

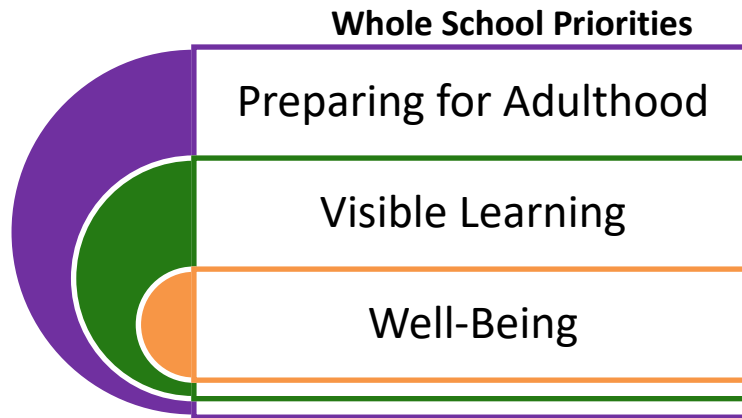
Leading Practitioner for Educational Technology

Job Description & Person Specification

(Reviewed April 2025)

Our vision

Achievement for all in a unique world-class school



All job descriptions define the responsibilities of the post holder in addition to the general responsibilities outlined in the School Teachers' Pay and Conditions Document (STPCD).

Job title:	Leading Practitioner for Educational Technology
Salary range:	Inner London Leadership Pay Scale LP 9-11 ¹
Line management	<ul style="list-style-type: none"> Teachers, support staff and technical staff, as appropriate
Directly Responsible for:	<ul style="list-style-type: none"> Developing, delivering and keeping under review a digital strategy that improves teaching, learning, leadership, communication, collaboration and online safety, meeting and exceeding DFE digital standards Leading on school policies linked to the above, including appropriate use of artificial intelligence e.g. to enhance learning and/or reduce workload Leading, teaching and developing a broad and sequential Computing curriculum that effectively prepares students for adulthood in an advancing digital world Leading the school's strategies to keep children safe online, including filtering, monitoring, acceptable use, staff training, curriculum content and parental awareness of risks and controls Undertaking regular monitoring of the use of technology to enhance learning across the school, offering coaching to all teaching staff throughout the process of the <i>intent</i> (planning), <i>implementation</i> (delivery) and <i>impact</i> (evaluation). Managing relations with internal and external technical support providers to ensure resources are managed and developed in line with our expectations Liaison with employers, industry experts, equipment and software providers <ol style="list-style-type: none"> to identify tools, resources, skills, curriculum pathways and outcomes that will enhance student learning and employability to help them to better understand and meet our students' needs and to capitalise on their strengths

¹ Currently LP 9: £70,401- LP11: £73,585

Leading Practitioner Responsibilities

- Working positively with people of diverse backgrounds, characteristics and experiences to achieve the School Vision of 'Achievement for all in a unique, world-class school'.
- Leading whole-school improvement as part of the school's Extended Leadership Team, selecting strategies using evidence sources such as John Hattie's Visible Learning or the Education Endowment Foundation but rooted in the school's context and data
- Networking and working with other schools, settings, and providers to share, and lead development of, best practice
- Leading on the continual improvement of the practice of all staff particularly through observation, review, mentoring, coaching, modelling and high-quality professional development
- Leading and contributing to agreed areas of the School Development Plan
- Contributing to school self-evaluation, improvement prioritisation and implementation planning
- Maximising achievement at all key stages through a rich, broad, balanced, inclusive and appropriate curriculum for all students.
- Playing an active role in developing, sustaining and modelling the skills, attributes and behaviours of a high performing leadership team.
- Securing excellent outcomes for students in terms of academic progress, accreditation, personal development, and readiness for their next stage of education, employment or training
- Presenting clear evaluations of strategies, interventions, and outcomes to different stakeholders.
- Providing highly effective leadership to, and management of, staff.
- Ensuring highly effective communication to, and engagement with, all stakeholders (staff, students, parents, governors, and local community groups).
- Leading on strategies to embed high-quality practice, utilising research evidence and school-based evaluations as part of the QoTLA Team

Qualities and Knowledge

- Holding and articulating clear values and moral purpose, focused on providing a world-class education for all students.
- Demonstrating optimistic personal behaviour, positive relationships, and attitudes.
- Leading by example - with integrity, creativity, resilience, and clarity- drawing on own expertise, and that of others.
- Sustaining wide, current knowledge and understanding of education locally, nationally, and globally, and pursuing continuous professional development.
- Working with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicating the school's vision and empowering all students and staff to excel.

Students & Staff

- Ensuring all our children are well safeguarded, supported and guided in their personal development and academic progress
- Demanding ambitious standards for all students, overcoming disadvantage, and advancing equality.
- Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.

- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design.
- Establishing an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools.
- Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Holding all staff to account for their professional conduct and practice.

Systems & Processes

- Ensuring that the school’s systems and processes are well considered, efficient and fit for purpose.
- Providing a safe, calm, and well-ordered environment for all students and staff.
- Valuing excellent practice by establishing rigorous, fair, and transparent systems and measures for managing the performance of all staff.
- Actively supporting the governing board to understand its role and deliver its functions effectively
- Exercising strategic, curriculum-led, and affordable financial planning to ensure the equitable deployment of budgets and resources to ensure positive student outcomes.

Impact Within and Beyond the School

- Championing best practice and securing excellent achievements for all students
- Developing effective relationships with colleagues in other public services to improve academic and social outcomes for all students.
- Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspiring and influencing others to believe in the fundamental importance of education in young people’s lives and to promote the value of education.

Additional Information

Please note: This job description is indicative in the first instance and precise roles and responsibilities will be agreed with the successful candidate at a later date and then reviewed from time to time. The teaching/contact time associated with this post is approximately 12 lessons out of a possible 30.

ACCEPTANCE OF THE JOB DESCRIPTION BY THE POST HOLDER			
I can confirm my acceptance of the job description as outlined above			
Name			
Signed		Date	

Person Specification: Leading Practitioner for Educational Technology

Experience & Qualifications		E	D
1	Outstanding and reflective teaching practitioner	✓	
2	Substantial experience of teaching and leading, including leadership of areas relating to curriculum, quality of teaching learning and assessment, and achievement	✓	
3	Evidence success in leading on and securing whole school improvement	✓	
4	Experience of analysing a range of evidence and data in order to evaluate and to drive whole school improvement	✓	
5	Relevant formal continual professional development e.g. NPQ courses, NASENCo Award		✓
Knowledge and Skills			
1	A proven ability to improve practice at individual, team, staff and school levels	✓	
2	An understanding of how to lead the use of educational technology to improve learner access, progress and outcomes and improve its use by staff to teach, work and communicate more efficiently and effectively to the same end	✓	
3	Ability to understand the necessary components of a digital strategy, how to audit the current position, identify improvement priorities and lead delivery.	✓	
4	An understanding of the range of students' special educational needs and appropriate adaptive teaching strategies challenge, differentiation, access arrangements, assessment and outcomes based on high ambition for all learners		✓
5	Knowledge of the EHC Planning and Annual Review processes, the SEND Code of Practice and frameworks for review of provision and/ or placement		✓
6	Have a broad and current knowledge and understanding of how to evaluate and develop the quality of teaching, learning and assessment, including, but not limited by, Ofsted frameworks		✓
7	Ability to design and deliver high-quality professional development matched to the school's aspirations and the needs of staff; universal, targeted and specialised as necessary, evaluating impact to shape subsequent programmes.	✓	
8	Possess the knowledge, confidence and range of leadership and management skills needed to effectively advise and support colleagues in order to move their practice, and the school, forward	✓	
9	Have an understanding of the significance of interpersonal relationships in managing the impact of change on individuals and of the importance of engaging all staff in their own professional development	✓	
10	An ability to plan strategically, manage input, resources and timescales and then evaluate evidence of impact in order to support the school's development priorities in relevant areas		✓
11	Understanding of relevant curriculum and assessment frameworks at Key Stages 3-5, drawing upon Key Stages 1 & 2 as appropriate	✓	
12	Understand the key principles of timetabling/ resource allocation		✓
Personal and Professional Qualities			
1	An understanding of, and enthusiastic commitment to, <ul style="list-style-type: none"> ● The shared school vision ● Your personal contribution to moving us closer to that vision ● Working effectively with people from diverse backgrounds 	✓	
2	Strong moral purpose and commitment to the principles of inclusive education	✓	

3	Committed to continuing professional development through wider reading, research and membership of professional organisations	✓	
4	Demonstrate the importance of emotional intelligence in managing oneself and others, with the ability to maintain professional integrity	✓	
5	Demonstrate good decision-making skills with an ability to identify and implement solutions to problems	✓	
6	Demonstrate an enjoyment for working in new and challenging situations, steering the vision through from beginning to end	✓	
7	Demonstrate a commitment to Stormont House School, to modelling our school values and being a team player	✓	
8	Evidence of active commitment to ensuring that all children, whatever their needs or background, are well safeguarded, supported and guided in their both their personal development and academic progress	✓	
9	To pro-actively ensure that Equalities and Diversity policies are implemented throughout curriculum planning/delivery and pastoral work, being able to give examples of where this has been successful (for example) in tackling potential underachievement	✓	