

# Phase Leader

Ambler Primary School & Children's Centre

AMB/646



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**Ambler Primary School is recruiting!**

**An Outstanding Phase Leader**

**Salary Grade: Main Scale/UPS + TLR**

**Salary Range: £31,726 pa - £45,760 per annum**

***To Start September 2018***

Ambler primary school needs a new **phase leader** for the current lower key stage 2 (years 3 and 4) to join their dynamic and highly skilled leadership team at this outstanding and fantastic school from September 2018.

The right candidate will be:

- An outstanding classroom practitioner
- A teacher with at least 3 years teaching experience
- A teacher who is able to analyse data and drive standards across the whole phase
- An experienced leader having led a team previously or having led a curriculum area successfully
- A leader who can develop the teaching and learning practice of others
- A solution focused and positive leader who is passionate about improving the outcomes for all pupils, has good people skills and a good sense of humour

We will offer you:

- An opportunity to work within a vibrant and hardworking leadership team
- Excellent CPD to support and develop you in this role
- Necessary leadership time to carry out the role effectively
- A role in an outstanding primary school with exceptionally well behaved pupils and a warm and bright teaching staff

Further details: Visits to the School are welcomed and encouraged. To book a visit please contact the school office on 020 7226 4708 or [office@ambler.islington.sch.uk](mailto:office@ambler.islington.sch.uk).

**Closing date** and **shortlisting** for this role is Friday 2nd March 2018

**Interviews** for this post will take place on Tuesday 6<sup>th</sup> March 2018

Please apply online at <http://jobs.islington.gov.uk/disciplines> following the jobs link. If you need any assistance please email the Education HR at [schoolsrecruitment@islington.gov.uk](mailto:schoolsrecruitment@islington.gov.uk) quoting reference: **AMB 646**

**Ambler Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants. Also, this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.**



## Schools JOB DESCRIPTION

**POSITION:** Phase Leader without core subject

**GRADE:** MPR/UPR

**RESPONSIBLE TO:** Headteacher

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### **Additional Responsibilities for Phase Leader**

**Post:** PHASE LEADER

**Responsible for:** KS2 (Years 3 & 4) - Currently

In addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

### **Purpose of the post**

- To lead the staff of the Phase team to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
- To liaise effectively with senior colleagues to ensure consistency of approach in teaching and learning across the school.
- To promote the vision, culture and ethos of the school.

### **Main Responsibilities**

#### **Leading, developing and enhancing the teaching practice of others**

- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
- Lead staff in planning, teaching and evaluation of teaching to raise standards – both formally and informally
- Provide guidance to staff in marking and assessment for learning and standards expected
- Work with the teachers to promote best and innovative practice to enrich the range of teaching and learning styles in the school
- To support colleagues to create a stimulating environment for learning
- Lead high quality CPD
- Contribute to appraisal

## **Leadership Responsibilities**

- Lead and manage staff in the phase
- To enable all teachers to achieve expertise in planning and teaching through example, support and by leading or providing high quality professional development opportunities
- Organise regular phase meetings to ensure good communication and consistency in practice
- Update teachers of changes to school policy and ensure they are implemented
- Organise materials for, and co-ordinate Assessment weeks
- Liaise closely with support staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents
- Induct, support and monitor new staff within the Phase

## **Assessment and Monitoring**

- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with school policy.
- Provide feedback to teachers and disseminate examples of excellent planning and teaching.
- Organise and lead meetings with staff to ensure continuity and progression of pupils' learning is maintained across the phase.
- Monitor standards within the phase, analysing data from school tracking systems and RAISEonline, and use this information to action required support – including setting targets for continuous improvement.

## **Other**

- Safeguard the health and safety of self and others in accordance with the school's Health and Safety Policy
- Undertake decision making and policy development across the school
- Lead team in ensuring effective communication with parents/carers, SLT, governors, school and wider community
- Attend and contribute to SLT meetings
- Promote good behaviour around the school and support colleagues in promoting good behaviour
- Show a commitment to work outside directed time when required
- Contribute to the vision and activities of the School
- Contribute to and provide evidence for the SEF
- Contribute and lead on specific areas of the School Improvement Plan
- Implement and develop key initiatives across the school as required

## **Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the School's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

