



Job description: leading practitioner

Post:	Leading Practitioner
School:	Queen Elizabeth Jubilee School (part of the Federation of Westminster Special Schools)
Salary and range:	Leadership L6 - L10 in line with the School Teachers' Pay and Conditions Document
Line Manager/s:	Headteacher
Supervisory responsibility:	The postholder will be responsible for line management of Pathway Leads and have responsibility for the deployment and supervision of the work of staff within the school
Contract type:	Permanent, Full Time. Applications from candidates interested in working part time will be considered

The Federation of Westminster Special Schools is committed to **equality of opportunity and creating a diverse workforce**. We welcome applications from all suitable candidates, regardless of any protected characteristic, for example race, age, gender, ethnicity, religion, sexual orientation, disability. All applications are treated on merit. This includes applications from individuals who request alternative working arrangements such as part-time.

Main purpose

As part of the Senior Leadership Team the Leading Practitioner will lead on the improvement of teaching and learning in our specialist SEND school through modeling high-quality teaching, coaching and training other members of staff.

Carry out teaching responsibilities in line with the professional duties outlined in the School Teachers' Pay and Condition Document including the conditions of employment for Leading Practitioners in the FWSS own policy.

They will take a leading role in the delivery of education across QEII in collaboration with the Senior Leadership Team. This will include:

- Developing colleagues in the strategies required to deliver excellent specialist SEND teaching and learning
 - Developing curriculum and assessment and the quality of teaching and learning
 - Leading and collaborating with other leaders across the school and Federation
 - Deployment and recruitment of staff across the school
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- Working with the wider community and key stakeholders, especially school-based therapy teams and other partners
- Initial school development priority will be leading on Positive Behaviour work with staff, parents and other external professionals

Under the overall direction of the headteacher and in collaboration with other senior leaders, play a lead role:

- In formulating the aims, objectives of the school and establishing the policies through which they are to be achieved
- Take responsibility for promoting and safeguarding the welfare of children and young people across the school and take responsibility for child protection issues as appropriate (as Deputy Designated Safeguarding Lead/member of the school's Safeguarding Team)
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice and other relevant guidance
- Working collaborative to support governance and accountability

Duties and responsibilities

The Deputy Head Teacher, working with the Head Teacher and other staff members, will help to develop and implement the strategic view of the school and analyse and plan for its future needs and developments.

Shaping the future:

- In partnership with the Senior Leadership Team model the school culture
- Implement an ambitious vision and ethos for the school – building on current successes and focusing on the future
- Play a leading role in ensuring and raising the quality of teaching and learning and school self-evaluation and improvement
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others
- In partnership with the Senior Leadership Team, lead by example when implementing and managing change initiatives
- Promote culture of inclusion within the school community where all views are valued and taken into account

Raising quality of teaching and learning:

- Be able to demonstrate excellent practice to others and model consistently high-quality teaching for learners with a range of SEND
- Produce high-quality teaching materials that support excellent practice
- Prepare and deliver training courses across the school to improve teachers' practice
- Support with teachers' professional development and appraisal through carrying out learning walks, learning observations, providing feedback and implementing strategies to improve practice
- Provide mentoring/coaching to individual teachers, including those who may need support to improve their practice
- Use data to identify individuals or groups that need further teaching support and develop and implement strategies to raise the quality of teaching

- Use data to identify individuals or groups of pupils that need targeted support, and develop and implement strategies to raise achievement
- Set challenging and ambitious targets for pupils on interventions and update parents on progress
- Measure and assess the impact of interventions to raise achievement for pupils and the quality of teaching
- Promote strategies which support differentiation, inclusion and positive behaviour

Monitoring and evaluation:

- Co-ordinate and carry out monitoring and evaluation activities to improve teaching and learning, including learning walks and observations, reviews of progress/achievement
- Use systems to analyse data from monitoring and evaluation, and use insights to inform strategies and plans for teacher development
- Support with self-evaluation and school improvement planning across the school

Developing self and others:

- Lead on researching best practice and keeping up-to-date with the latest developments in SEND teaching and learning
- Share knowledge with staff and offer support to implement the research into their own practice
- Inform staff about the latest innovations in intervention strategies
- Lead on identifying high quality CPD programmes to improve quality of teaching and learning
- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own practice
- Where appropriate, take part in the appraisal and professional development of others

Managing the organisation:

- Direct and coach teachers and support staff
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them
- Be the key contact for liaison with school-based therapy teams and their managers

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) as a Deputy DSL/part of the school's safeguarding team to promote the best interests of pupils, including sharing concerns, making referrals and taking the lead in agreed safeguarding issues
- Promote the safeguarding of all pupils in the school

Securing accountability:

- With the Senior Leadership Team, lead and support the staff and governing board in fulfilling their responsibilities with regards to the school's performance and standards
- Support the headteacher in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of children and young people within the school

Strengthening the community

- Work with the headteacher and SLT in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Promote the positive involvement of parents/carers and families in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies
- Initial school development priority will be leading on Positive Behaviour work with staff, parents and other external professionals

The Federation of Westminster Special Schools are committed to **safeguarding and promoting the welfare of children and young people** and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure and Barring Service checks along with other relevant employment checks.

It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. Please read the Federation's safeguarding policy. This role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020, as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Applicants for any role in a Westminster School must disclose all spent and unspent convictions.

The Disclosure and Barring Service (DBS) offers a confidential checking service for transgender applicants in accordance with the Gender Recognition Act 2004. This is known as the sensitive applications route and is available to applicants for this role.

In line with KCSiE guidance, the school will conduct an online for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available on candidates' suitability to work with children/vulnerable young people. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it related to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.



Person specification

CRITERIA	QUALITIES
Safeguarding and promoting the welfare of all children and young people	<ul style="list-style-type: none"> • Enhanced DBS • Be willing to lead on, and follow, the School/Federation Safeguarding Policy and procedures • Undertake mandatory Safeguarding training as direct (including Designated Safeguarding Training, Level 3)
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Ideally the successful candidate will have a professional qualification that relates specific to specialist SEND education e.g. a behaviour support qualification, communication qualification
Experience	<ul style="list-style-type: none"> • Successful teaching experience in a SEND setting, which has provided you with sustained experience of at least one of the pathways and phases within QEII (we have three curriculum pathways, informal, semi-formal and pre-formal/PMLD and our learners are aged 4 – 19) • Experience planning and delivering interventions for learners • Experience of supporting colleagues to develop • Experience delivering training
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of curriculum planning and development for those with complex SEND (in at least one of the pathways at QEII) • Knowledge of effective teaching and learning strategies for those with complex SEND • Knowledge of the barriers to learning that learners with SEND may face • Tailoring plans and interventions to individual learners • An excellent understanding of how children/young people with SEND learn • Ability to adapt teaching to meet learners' needs • Ability to build effective working relationships with learners • Ability to establish curriculum development, assessment and co-ordination • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Able to use systems and to conduct analysis and produce reports • Good ICT skills, particularly using ICT to support learning

Personal qualities	<ul style="list-style-type: none">• A passion and enthusiasm for working with learners with SEND• A commitment to getting the best outcomes for all learners and promoting the ethos and values of the school• High expectations for children/young people's attainment and progress• Ability to work under pressure and prioritise effectively and to be flexible• Commitment to maintaining confidentiality at all times• Excellent communication and organizational skills• Commitment to safeguarding and equality
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Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____