

PART 2

APPENDIX 2.22

Lead Teacher Framework

Role

1. School-based Lead Teacher

The role of a school-based lead teacher would include the duties of a teacher and the following in a stage, department, faculty, school or cluster as appropriate:

- (a) Provide a lead role in the development of an area of specialism.
- (b) Lead career-long professional learning opportunities on their area of specialism.
- (c) Share, demonstrate and model effective practice in their area of specialism.
- (d) Provide support for the professional needs of colleagues on their area of specialism.
- (e) Collaborate through, and contribute to, local, regional and national networks related to their area of specialism.
- (f) Keep abreast of developments in content and methodology related to their area of specialism.

2. Local Authority Lead Teacher

The role of a local authority lead teacher would include the duties of a teacher and the following in a local authority as appropriate:

- (a) Provide a lead role in the development of an area of specialism.
- (b) Lead career-long professional learning opportunities on their area of specialism.
- (c) Share, demonstrate and model effective practice in their area of specialism.
- (d) Provide support for the professional needs of colleagues, including school leaders, on their area of specialism.
- (e) Lead local networks and collaborate through, and contribute to, regional and national networks related to their area of specialism.
- (f) Keep abreast of developments in content and methodology related to their area of specialism.

3. Regional or National Lead Teacher

The role of a regional lead teacher or a national lead teacher may include the duties of a teacher and the following in a region or nationally as appropriate:

- (a) Provide strategic leadership in the development of an area of specialism.

- (b) Lead career-long professional learning opportunities on their area of specialism.
- (c) Share, demonstrate and model effective practice in their area of specialism.
- (d) Provide support for the professional needs of colleagues, including school and system leaders, on their area of specialism.
- (e) Lead, collaborate through, and contribute to, regional and national networks related to their area of specialism.
- (f) Keep abreast of developments in content and methodology related to their area of specialism.

4. Examples of Specialisms

Lead teacher areas of specialism could include, but are not limited to:

- Literacy
- Numeracy
- Health & wellbeing
- Specific subjects or curricular areas
- Additional support needs
- Classroom practice
- Coaching & mentoring
- Student/probationer support
- Assessment & moderation
- Digital learning
- Enquiry
- BGE
- STEM
- Early years
- Raising attainment
- Transitions
- Developing the young workforce (DYW)
- Parental & community engagement
- Learner empowerment
- Professional learning
- Inclusive practice
- Learning for sustainability

5. Time

Lead teachers must be given a reduction in weekly class contact to enable them to carry out those roles which are in addition to their roles as classroom teacher. Its extent may vary according to the nature and scope of those roles. The roles as classroom teacher and additional roles of lead teachers must be capable of being undertaken within the 35 hour working week and, where a lead teacher retains a classroom teacher role, within the arrangements agreed at establishment level through the working time agreement.