



## **KS2 Teacher/Leader of Literacy/Phase Leader MPR/UPR plus TLR2B £4442**

### **Introduction**

The position of KS2 Teacher/Leader of Literacy/Phase Leader is a full time position within the Senior Leadership team to commence as soon as possible.

The main requirement will be to develop teaching and learning across the Literacy curriculum to raise attainment. As Phase Leader you will manage and lead the year group team to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.

The range of duties below describe the role of a class teacher, with additional responsibility, but do not replace such other duties that may be required, as laid down by the School Teachers' Pay and Conditions Document.

### **Duties specific to Leader of Literacy/Phase Leader**

You will be responsible to the Headteacher to provide professional leadership in Literacy. You will be expected to promote and support the progress of all children to achieve the highest possible standards in Literacy. You will have impact on educational progress beyond the assigned pupils you teach.

- Be a member of the Senior Leadership team.
- Share good practice
- Develop children's knowledge and skills through own subject knowledge.
- Develop teaching and learning across the Literacy curriculum in order to raise attainment.
- Develop children's skills in Literacy across the school.
- Liaise with colleagues to ensure continuity and progression.
- Lead the staff of the Phase team to ensure high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
- Liaise effectively with senior colleagues to ensure consistency of approach in teaching and learning across the school.
- Lead staff in planning, teaching and evaluation of teaching to raise standards.
- Monitor the quality of planning and learning outcomes.
- Lead professional development of staff by planning and leading staff meetings and INSET days.
- Evaluate resource needs and order appropriate resources, working within and monitoring the allocated budget for Literacy.



## CLASS TEACHER JOB DESCRIPTION

Each class teacher works with the Headteacher, other staff members and Governors to develop and promote the school as a positive place of learning with high standards, where all members of the community are valued and all aspects of achievement are recognised.

A class teacher's responsibilities are to:

- Prepare and teach appropriately challenging and balanced programmes of work as planned across the year group, suitable for the needs of every child.
- Provide a stimulating and attractive learning environment, including good quality displays that communicate information and facts and promote high standards.
- Show children how to improve in order to ensure assessment for learning by supportive oral comments and positive written comments.
- Mark and return all work promptly giving children opportunities to read and respond to marking.
- Set targets, assess, record and report each child's progress, attainment and personal and social development following school procedures, including the completion of transfer documentation as appropriate.
- Make the best use of support staff and volunteer helpers, planning and managing their time and tasks effectively.
- Enhance children's educational experience through the regular use of additional activities e.g. visits, visitors, use of the environment and to follow school procedures when organising any outside visits.
- Work with the SENCO to support children with both Special Educational Needs and those on the Gifted and Talented register, keeping appropriate records and liaising with outside agencies when required.
- Promote the well being of individual pupils and the class by maintaining a well organised, disciplined, safe and secure environment.
- Support children's spiritual and moral development, for example, through Circle Time, PSHE, Protective Behaviours strategies, assemblies and the curriculum.
- Follow and support the School's Behaviour Policy and encourage positive attitudes and self-discipline in the children.
- Foster good relations and effective communication with parents, arranging consultations with parents, according to the school programme; meeting with parents additionally if concerns are raised about a child's academic or social and emotional development
- Be responsible for his/her own safety and the safety of pupils and colleagues and to observe all Health and Safety procedures.
- Participate in phase meetings and staff training related to the curriculum, organisation, administration and pastoral arrangements.
- Participate in annual performance appraisal arrangements and CPD through individual, school based and consortium INSET - this may include training out of school hours.
- Be in school in sufficient time to prepare for the day's activities and to be punctual in supervising children's return to class at the end of all breaks.



- Carry out administrative duties relating to the class e.g. marking and completing attendance registers, dinner registers, and collection of monies and permission slips.
- Be responsible for the safe and effective use and careful storage of all resources and to educate the pupils in their responsibilities in this area.
- Share with other staff duties that promote the smooth running of the school including, for example, playground duty and assemblies.
- Participate as a class teacher in the planning and implementation of whole school developments and improvements.
- Work co-operatively as part of year and curricular teams as appropriate.
- Responsible for an area of the curriculum as agreed with HT.
- Show commitment in working in partnership with Holland House Infant School, Plantsbrook School, parents and all members of the school and wider community.
- Carry out professional duties as defined in the current School Teachers' Pay and Conditions document and standards for Qualified Teacher status.
- Be committed to safeguarding and promoting the welfare of children and young people.

## PERFORMANCE MANAGEMENT

Teachers on the Main, Upper and Unqualified Teachers' pay ranges will have their salary reviewed annually in accordance with the Academy Trust Pay Policy. To move up the Main pay range or the Unqualified teachers' pay range one point at a time teachers will need to have made good progress towards their objectives, have shown they are competent in all elements of the Teachers' Standards and teaching should be at least good as defined by OFSTED.

### **If appropriate, for the postholder:**

#### **UPR:**

- Any qualified teacher who is highly competent in all elements of the relevant standards and his/her achievements and contributions to the school are substantial and sustained, may apply to the Headteacher to be paid on the Upper Pay Range.
- Highly competent in all elements of the relevant standards means teaching performance which consistently meets all elements of the Teachers' Standards.
- Substantial means a significant contribution to improving standards of teaching and learning for other staff, through sharing and disseminating knowledge and skills by coaching, mentoring, demonstrating and curriculum development activities. The purpose of the contribution is to help those teachers improve the outcome for pupils. However, the teacher providing the support should not routinely be held accountable for the learning of pupils in the classes taught by other teachers.
- Sustained means maintaining these contributions over at least two years.

**Closing Date: Friday 26 January 2018**



## PERSON SPECIFICATION KS2 TEACHER/LEADER OF LITERACY/PHASE LEADER

	ESSENTIAL	DESIRABLE
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Teaching Qualification - Degree or equivalent teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>Middle Leadership qualifications.</li> <li>Specialism in English</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Recent, relevant in-service training in current educational practice and special educational needs and a commitment to continuing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of further professional training/development.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>A record of good or outstanding teaching</li> <li>Experience of contributing to school improvement strategies</li> <li>Excellent subject knowledge of the primary curriculum, particularly in relation to Literacy</li> <li>Thorough knowledge of end of KS1 and KS2 SATs, and use of other assessments to inform learning</li> <li>Knowledge of National Primary Curriculum and strategies in relation to assessment without levels to measure pupil attainment</li> <li>Knowledge of pupil target setting, tracking and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Have some experience in departmental or other staff management/leadership</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>Ability to plan, evaluate, review and lead by example</li> <li>Access, analyse and interpret information in order to raise standards</li> <li>Ability to support senior leaders by contributing effectively to the School's self-evaluation</li> <li>Ability to supervise/direct additional adults effectively in the classroom</li> <li>Interpersonal skills</li> <li>Knowledge of current developments in curriculum planning delivery and assessment</li> <li>Ability to identify areas of learning for specific target teaching.</li> <li>Ability to plan and deliver a differentiated curriculum.</li> <li>A commitment to a Positive Behaviour approach</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Framework for Intervention</li> </ul>
<b>Personal</b>	<ul style="list-style-type: none"> <li>An awareness of and commitment to equal opportunities</li> <li>Committed to the promotion of high standards in terms of academic work and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Experience of developing residential experiences</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>A commitment to involve parents, governors and the community in the work of the school</li> <li>An awareness, understanding and commitment to equal opportunities</li> <li>An awareness of cross curricular issues</li> <li>Be committed to safeguarding and promoting the welfare of children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of developing partnerships in the community</li> </ul>