



Primary Transition Lead/Year 6 Teacher Job Description
TLR2 range, starting from £4462 per annum

Core Purpose

To contribute to raising the standards of teaching, learning and achievement through the modelling of high quality classroom practice and the effective leadership of transition to year 7 through liaison and collaboration with year 7 Maths and English teachers in Castle Phoenix Trust.

Initially, the requirements are that the successful candidate will be able to:

- Develop very strong links between staff in key stage 2 and key stage 3 in the Trust.
- Plan and teach effective lessons to support ongoing pupil progress in Maths and/or English in KS2 with an opportunity to teach in year 7 if you wish.
- Assist with the cross moderation processes for all pupils in Year 6 and 7 in Maths and/or English
- Attend subject network meetings
- In consultation with staff in both phases, develop and run intervention activities for pupils
- Work with staff to support development of year 7 schemes of learning to ensure they build effectively on learning and expected progress at KS2
- Support the development of resources for identified priority groups –e.g. SEND, High attainers, EAL
- Work closely with other members of staff with transition responsibility to develop and build other maths / English activities which would support effective progress in year 6
- Contribute to the further development of the role based on evidence based and innovative practice
- Have time to research and develop mathematical / English programmes eg Singapore maths, accelerated reader

Precise details about responsibilities will be determined through discussion in the selection process.

Teaching and Learning

To lead, develop and enhance teaching and learning by:

- Acting as a role model of high quality classroom practice;
- Modelling effective teaching and learning strategies;
- Maintaining high standards of learning and teaching in your own classroom;
- Maintaining up-to-date personal knowledge and expertise and sharing this with others;
- Contributing to the monitoring and evaluation of provision linked to the area of responsibility and identifying areas of strength and improvement for the Senior Leadership Team to act upon.

Strategic Direction

To impact on the educational progress of children beyond your own classroom by:

- Supporting the vision, ethos and policies of the school and promoting high levels of achievement across a year group/subject area;
- Raising the standards of learning and teaching through the support of staff and the modelling of effective strategies;
- Maintaining high quality provision between phases, ensuring that learning experiences and the environment promote and reflect best practice;
- Ensuring that information about pupils attainment and progress is used effectively to secure good progress;
- Supporting the implementation of the school's self evaluation strategies.

Leadership and Management

To contribute to the leadership, management and development of teaching and learning by:

- Playing an active role in team meetings, contributing from both a class teacher and a leadership and management perspective;
- Providing the Headteacher and Senior Leadership Team with clear advice and information about policies, plans and priorities linked to the area of responsibility; progress against improvement targets and future development needs;
- Working as a member of a team to support whole school improvement issues;
- Demonstrating total external support to all decisions made.
- Ensuring the safeguarding of all pupils, and that the safety and wellbeing of pupils and staff is promoted and maintained at all times.

Accountability

To be accountable for leading, managing and developing high quality teaching and learning by:

- Identifying relevant improvement issues within the area of responsibility;
- Defining and agreeing appropriate improvement targets to contribute to the whole school development plan;
- Undertaking all such other duties as are reasonable and appropriate to the nature of the post as determined by the Headteacher.

This job description will be reviewed annually as part of the Performance Management process and is in addition to the responsibilities of a class teacher and reflects National Teachers' Standards introduced on 1 September 2012.

Job Description: October 2017



Standards Leader Person Specification (TLR2)
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Qualifications and Training

Essential	Desirable
• Qualified Teacher Status; • Evidence of involvement in INSET activities as a participant; • A commitment to further professional development.	• Evidence of involvement in INSET activities as a provider; • Evidence of participation in professional development related to Leadership and Management.

Experience

Essential	Desirable
Recent experience of: • Teaching within EYFS; Key Stage One or Key Stage Two; • Working as a member of a team; • Working closely with parents and carers; • Leading and managing an aspect of school improvement or curriculum area.	Recent experience of: • Cross phase/transitional support • Working with external agencies; • Leading and managing a team; • Involvement in monitoring and evaluation activities.

Strategic Direction and Development of the School

Essential	Desirable
• Knowledge of effective transition from primary to secondary • A clear educational philosophy and vision; • A commitment to school improvement; • A commitment to working in partnership with governors, parents/carers and the wider community; • Knowledge of what constitutes high quality educational provision and the characteristics of effective schools; • Proven experience of implementing effective strategies for raising pupil achievement and securing good behaviour.	• Experience of contributing to the school improvement planning process; • Experience of using a range of school self-evaluation strategies; • The ability to lead school improvement initiatives to raise standards; • Evidence of having led an initiative that has had a positive impact beyond your own classroom; • The ability to make decisions within the context of the school's priorities.

Teaching and Learning

Essential	Desirable
• High quality classroom practitioner; • Knowledge and experience of the application of ICT to enhance teaching and learning; • Knowledge and understanding of effective teaching, learning and assessment strategies; • Evidence of providing excellent provision for all pupils and achieving high standards of pupil progress through high quality classroom practice; • An understanding of and commitment to inclusion and equal opportunities for all.	• An understanding of the role of monitoring and evaluation in improving learning and teaching; • Experience of being involved in school self-evaluation. • Experience of transition work with KS3

Leading and Managing Staff

Essential	Desirable
• The ability to lead by example, providing inspiration and motivation; • The ability to lead, deploy and work with staff as individuals and as a team; • Well developed interpersonal skills; • The ability to make points clearly and understand the views of others; • The ability to plan time effectively and to organise oneself and others.	• Recent experience of leading and managing staff; • The ability to investigate, solve problems and make decisions.

Qualities and Attributes

Essential
• Warmth and sensitivity in relationships with adults and children; • Flexibility, adaptability and resilience; • A sense of humour and perspective; • Enthusiasm for the role and a positive and open attitude towards change; • An ability to think creatively, ask challenging questions and bring new and innovative ideas to the school; • Personal integrity and professionalism.

Safeguarding

Essential
In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including: • Motivation to work with children and young people; • Ability to form and maintain appropriate relationships and personal boundaries with children and young people; • Emotional resilience in working with challenging behaviours; • Attitudes to the use of authority and maintaining discipline.

General

Essential
• A clear, well presented application which is well constructed and reflects an understanding of the requirements of the post; • Excellent and unequivocal references regarding performance as a class teacher (and a leader and manager); • A good health and attendance record in accordance with the Trust's promoting health at work procedure • Is articulate and persuasive at interview and shows confidence and enthusiasm.

Hill Farm Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an enhanced DBS check.

Person Specification: October 2017