**JOB DESCRIPTION FOR THE PRIMARY COORDINATOR**

**Core Purpose**

* To lead, manage and support the Early Years and Primary teams in academic and pastoral matters.
* To positively promote the aims and ethos of the school, developing and maintaining student focussed teams.
* To ensure the delivery of a high quality learning experience to students through outstanding teaching across Early Years, Key Stage 1 and Key Stage 2.
* To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in Early Years, Key Stage 1 and Key Stage 2, in accordance with the aims of the school and the curricular policies determined by the Board, Principal and Head of Campus.
* To support, develop and enhance the teaching practice of others.
* Monitor and support the overall progress and development of students in Early Years, Key Stage 1 and Key Stage 2.
* In his absence, deputise for the Head of Campus in operational matters.

# Strategic Planning

* To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies within Early Years, Key Stage 1 and Key Stage 2 including reading, writing, mathematics, computing, PSHE, IPC and Early Years.
* To oversee and monitor the implementation of the day-to-day management, control and operation of curriculum provision within Early Years, Key Stage 1 and Key Stage 2.
* Lead and manage assessment practice within Early Years, Key Stage 1 and Key Stage 2, including the undertaking of cross-phase assessment and moderation exercises.
* To manage and lead the monitoring and tracking of student progress and the subsequent following up of student progress.
* With the Head of Campus, lead in the implementation of school policies and procedures with a particular focus on those related to Early Years, Key Stage 1 and Key Stage 2.
* To lead colleagues to formulate aims and objectives, which have coherence and relevance to the needs of students and to the aims and objectives of the school.
* With the Head of Campus, regularly undertake processes that critically evaluate the effectiveness of provision within the school and develop strategies and processes that lead to further improvements.
* To provide educational enrichment for students through activities such as the after school activity programme, additional tutorials, educational visits and residential trips.

# High Standards of Teaching and Learning

* To model the highest standards of teaching and learning at all times, undertaking an appropriate programme of high quality teaching based upon appropriate planning.
* To lead and monitor the delivery of teaching and learning within Early Years, Key Stage 1 and Key Stage 2 and support teachers and teaching assistants to further improve their practice.
* To keep up to date with UK and international developments, including teaching practice and methodology.
* Lead the Early Years and Primary teams in ensuring curriculum coverage, curriculum continuity and curriculum progress throughout Early Years, Key Stage 1 and Key Stage 2 through the provision of appropriate schemes of work for each year group including English, mathematics, computing, IPC and PSHE.
* Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
* Have oversight and an overview of learning progression across Early Years, Key Stage 1 and Key Stage 2
* Ensure that teachers teach challenging, well-organised lessons and sequences of lessons across the age and ability range taught. Teachers will:
  + use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion;
  + build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
  + develop concepts and processes, which enable learners to apply new knowledge, understanding and skills;
  + adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
  + manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
* Ensure that teachers teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
* Ensure that teachers design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
* Ensure teachers take account of the ESL needs of students in the class and where appropriate work with the ESL department and the class teaching assistant to ensure that students language needs are appropriately supported.
* To ensure that clear and differentiated learning objectives based upon an understanding of the sequence of teaching and learning in the subject being taught are communicated to students across Early Years, Key Stage 1 and Key Stage 2.
* Assist teachers in making effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment.
* Ensure that the school homework policy is implemented, and where appropriate that homework and other out-of-class assignments is planned, set and assessed, to sustain learners’ progress and to extend and consolidate their learning.
* Manage and lead teachers’ timely, accurate and constructive feedback to learners, colleagues, parents and carers on learners’ attainment, progress and areas for development.
* Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
* Lead teachers to support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
* Ensure teachers in Early Years, Key Stage 1 and Key Stage 2 use assessment in line with school policy, as part of teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching.
* Support teachers in Early Years, Key Stage 1 and Key Stage 2 to meet the needs of all students, including the management of behaviour and its impact on learning.
* To work with the Additional Needs Coordinator to ensure the IEPs across Early Years, Key Stage 1 and Key Stage 2 are used to set specific targets and that work is matched to student need.
* Ensure the effective efficient deployment of classroom and technical support across Early Years, Key Stage 1 and Key Stage 2.

