

Are you looking for the next step in your career?
Are you looking for leadership opportunities?
Do you want to lead a team of up to 15 members
of staff?

Key Stage Phase Leader



Penryn Primary Academy
Teaching with a child centered & inclusive approach for
outstanding outcomes for pupils

As a Key Stage Phase Leader you will have:

- Opportunity to be a part of the SLT
- Release time for leadership role
- Chances to lead core areas of the school
- Opportunities to complete National Leader qualifications



**Are you an outstanding teacher?
Do you have experience and evidence of successfully
leading a team?**

APPLY NOW

**Application Window open from
Monday 22nd January to Sunday 11th March 2018**

Thank you for your interest in this vacancy with Aspire Academy Trust. Further details of the post are included in this pack.

How to Apply

Application forms can be accessed through www.aspireacademytrust.org or if you would like a paper copy please phone 01726 438402.

Your Supporting Statement (Please note that we do not accept CVs.)

When completing your application we recommend that your supporting statement makes reference to the core competencies. All core competencies that are assessed on the application form represent the minimum essential criteria for shortlisting purposes.

When evidencing your abilities and experience against the Principal accountabilities and Trust accountabilities we recommend that you use the STAR approach. The STAR (Situation, Task, Action, Result) format is a job interview technique used by interviewers to gather all the relevant information about a specific capability that the job requires.

For example Q. A teacher needs to be able to show resilience in the face of adversity and handle difficult situations with calmness and confidence.

Think of an occasion where you were involved in a difficult, confrontational situation with friends, family, colleagues or members of the public:

- What was the situation and why was it difficult to handle?
- What did you do to address the situation?
- What was the outcome?
- If you had acted differently, what could the outcome have been?

Completed application forms can be emailed to jobs@aspireacademytrust.org or returned via post to:

- Unit 11, St Austell Business Park
Carclaze
St Austell
PL25 4FD

Interview

The interview date for the role is the week commencing 26th March 2018. If you have not heard from us within 2 weeks of the closing date, please assume that, on this occasion, your application has not been successful.

References

References will be requested if your application and interview are successful. All offers are subject to satisfactory references.

Safeguarding

Aspire Academy Trust are committed to safeguarding children and young people. All successful applicants will be subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service Enhanced check.

Job Title:	Key Stage Phase Leader
Responsible to:	Head of School, Executive Principal and Hub Council
Direct supervisory responsibility:	Teaching staff and support staff.
Important Functional Relationships:	Pupils, Parents, Support staff, and other Aspire colleagues.

Key Stage Phase Leader Responsibilities

Overall:

- Lead the School in the absence of the Head of School.
- Be a member of the School Leadership Team.
- Assist the Head of School and Senior Teachers/Subject Co-ordinators in leading and managing the school.
- Undertake such duties as are delegated by the Head of School.
- Play a major role, under the overall direction of the Head of School, in formulating and reviewing the School Development Plan and the aims and objectives of the school by:
 - establishing the policies through which they shall be achieved
 - leading and managing staff and resources to that end
 - monitoring progress towards their achievement
- Be a driving force for alternative ways to enhance our curriculum throughout the school.
- Collate and analyse data at set points throughout the year to ensure standards are raising in line with expectations and targets.

Class Teacher responsibilities

Main Purpose of job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Main Duties and Responsibilities:

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the performance management process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach;
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
- Be accountable for the attainment, progress and outcomes of pupils you teach;
- Be aware of pupils' capabilities and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject);
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics;
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;
- Make accurate and productive use of assessment to secure pupils' progress;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review.

General/Other:

- To ensure that pupil needs are prioritised and to have a clear sight of how this role impacts on the pupils of the academy and the Trust at all times.

- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance.
- To be aware of and adhere to all Trust policies and procedures.
- To be responsible for your own continuing self-development and attend meetings as appropriate.
- To contribute towards the ethos of the Aspire Academy Trust and become a proactive member of staff.
- To network, communicate, support and work with other Aspire staff within the Trust and to attend meetings and training when required.
- To be aware of and adhere to all applicable rules, regulations, legislation and procedures including all Aspire policies, Safeguarding & Child protection policies and procedures, Equal Opportunities Policy and Code of Conduct, Health and Safety, Data Protection.
- To undertake other duties appropriate to the post as required.

Date prepared: January 2018

Job description prepared by: The Aspire Academy Trust

This job description was correct at the time of writing but may be subject to change and development according to the prevailing needs of the Aspire Academy Trust

PERSON SPECIFICATION

Job Title: Key Stage Phase Leader

Person specification prepared by: Aspire Academy Trust Date: January 2018

Attributes	Essential	Desirable	Identified
Relevant Experience	<p>Teaching experience with the age range and/or subject(s) applying for. Evidence of own responsibility for participation in CPD.</p> <p>Demonstrate how own teaching and learning has impacted on raising standards</p> <p>Leadership & Management experience</p>	Child Protection experience.	<p>Application Form</p> <p>Interview</p>
Qualifications	Qualified teacher status or recognised equivalent.	NPQML NPQSL	Application Form
Special Knowledge & Skills	<p>Create a stimulating and safe learning environment.</p> <p>Establish and maintain a purposeful working atmosphere.</p> <p>Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.</p> <p>Assess and record the progress of pupils' learning to inform next steps and monitor progress.</p> <p>Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.</p> <p>Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.</p>	Knowledge of issues relevant to education and child development.	<p>Application Form</p> <p>Interview</p>
Attributes	Essential	Desirable	Identified
	<p>Encourage children in developing self-esteem and respect for others.</p> <p>Deploy a wide range of effective behaviour management strategies, successfully.</p>		

	<p>Communicate to a range of audiences (verbal, written, using ICT as appropriate).</p> <p>Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.</p>		
Additional Factors	<p>Able to prioritise between different demands.</p> <p>Ability to work to deadlines.</p> <p>Self-motivated, and able to work in a team; Able to work without supervision.</p> <p>Able to motivate, challenge and lead staff.</p> <p>Demonstrate a commitment of relating positively to and showing respect for all members of the school and wider community.</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p>		Application Form Interview

When filling in the application form please demonstrate with clear concise examples of how you meet the requirements of the post. You will be assessed in relation to the essential and desirable criteria. If there are large numbers of applicants for the post then all of the criteria will be used for short listing. Under the Disability Discrimination Act, we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our job description and person specification. However if you feel there are barriers, please tell us in the application form.

Special Conditions related to the post

The position will be subject to a satisfactory probationary period.

This job description sets out a summary of the key features of the role. It is not intended to be exhaustive and will be reviewed periodically to ensure it remains appropriate for the role.

Aspire Academy Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

- Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information
- Receipt of two satisfactory employer references one of which must be from your current or most recent employer
- Satisfactory verification of relevant qualifications
- Satisfactory health check

All new employees will be required to undertake mandatory training required by the Trust.

This job description was correct at the time of writing but may be subject to change and development according to the prevailing needs of the Aspire Academy Trust.

Date prepared: January 2018 Prepared by: Aspire Academy Trust, to be reviewed spring 2018