LOCATION	British International School - Hanoi
JOB TITLE	**KS2 Writing Lead**
JOB PURPOSE	To lead the KS2 writing curriculum, ensuring clear progression in knowledge and skills, supporting staff to deliver high-quality teaching, monitoring curriculum implementation and classroom practice, and increasing attainment in writing for all students, in alignment with the National Curriculum in England.
REPORTING TO	Deputy Head of Primary
DIRECT REPORTS	Primary teachers, teaching assistants
OTHER KEY RELATIONSHIPS	Primary Senior Leadership Team (PSLT), other subject leaders and Secondary Head of English

KEY RESULT AREA	**MEASURES OF SUCCESS**
Strategic Leadership of Writing • Develop and communicate a clear vision for high-quality writing across KS2, aligned with the school's values, the National Curriculum in England and Primary school priorities. • Work collaboratively with the KS1 Writing Lead, other subject leaders, KS2 teachers and the Primary Senior Leadership Team to identify priorities for improvement. • Support the development and implementation of an agreed whole-school approach to writing. • Ensure that expectations for writing are ambitious, consistent and understood by all KS2 staff. • Develop an annual action plan for KS2 writing, with clear priorities, intended outcomes and measures of success. • Review the impact of agreed writing priorities and provide updates to relevant leaders. • Lead Parent Connect sessions	• Effective implementation of agreed actions and priorities; • A visible culture in which students see themselves as writers and writing is valued and celebrated.

Curriculum Development and Progression
• Ensure that the KS2 writing curriculum meets the expectations of the **National Curriculum in England** and is coherent, appropriately sequenced and responsive to the needs of the school's students.
• Ensure clear progression from lower to upper KS2, building securely on students' learning in KS1 and preparing them for the expectations of KS3.
• Maintain a clear overview of progression in:
  ○ composition and authorial craft;
  ○ writing for different audiences and purposes;
  ○ vocabulary development;
  ○ sentence construction;
  ○ grammar and punctuation;
  ○ spelling and morphological knowledge;
  ○ handwriting and presentation;
  ○ planning, drafting, evaluating, revising, editing, proofreading and publishing.
	• Clear and coherent progression in writing from Years 3 to 6
	• Students demonstrate greater confidence, independence and engagement as writers;

• Ensure appropriate coverage of the statutory spelling, vocabulary, grammar and punctuation requirements for Years 3 to 6. • Support teachers in designing meaningful writing opportunities connected to high-quality texts, authentic audiences and relevant curriculum learning, whilst ensuring they are contextually relevant. • Ensure that students write for a broad range of contexts, purposes and audiences. • Promote purposeful opportunities for writing across the curriculum while maintaining appropriate expectations for disciplinary and subject-specific writing. • Support effective transition and curriculum continuity between KS1 and KS2, between Lower and Upper KS2, and from Year 6 into KS3. • Review curriculum resources and recommend texts, materials and approaches that reflect the diversity of the school community and the wider world.	
Assessment • Support a consistent and proportionate approach to the assessment of writing across KS2, aligned with the school's assessment framework. • Ensure that assessment expectations are clearly understood and applied consistently. • Lead or support writing moderation within KS2. • Support moderation between Lower KS2 and Upper KS2 to develop a shared understanding of age-related expectations and progression. • Contribute to moderation and standardisation across the Primary School. • Support teachers in using assessment information and Power BI Dashboards to identify students' strengths, gaps and next steps. • Work with teachers and leaders to analyse writing outcomes at individual, class, year-group and phase level. • Identify patterns in attainment and progress, including differences between groups of students. • Use evidence from students' work, assessment information and classroom practice to recommend appropriate actions. • Maintain a clear and current understanding of writing expectations across Years 3 to 6.	
Personal Development • Continual development through the identification and implementation of your own Personal Development Plan • The opportunity to develop middle leadership skills through subject leadership.	• Improved performance • Performance appraisal • Personal Development Plan

Other To promote and adhere to the Company Vision and Values: • **Opportunity** - For us, opportunities need to be meaningful, about achieving potential and making progress. • **Impact** - For us, impact is about making a difference. It needs to be immediate, positive and lasting. • **Leadership** - For us, leadership is about considering the team's needs as well as your own, setting inspiring examples, being supportive and showing real accountability and responsibility. • **Respect** - For us, respect is about listening, being inclusive, showing tolerance and getting the little things right • All staff are required to manage effective personal development as part of the Company's commitment to invest in staff as the key resource in the organisation • Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities, and other relevant legislation • Any other appropriate duties as allocated by the Chief Executive Officer	Valued member of the team and organisation

PERSON SPECIFICATIONS	
Qualifications/Training	
▪ Degree plus teaching qualification	Essential
▪ Leadership training	Desirable
▪ CELTA/DELTA or Equivalent	Desirable
Experience / Knowledge	
▪ Good working knowledge of the English National Curriculum (including new assessment practices) Es	Essential
▪ Excellent classroom practice	Essential
▪ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organization, differentiation and learning strategies	Essential
▪ International Experience	Desirable
▪ Knowledge of EAL in the mainstream	Desirable
▪ Subject Leadership experience	Desirable
Skills	
▪ Proven ability to develop good personal relationships within a team	Essential
▪ High level of IT competence	Essential
▪ Proven ability to develop opportunities for parental involvement	Desirable
▪ Use of MS 365	Desirable
Personal Attributes	
▪ Excellent interpersonal skills	Essential

▪ High levels of personal integrity	Essential
▪ Excellent organisational and time-management skills	Essential
▪ Attention to detail	Essential
▪ Ability to work under pressure and remain calm	Essential
▪ Willingness to take on multiple tasks	Essential
▪ Proactive and able to prompt others to ensure deadlines are achieved	Essential
▪ Self-motivated and enthusiastic	Essential
▪ Ability to work independently	Essential
▪ Continually strive for improvement	Essential
▪ Adaptability	Essential
▪ Sense of Humour	Essential