**Brent Knoll School - Job Description - Lead Practitioner EYFS to Key Stage 1 Transition**

Permanent contract commencing 1st January 2022

**Leadership Scale - L8 - L10 (£58,132 – £60,701 p.a.)**

Line Manager:Headteacher

**Core Responsibilities:**

The primary role of a Lead Practitioner is to:

* Model and lead the improvement of teaching and learning within and beyond Brent Knoll School
* Extend and develop the curriculum from EYFS to KS1
* Develop and share strategies for the effective social communication and emotional regulation of pupils
* Promote ASD specific strategies across the school

**Main Duties and Responsibilities:**

Working with the Senior and Middle leader team for:

* Providing inspirational, innovative and motivational leadership of the improvement of teaching across the school to enable all pupils and staff to achieve their highest potential
* Being accountable for continuous improvement in the quality of teaching and learning across the school
* Developing excellent teaching, learning and assessment approaches to support outstanding classroom practice

and

* Working in close partnership with and be accountable to the Headteacher
* Fulfilling the responsibilities outlined in the school’s generic job description for teachers including line management

1.1 Strategic Role:

* Develop a broad and balanced curriculum which extends from EYFS to KS1. The successful applicant will need to have experience of curriculum delivery and design within the EYFS and primary phase.
* Ensure the curriculum builds on and extends the work of EYFS curriculum into subsequent Key Stages
* Harness and nurture the talents and support of members of the school community and external partners to create an exciting, fun and vibrant learning environment
* Advise and work with the Senior Leadership Team on the formulation of relevant policies and their implementation

1.2 Emotional regulation of pupils Role:

* + Enable every child to become a successful independent learner by working with staff to increase their expertise in social communication and emotional regulation of pupils
  + Develop and provide exciting and engaging CPD in the area of social communication and emotional regulation

1.3 Curriculum Role

* Develop the curriculum from EYFS to KS1 and provide appropriate CPD to support its delivery and ongoing development
* Ensure consistency of practice in EYFS and KS1
* Establish EYFS assessment for Year 1 and ensure secure knowledge and understanding of development across the age ranges

1.4 Personnel Role

* + Create and maintain good working relationships with all members of the School community
  + Actively promote and deliver high quality appropriate personal and professional development of all staff, taking a lead with their own development
  + Promote and implement strategies which secure a safe and happy environment, excellent pastoral care, excellent pupil behaviour and high morale throughout the school community
  + Lead the appraisal for relevant staff, ensuring that underperformance is dealt with effectively and that achievement is celebrated and rewarded
  + Assist in ensuring strong, distributed leadership throughout the school so that teams and individuals can be effective in their work with young people

1.5 Partnership Role

* + Develop and encourage excellent relationships between the school and the local families we serve
  + Promote strong links with the local community; education, business and non-profit sectors
  + Forge effective links with key partners who are supporting the school's development; in particular the Local Authority, local schools and the other Networking relationships
  + Provide school improvement support to partner schools as and when appropriate in discussion with the Headteacher
  + Extend the profile and network of the school to ensure opportunities for all staff to engage in high quality CPD.
  + The Conditions of Employment of Lead Teacher (“Leading Practitioners”: School Teachers' Pay and Conditions Document) will outline the statutory responsibilities for Leading Practitioners. The Governing Body expects that the appointed successful candidate will fulfill these responsibilities. Appraisal will be in line with STPCD and the School’s policies and procedures.