**Pastoral Responsibilities**

* To be fully aware of the school’s vision, objectives and mission, student welfare and academic policies, and to seek to promote them in all aspects relating to Early Years, Key Stage 1 and Key Stage 2.
* To lead the early years and primary teacher team, coordinating the collective efforts of the team and leading regular meetings.
* To promote and coordinate the positive use of tutorial time including imbuing professional attitudes to attendance, punctuality and preparation as is due in any other lesson.
* To oversee and monitor the personal and social development, health and welfare of each student in Early Years, Key Stage 1 and Key Stage 2 as well as their own class group.
* Lead and manage primary assemblies including the contribution of others to the assembly programme.
* Lead and develop the PSHE programme within school to respond to the needs of the students.
* Counsel and guide students and support other primary and early years teachers in the counselling and pastoral guidance they provide to their students.
* To be cognisant of the relevant curriculum for the students in each tutor group and to monitor the academic progress of students through school reports and contact with specialist subject teachers.
* To support and implement all school policies, especially those relating to attendance, rewards and sanctions, uniform and homework.
* To liaise with the early years and primary teachers, and parents about pastoral issues as appropriate.
* Assist the Head of Campus in the school’s induction procedures for new students and testing procedures for prospective students.
* With the Key Stage 3 coordinator promote a smooth transition from the primary to the secondary school through planned transition arrangements.
* To encourage the involvement of students in the school’s after school activities programme and other extra-curricular opportunities, and to monitor their contribution, taking action as appropriate.
* To contribute to the operation and maintenance of an up-to-date and efficient student record system on 3Sys and support Early Years, Key Stage 1 and Key Stage 2 staff in the appropriate use of this.
* To support the operation of the school’s assessment, reporting and recording system by reviewing and correcting subject and tutor reports, and writing report comments as required.

# Continuing Professional Development and Learning

* To be committed to the continuing professional development and learning of oneself and others.
* To work with the Head of Campus and Professional Development Coordinator to ensure that staff development needs with Early Years, Key Stage 1 and Key Stage 2 are identified and that appropriate programmes are designed to meet such needs.
* To be committed to working with, supporting and guiding colleagues to select and develop the most appropriate teaching and learning styles, methods and resources to meet the needs of the full range of students and to be open to the contributions of others to developing ones’ own practice.
* Use self-reflection and feedback from others to evaluate teaching in Early Years, Key Stage 1 and Key Stage 2, and its impact on learners’ progress, attainment and well-being. Use this analysis to identify effective practice and areas for improvement and take action to improve further, the quality of teaching.
* To promote teamwork with colleagues and to motivate others to ensure effective working relationships.
* To actively participate in the school’s CPDL programme including the induction of new staff, and where possible lead and/or contribute to aspects of the programme.

# Management of Resources

* To assist the Head of Campus to identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and the students.

# Other Professional Requirements

* To work with the Head of Campus in reviewing subject policies, plans and priorities, the success in meeting objectives and targets and subject-related professional development plans.
* To seek/implement modification and improvement where required.
* To follow all health and safety policy requirements and to conduct risk assessments as required.
* Establish a purposeful and safe learning environment which complies with current international guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
* Follow the safeguarding policy and processes within the school and contribute to a positive safeguarding culture.
* To play a full part in the life of the school community, to support its distinctive vision, mission and objectives and to encourage and ensure staff and students follow this example.
* To contribute to the school marketing activities such as writing articles and providing photographs for the school website, parental bulletin and external marketing tools.
* To lead the development of effective curriculum links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
* To contribute to the planning and operation of a programme of after school activities, duties, curriculum trips and weekend boarding trips and activities.
* To attend residential trips as required.
* To lead and/or contribute to the organisation and delivery of major school events including school productions.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Signed :

Teacher : Date :

Head of Campus: Date :