihood of significant further growth in the near future. The post will require the successful candidate to travel to our primary academies across the Trust; this is an exciting opportunity for a primary leading practitioner to join an expanding organisation.

Co-op Academies Trust recognises the significant impact teaching has on pupils' attainment and progress. We work hard to recruit the very best teachers and provide them with the best professional development possible. The primary leading practitioner post will be a key figure in supporting the development of our primary teachers and support staff working across the Trust.

The work of our primary leading practitioner at Co-op Academies Trust is wide reaching, concentrating on effective teaching and learning and benefitting our pupils and staff by helping to raise achievement and spread excellent practice across the Trust. Not only does the Leading Practitioner post provide us with a focus for, and leadership in, the development of teaching and learning across the primary academies, but they also contribute hugely to the development of individual colleagues.

Further details of the role requirement is given in the job description and person specification. For more information about the Trust, please visit our website coopacademies.co.uk

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles.

Primary Leading Practitioner

Salary - £46,107 - £49,368 (Permanent and full time)

PURPOSE OF ROLE

Main purpose of the job:

- To secure outstanding outcomes for pupils through high quality provision
- Modelling outstanding planning, assessment and teaching in order to support teachers in the academy team to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
- To liaise effectively with colleagues to ensure consistency of approach in teaching and learning within each academy and use this knowledge to inform and develop practice.
- To promote the vision, culture and ethos of the Trust and embed collaborative learning.

First and foremost, we expect the primary leading practitioner to spend the majority of their time with the pupils and their teachers in classrooms, contributing to improving achievement.

A leading practitioner action plan is drawn up at the start of the academic year and involves discussions with the head teachers in the primary academies. It includes analysis of the wealth of teaching and learning and achievement data that the academies have. The plan will be regularly reviewed. The work is wide reaching and includes:

- Curriculum area teaching and learning support whether it be with a whole team or on an individual basis
- Support in the implementation of whole Trust initiatives where appropriate
- Individual staff support/mentoring/coaching
- Coordinating learning and teaching networks with leaders from curriculum areas/phases across the Trust
- INSET planning and delivery
- Training and support of newly qualified teachers/trainee teachers
- Support during Ofsted inspections in the primary academies
- Engagement with due diligence work undertaken by the Trust when considering whether a new school/academy should join
- Commitment to our Professional Learning Programme, including maximising the impact of Iris Connect to improve the quality of teaching and learning and sharing best practice across the Trust

Line Manager: Education Director - East Pennines

Location: There will be a requirement to travel to all primary academies within the Trust.

KEY ACCOUNTABILITIES

Leadership

- Motivate, challenge and inspire colleagues to provide outstanding provision for our pupils, leading to outstanding outcomes
- Provide an excellent role model for pupils and staff that sets a standard for others
- Work with colleagues to develop an innovative and creative curriculum designed around the particular needs of our pupils
- Develop a coherent, shared vision for effective learning through teamwork, collaboration and sharing of best practice,

PERFORMANCE MEASURES

- Delivery plans for the strategy are developed and implemented
- Academies achieve key educational targets e.g. floor standards, Ofsted outcomes
- Programmes in place for the development and management of all managed staff
- Trust Board informed and

ensuring a consistent of approach to teaching, learning and assessment

- Seek out best practice through networks and research, to share with colleagues
- Use data analysis to identify trends in attainment and to identify individuals/groups that are under attaining or are at risk of doing so. Identify patterns of attainment
- Use data analysis to identify areas where individuals/groups of colleagues, or a whole academy may need support in order to improve outcomes for pupils.
- Develop and embed cooperative learning principles and curriculum across all our primary academies and share best practice
- Evaluate impact of work undertaken in the primary academies

Professional development of colleagues

- Prepare and run professional development courses for staff from Co-op Primary Academies
- Design programmes of support for individuals from Co-op Primary Academies
- Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons
- Support underperforming teachers to enable them to improve their practice
- Keep colleagues up to date with developments in best practice identified through networks and research
- Contribute to the professional development (and performance appraisal where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)
- Promote high standards of teaching through coaching and mentoring of staff
- Disseminate materials and advise on practice, research and CPD provision.
- Apply high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.

Professional development of self

- Be proactive in seeking out networks and research in order to identify best practice and latest developments.
- Carry out action research and share learning with colleagues

Supporting pupil attainment

- Support and develop strategies for accelerating the progress for particular individuals or groups of underachieving pupils.
- Support colleagues in developing strategies to improve outcomes for pupils experiencing difficulties, including individuals/groups that are under attaining or are at risk of doing so.

effective

- CAT is widely recognised for its positive contribution to education and the co-operative movement
- Systems developed and being effectively used for reporting on data nationally
- Communications to all relevant academy stakeholders
- Ofsted inspection, EFA and financial audits delivered – with positive feedback
- Evidence of displaying behaviours that are in line with Co-operative purpose and values - feedback from colleagues
- Teaching, learning and assessment is evaluated in all primary academies as at least as good or is rapidly improving

	<ul style="list-style-type: none"> and work effectively with teaching staff of varying experience Developing high quality learning strategies and monitor learner progress to raise attainment Evidence of high achievement in teaching across all Key Stages Experience of leadership of a key area/responsibility for academy improvement Secure understanding and awareness of academic research into effective teaching Working effectively as a coach and mentor Experience of contribution to the professional development of colleagues Effective use of Assessment for Learning to engage learners as partners in their learning Ability to establish curriculum development, assessment models, and coaching/mentoring programmes Ability to plan and resource effective interventions to meet curricular objectives Development of partnerships with other schools, business and the community 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>D</p> <p>D</p> <p>D</p>	<p>A/S/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/S</p> <p>A/I</p> <p>A/S</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
Personal Qualities	<ul style="list-style-type: none"> Has evidence of drawing on co-operative values and principles in improving the quality of teaching and learning Ability to be proactive and show initiative, energy, enthusiasm, commitment and resilience. A passion for teaching and a desire to promote learning The ability to lead and manage staff effectively Strong interpersonal skills and proven positive relationships with pupils, staff and parents, and other members of the school community Commitment to improve teaching and learning and raising pupil achievement 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>		<p>A/S/I</p> <p>S/I</p> <p>S/I</p> <p>A/S/I</p> <p>S/I</p> <p>A/S/I</p>
Other	<ul style="list-style-type: none"> Car driver with business use insurance 	<p>E</p>		<p>A</p>

The above list is not exhaustive or exclusive. The role requires the post holder to be professional, co-operative and flexible in line with business needs of the Trust.

The post holder is required to undertake additional such duties as may be reasonably be expected within the scope and grading for the post

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