# SCHOOL PERSON SPECIFICATION

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**POSITION:** Phase Leader

**GRADE:** MPS/UPS + possible TLR

**RESPONSIBLE TO:** Headteacher

## CRITERIA

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You must demonstrate on your application form that you meet the following essential criteria.  
You should demonstrate on your application form how you meet this Essential Criteria

### EDUCATION AND EXPERIENCE

1. Qualified Teacher Status – with at least 3 years primary teaching experience
2. Evidence of continuing and recent professional development relevant to the post
3. Recent highly effective experience of teaching in the relevant phase in mainstream classrooms, including planning and assessment, delivery, working with additional adults and taking responsibility for their performance in the classroom
4. Experience of outstanding subject or team leadership

### PERSONAL QUALITIES

5. Proven experience of raising standards for all pupils, including underachieving pupils
6. Successful experience of aspects of leading a team in curriculum or other school wide initiatives
7. Good understanding and use of assessment, including target setting and tracking
8. The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress
9. Clear understanding of data analysis and the important impact this can have on achievement and attainment
10. Able to use and disseminate effective primary teaching and learning strategies used to raise pupil attainment and achievement

### LEADERSHIP

11. Ability to effectively support colleagues in raising standards of teaching and learning
12. Ability to create and maintain a positive team spirit delegating, negotiating and challenging where necessary, with sensitivity
13. Ability to develop the long term capabilities of others by collaborating with and motivating colleagues

14. Boundless enthusiasm, determination and drive to inspire others to achieve high standards
15. An appetite and stamina for challenging work
16. A solution-focused mindset and a determined “no-excuses” approach to raising standards
17. A lively, creative, good-humoured approach to all aspects of teaching, management & leadership
18. Good knowledge and understanding of effective team leadership and management and how this must focus on raising standards and school improvement

#### **COMMITTMENT TO EXCELLENCE**

19. Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and standards
20. Ability to implement and lead whole school initiatives and manage change

#### **INTERPERSONAL SKILLS**

21. Experience of promoting highly effective communications within and between teams and other stakeholders in the school community
22. Good understanding of the role of parents and the community in school improvement and how this can be practised and developed
23. A personable nature to build effective relationships with parents/members of the community

#### **BEHAVIOUR AND ETHOS**

24. Experience of promoting positive behaviour conducive to learning, focused on raising standards.
25. Ability and willingness to promote the school’s aims and the positive culture and ethos.

#### **EQUAL OPPORTUNITY**

26. Understanding of equality of opportunity issues and how they can be effectively addressed in schools
27. An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.



## Information about the school

### Ofsted Report

For the latest reports on Ambler Primary School and Children's Centre, please [click here](#).

### School Website

Ambler Primary School and Children's Centre website is <http://ambler.islington.sch.uk>.

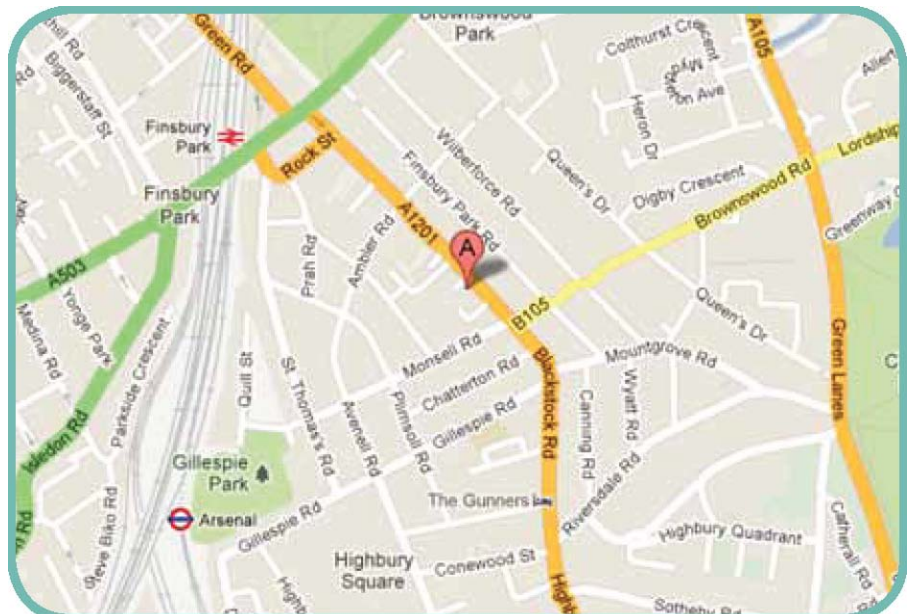
### Islington

Further information about Islington borough is available at [www.islington.gov.uk](http://www.islington.gov.uk)



### School location map

Blackstock Road  
Islington  
London  
N4 2DR







## Guidance for candidates applying for a job with Islington Schools

Please read this carefully BEFORE you start to complete the application form.

