



# L.E.A.D. Academy Trust

**Lead • Empower • Achieve • Drive**

1. **Welcome to the L.E.A.D. Academy Trust**
2. **The Job Profile of a Lead Practitioner**
3. **Working for the L.E.A.D. Multi Academy Trust**
4. **Partnerships**
5. **Contact Details and How to Apply**

*'The L.E.A.D. Academy Trust is one of the strongest sponsors operating in the East Midlands, with a track record of successfully improving underperforming schools...'*

*Department for Education, 29 May 2015, Leicester Mercury*

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## 1. Welcome to the L.E.A.D. Academy Trust

I welcome you to read further about the role of Lead Practitioner (maths) we currently have available. Our vision is that:

**...through outstanding leadership we will provide the highest quality education to enable every pupil to realise their full potential.**

Of course, every good school aspires to this aim, so what makes us different?

We passionately believe in the power of partnership working as a catalyst for ensuring more children receive an exceptional education. Our member academies know the transformational impact it can have from experience.

At the same time, we recognise the importance of autonomy. Every school has its own context and challenges. This is why we encourage our member academies to lead and manage in a way that preserves their individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared vision, values and best practice, is what makes the L.E.A.D. Academy Trust unique.

We are also strengthened by the support, guidance and wide-ranging skills of our experienced Board of Trustees.

The acronym L.E.A.D. embodies the four core principles at the heart of the Trust: strong **leadership** at every level; **empowering** every child to aim high; giving every child the opportunity to **achieve**; and constantly **driving** for improvement.

Our innovative model is attracting widespread attention from schools nationally that share our vision and values.

**Diana Owen, CBE**  
**Chief Executive**

## 2. The Job Profile of a Lead Practitioner

### Main Purpose:

To coach and mentor teaching colleagues across the Trust in specialist areas to enable delivery of outstanding teaching and learning. This will be done by modelling and sharing outstanding practice in a collaborative way.

The post-holder will work among all academies within the Trust.

### Responsibilities of the role:

#### *Quality of Teaching*

- Role model exemplary teaching in specialist areas to enable colleagues to develop and learn;
- Work in collaboration with the headteacher to ensure coaching is strategically thought out and aligned to the academy improvement plan;
- Stay at the forefront of developments in primary education and be confident to try new ways of working;
- Listen to the views of pupils about their preferred methods and styles of learning;
- Coach class teachers to set appropriate and demanding expectations for pupils' learning, motivation, and presentation of work;
- Enable the sharing of good practice across the Trust.

#### *Development and Improvement*

- Be a dynamic and supportive member of the academy improvement team, playing an important role in its drive to become a leading edge, innovative, high performing team of educators;
- Collaborate with senior leaders to make a significant and notable contribution to the strategic development of the academy;
- Partner with senior leaders to strategically plan and implement a regular series of meetings with staff to ensure that they are working in unison to produce the highest quality of teaching and learning within their lessons;
- Assist the head teacher and/or delegated person, in coaching staff within the academy;
- Ensure that the highest standards in teaching and learning are continually modelled to all staff to help improve their personal classroom performance;
- Maintain notes and plans of lessons undertaken and records of pupils' work to inform management decision making;
- Act as a mentor in performance improvement programmes across the Trust;
- Observe and feedback on lessons delivered in a supportive and consistent way.

### *Professional Standards*

- Support the ethos, vision, principles and values of L.E.A.D. Academy Trust;
- Treat colleagues, pupils and all members of our community with respect and consideration;
- Take responsibility for own professional development and participate in training opportunities;
- Reflect on own practice as well as the practices of the academies with the aim of improving all that we do and achieving excellence;
- Read and adhere to the various policies of the individual academies;
- Participate in the development and management of the schools by attending various team and staff meetings;
- Undertake duties as prescribed within the Trust's policies;
- Have a clear and well thought out understanding of current educational issues, theory and practice;
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements;
- Role model teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, use effective questioning and response, with clear presentation and good use of resources;
- Set high expectation for pupils' behaviour establishing a good standard of discipline through well focused teaching and positive and productive relationships;
- Assess how well learning objectives have been achieved and use this assessment to establish future objectives for teaching staff.

### *Additional Notes*

- The post-holder will be subject to performance objectives agreed annually;
- The post-holder is expected to carry out such other duties as may reasonably be assigned by their line manager;
- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment;
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- This post is not substantively classroom based however the post-holder is expected to support the delivery of teaching in times where cover is required;
- The post-holder is responsible for ensuring that all school and child protection policies are adhered to and concerns are raised in accordance with these policies and legal expectations;
- This Job Profile and Person Specification may be renegotiated by the Director of Schools if the Trust faces changing circumstances.

