



Ark Globe
Academy



**Lead Practitioner
of Geography
Candidate Brief**

Preparing students for university and to be leaders in their community.

Executive Principal's Welcome

Dear candidate,

Thank you for your interest in the role of Lead Practitioner of Geography at Ark Globe Academy.

Ark Globe Academy is an all-through 4-18 year old provision based in the heart of Elephant and Castle, London. Our mission for Ark Globe Academy is to prepare students for university and to be leaders in their community.

The exciting opportunity, ideal for an aspiring leader, provides an excellent opportunity to gain experience within the humanities faculty and teaching and learning team. Working alongside an Assistant Principal and Subject Leader, the Lead Practitioner will take a leading role in developing the classroom practice of teachers within the faculty.

The Lead Practitioner will work with a particular cohort of teachers, for example, trainees and there may also be opportunities to have a remit beyond the faculty. Lead practitioners carry out individual coaching, delivering inset or training, as required.

As Executive Principal, I am privileged to work with an amazing group of adults and children who are striving together to ensure every child has the opportunity to reach their full potential and pursue the career of their choice. Our school is a happy school and we pride ourselves on the relationships our staff have with our students, caring for them throughout their education. We also work closely with families to ensure that all our students are committed to learning and develop the character necessary to take advantage of all the opportunities we provide.

Ark Globe Academy is part of the Ark network of schools, one of the country's most successful multi-academy trusts. The successful candidate will have access to exceptional development and training opportunities, as well as the opportunity to collaborate with colleagues across South London and our network.

If you would like to have a confidential conversation about the role, please contact my Executive Assistant, Catherine Moore, on c.moore@arkglobe.org.

Kind regards,



Matt Jones OBE
Executive Principal
Ark Globe Academy & Evelyn Grace Academy

Job Description: Lead Practitioner of Geography

Reports to:	Assistant Principal
Start date:	September 2024
Location:	Ark Globe Academy, Harper Rd, London SE1 6AF
Contract:	Permanent
Salary	Ark Leadership pay scale: L2 - L6 (£58,133.00 - £63,224.00)

Interview schedule:

Closing date:	9am 26 April 24
Shortlisting:	Shortlisted candidates will be contacted on or by 29 April 2024
Interviews:	3 May 24

This is a fantastic opportunity for an aspiring leader to develop their career with the support of an excellent leadership and strong school culture at Ark Globe Academy. The role is ideally suited for an exceptional practitioner who is committed to inspiring the next generation of young people in fulfilling their aspirations.

The role of lead practitioner is critical to the continuing progress of the academy. It is essential to how we will achieve the highest standard of learning and teaching in every classroom. Lead practitioners are exemplary classroom practitioners who secure student outcomes for all and are able to teach students across key stages.

As part of the Humanities faculty, the lead practitioner will take a leading role in developing the classroom practice of teachers within the faculty. The lead practitioner will work with a particular cohort of teachers, for example, trainees and may also have a remit beyond the faculty. Lead practitioners carry out individual coaching, delivering inset or training, as required.

Key Responsibilities

- To develop and improve the practice of teachers so that inadequate teaching and teaching that requires improvement is eradicated
- To observe your coachees and provide high quality, diagnostic feedback that enables rapid improvement
- To alter your coaching method/style depending on the teacher you are working with
- To analyse and deconstruct the teaching and provide strategies that will impact on the areas for improvement
- To motivate and inspire your coachees to want to be outstanding
- To plan and lead inset to staff in line with the requirements of the academy
- To evaluate and measure the impact of the inset and provide follow up sessions that is informed by the evaluation
- To carry out learning walks with staff and to measure consistency across the academy - you will then use this to inform further training for staff.
- To develop and support effecting planning for schemes of learning.

Creativity

- To experiment and innovate exciting and effective new teaching and learning strategies.
- To conduct relevant research related to new practice.
- To strategically plan the coaching programme for each coachee.
- Sustain outstanding practice in your own classroom by constantly reflecting and refining.
- To create new and exciting resources.

Teamwork

- To model the outstanding practice and to be observed as necessary so that staff can develop their own understanding of what good or better learning looks like.
- To work collaboratively and creatively with the teaching and learning coaching team.
- To seek out exceptional practice from other institutions to continually develop our practice.
- Use your learning to develop new and effective approaches to teaching and learning across the Academy.
- Deliver high quality training and inset sessions to new staff (all levels).

Disseminating best practice based on educational research

- Identifying educational research to enhance existing practices.
- Support teachers in creating positive behaviour management through good teaching.
- Co-ordinating the assessment and analysis of data and information and developing action planning.
- Co-ordinating the assessment strategies to address underachievement and reducing disaffection.

Teaching and Learning

- Work with the Assistant Principal to establish a subject development plan, target setting and review
- Implement and adhere to the academy's behaviour management policy, ensuring the health and well-being of students is maintained at all times
- Participate in preparing student for external examinations
- Keep abreast of any developments within their subject area

Curriculum Setting and Assessment

- Develop high quality syllabuses and schemes of learning for all students that are inspiring for learners and teachers
- Work with the Assistant Principal to monitor and assess teaching and learning within the subject
- Set regular, measurable and significant assessments for the students
- Maintain accurate student data that can be used to make teaching more effective
- To ensure the regular setting and completion of high-quality home learning activities

Academy Culture

- Support the Academy's culture, values and ethos by contributing to the development and implementation of policies/practices
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required

Other

- Undertake, and when required, deliver or be part of the appraisal system and relevant training and professional development
- To undertake any other responsibilities as directed by the Executive Principal and ALT members
- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to undertake training

Role review

This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. These responsibilities will be discussed annually as part of the post holder's annual performance review and are subject to change. However, it may be altered at any time subject to need in consultation with the post holder subject to the Executive Principal's approval.

Person Specification: Lead Practitioner for Geography

Qualification Criteria

- Qualified to degree level and above
- Qualified to teach and work in the UK
- Evidence of professional development

Experience

- Experience of raising attainment in a challenging classroom environment
- Experience of contributing to a high achieving department
- Experience of delivering consistently outstanding lessons to students of all ages and abilities
- Experience of implementing behaviour management strategies consistently and effectively
- Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes
- Experience of leading successful enrichment and extracurricular activities which inspire and motivate learners
- Experience of providing professional development to teachers (coaching, mentoring and training)
- Experience of designing and developing resources to support learning across different subject areas
- Experience of preparing and leading training sessions
- Evidence of continually improving the teaching and learning in their subject area through schemes of work, assessment and extra-curricular activities etc.

Knowledge

- Knowledge of the latest educational research, findings and best practices
- Excellent knowledge of the National Curriculum for KS3, KS4 and ideally KS5 and a solid grounding in the assessment processes used to support planning and raise student attainment across Key Stages
- Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour.

Leadership

- Effective team player and leader
- Ability to coach and manage staff
- Demonstrates resilience, motivation and commitment to driving up standards of achievement
- Acts as a role model to staff and students
- Genuine passion and a belief in the potential of every student
- Motivation to continually improve standards and achieve excellence

Leading the Curriculum

- Able to establish curriculum development, assessment, coordination and coaching
- Has good communication, planning and organisational skills
- High expectations for accountability and consistency
- Ability to design, implement and evaluate effective, imaginative and stimulating Schemes of learning

Teaching and Learning

- Excellent classroom practitioner – ensures that their own classroom practice models best practice
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice.

Other

- This post is subject to an enhanced Disclosure and Barring Service check.
- Commitment to equality of opportunity and the safeguarding and welfare of all students