### General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete the form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advertisement, job description, person specification and other accompanying information carefully before you start. All parts of the application form must be completed. Failure to provide information requested may lead to your application being rejected.

### Personal Details

Complete this section fully and clearly. If you do not know your national insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK\*. Verification of identity is required before confirmation of appointment.

\*A copy of the Asylum and Immigration Act 1996 (Section 8) is available from Schools Human Resources team including a list of the accepted documents.

### Relatives and Other Interests

If this applies to you, please give the name of the employee, the department/school that they work in and the relationship (e.g. husband, daughter).

### Education, Qualifications and Training

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

### Employment record

Please list in chronological order, starting with your current or most recent job including employment other than teaching. You have to list details of employment since leaving full-time education. Failure to provide full account of your employment record may lead to your application being rejected.

### Gaps in Employment

If there are any periods of time that have not been accounted for in your application, e.g. periods spent raising a family or extended travel, please give details. Please ensure that there are no gaps in the history of your education, employment and other experience.

### Personal Statement

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information given is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement.

If you do not send us this statement, you will not be considered for short listing. CVs are not be accepted.

### References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. References may be taken up immediately after shortlisting. Please note:

- It is your responsibility to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference.
- You must provide the professional email address for references coming from an employer.
- One reference must be from your present or most current employer.
- If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.
- We reserve the right to approach any of your previous employers for a reference.

- Candidates for Headship are advised to seek a reference from their Local Authority.
- Schools/Colleges of a Religious Character are permitted, to give preference to applicants who are practising Catholics. Therefore, it is recommended that one referee should be your Parish Priest/the Priest of the Parish where you regularly worship, if applicable. Most Senior Leadership posts require you to be a practising Catholic and, therefore, one referee must be your Parish Priest/the Priest of the Parish where you regularly worship.
- If you are successful, a further post-offer reference will be requested, seeking information on attendance and sickness records.

All offers of appointment depend on receiving references satisfactory to the school. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The school reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

#### Disclosure & Barring Service / Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 provides that certain spent convictions and cautions are "protected" and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website, DBS filtering guide.

All school-based jobs are exempt from the provisions of the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Therefore you will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record, also be able to discuss any details with the selection panel as part of your interview. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures. Disclosure of a criminal record will not necessarily debar you from employment with Islington Schools, this will depend upon the nature of the offence(s), frequency and when they occurred.

The application for an enhanced disclosure with barred list information will be verified before your first day of work. Please read the policy on the recruitment and employment of ex-offenders. If you have any queries, please call Islington Human Resources helpdesk on 0207 527 2875.

#### Childcare (Disqualification) 2009 Regulations

If this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations, you will be required to complete a declaration form to establish whether you are disqualified under these regulations.

#### Additional Information for people considered to have a disability under the Equality Act

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

#### Declaration

Under the Data Protection Act 1998, we must ask you to freely give your explicit consent to the processing of information on this application form in accordance with London Borough of Islington's registration under that same Act for personnel and payroll purposes, equal opportunities monitoring and to fulfil statutory requirements.

#### Equal Opportunities Monitoring Information

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Islington Schools Human Resources on 0207 527 2875.

Before you submit your application form, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria listed in the person specification.

## Policy on the recruitment and employment of ex-offenders

### Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools Human Resources or on the internet at [www.direct.gov.uk](http://www.direct.gov.uk)). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a disclosure.

### Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

### During the application process

When you apply for a job with Islington schools you will be informed if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications.

A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

### If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post, proof of relevant qualifications and any other essential requirements for the post.

All employees/advisers involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage;
- ✓ Whether the conviction or information revealed is relevant to the job;
- ✓ How long ago the offence(s) took place;
- ✓ The candidate's age at the time of the offence(s);
- ✓ The number and pattern of offences;
- ✓ Any other relevant circumstances.

All staff/advisers in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

### Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate.

Islington Schools Human Resources will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

### Policy on handling disclosure information

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools Human Resources has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools Human Resources on request.