## Person Specification

		Essential/ Desirable	Method of assessment*
<b>Qualifications and experiences</b>	Is a qualified teacher with Qualified Teacher Status.	Essential	A
	Has undertaken recent and relevant further professional development.	Desirable	A
<b>Domain 1: Qualities and knowledge</b>	Proven track record of strong teaching and outcomes.	Essential	A I
	Holding a position of responsibility in maths, with experience of developing the subject within their current education setting.	Desirable	A I
	Knowledge and experience of supporting others' performance whether formal or informal.	Essential	A I
	Sustains wide, current knowledge and understanding of education and school systems locally and nationally within a clear set of principles centred on the school's vision.	Essential	A I
	Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other through Performance Management processes.	Essential	A I
	Develops excellent teaching through an understanding of how pupils learn.	Essential	A I
	Promotes the spiritual, moral, social and cultural development of all children.	Desirable	I
<b>Domain 2: Systems and process</b>	Demonstrates systems of recording progress in the quality of teaching;	Essential	A
	Builds upon the initial foundations of school improvement plans.	Essential	I

<b>Domain 3: The self-improving school system</b>	Maintains an outward-facing role which works well with other schools and organisations.	Desirable	A I
	Seeks opportunities to collaborate with others in education to develop in-house knowledge and systems of work.	Essential	I
<b>Personal qualities</b>	<b>We are looking for someone who:</b>		
	Is passionate about education.	Essential	I
	Is approachable, enthusiastic and creative.	Essential	I
	Is able to motivate and coach others to deliver high quality teaching and learning.	Essential	I
	Has the ability to generate commitment to the L.E.A.D vision and principles.	Essential	I

\*Method of assessment A = Application, I = Interview

### 3. Partnerships

Aside from a competitive salary and excellent additional benefits, within the Trust and through partnerships with a variety of stakeholders, the successful candidate will have resources to draw on such as:

➤ L.E.A.D. Urban Teaching School Alliance

Drawing on schools' collective experience and best practice, the L.E.A.D. Urban Teaching School Alliance aims to be a beacon of excellence and specialist expertise. Examples of CPD offered:

- ✓ Initial Teacher Training
- ✓ National Professional Qualification for Middle Leadership (NPQML)
- ✓ National Professional Qualification for Senior Leadership (NPQSL)
- ✓ National Professional Qualification for Headship (NPQH)

➤ Regular Meetings

“The Trust headteachers meet together to review their performance and identify key issues. Work is moderated for consistency of judgments. The schools are collectively taking responsibility for each other, ensuring that they all move forward and any risks are identified early.” *Freedom to Lead: a study of outstanding primary school leadership in England - October 2014*

A report was commissioned by the National College for Teaching & Leadership and Ofsted, which examined leadership in Outstanding primary schools. Due to our collaborative approach, we were selected as a case study of exemplary practice.

To read more of our accomplishments and exemplary practice, we welcome you to visit: [http://www.leadacademytrust.co.uk/exemplary\\_practice](http://www.leadacademytrust.co.uk/exemplary_practice)

### 4. Working for the L.E.A.D. Academy Trust

Nicola, a recently appointed headteacher describes what it is like working for us:

“Being part of L.E.A.D. Academy Trust is one of the things that attracted me to the role.

As this was my first headship, it was very important to me that I would have the support I needed in order to succeed.

Meeting with other school leaders and professionals each month allows me to form relationships and identify support to help me develop; access to professionals who can be deployed to support the school has proved invaluable when driving school improvement and links with the Teaching School Alliance has allowed me and my staff to access formal and informal training opportunities.”

## 5. Contact Details and How to Apply

*What you need to submit:*

A fully completed application form, which can be found on our website, supported by a covering letter which details the reasons why you are applying, your current pay and benefits, and details of how your experience meets the requirements outlined in the Candidate Information Pack.

Completed Applications should be sent via email to [hannah.bingham@leadacademytrust.co.uk](mailto:hannah.bingham@leadacademytrust.co.uk)

For a confidential discussion or to find out more about this exciting role, please contact us via:

**Email:** [hannah.bingham@leadacademytrust.co.uk](mailto:hannah.bingham@leadacademytrust.co.uk)

**Telephone:** 0115 8225445

**Closing Date:** 5<sup>th</sup> October 2016

**Interview Date:** 10<sup>th</sup> October 2016 (AM)

**Start Date:** January 2017