

# LAUREL LANE PRIMARY SCHOOL

## Key Stage 2 Phase Leader

**Salary:** TLR 2B

**Contract type:** Permanent

**Reporting to:** Headteacher/ Deputy Headteacher

We are seeking a confident and energetic Year 5 teacher to join our Key Stage Two team.

### **We are seeking a Phase Leader teacher who is:**

- Able to motivate and lead colleagues as a phase leader.
- An outstanding practitioner who has high expectations.
- A believer in the possibilities and potential of all children.
- Has experience in teaching Upper KS2.
- Able to communicate easily with colleagues and parents.
- Has experience of leading a core subject, mathematics would be desirable.

### **We are able to offer:**

- A supportive and experienced leadership team.
- Handover/training during the Summer term with current Phase Leader
- PPA time with year group teachers; to share planning responsibilities.
- Hardworking, dedicated staff team committed to raising standards.
- Staff who are passionate about enabling all pupils to reach their potential.
- Learning Support Assistants in class who are well trained and supportive.
- A supportive and encouraging Leadership Team and Governing Body.
- A range of professional development opportunities and structured training programmes, such as NPQ courses.

If this sounds like your ideal career move, we would be delighted to hear from you.

We are committed to offering our staff a wide range of responsibilities that can lead to genuine opportunities to enhance your experiences and advance your career.

We welcome visits to the school. Please email Jo Moran (Office Manager) at [laurellane@fraysacademytrust.org](mailto:laurellane@fraysacademytrust.org)

**Closing date:** Thursday 1<sup>st</sup> February 2024 at 12.00 noon

**Interview date:** Monday 5<sup>th</sup> February 2024

## Job Description

# Phase Leader – Key Stage 2

Post Title:	Key Stage 2 Phase Leader
Responsible to:	Headteacher
Pay Spine Terms and Conditions	TLR 2B Teacher's Pay and Conditions
1. Key Areas of Responsibility	<p>The main focus of this post relates to improving teaching and learning in Key Stage 2 and teaching an assigned class of pupils. The successful applicant must have experience of leading a team.</p> <p><b>Core Tasks:</b></p> <ol style="list-style-type: none"> <li>1. To improve teaching and learning in Key Stage 2 which provides a level challenge for pupils at all levels and raises expectations and aspirations.</li> <li>2. To lead Key Stage 2 phase meetings and attend senior leadership team meetings to enable effective communication</li> <li>3. To lead a curriculum area</li> <li>4. To teach an assigned class of pupils</li> </ol>
2. Leading teaching and learning	<p><b>Core tasks:</b></p> <p>To work with the Headteacher/ Deputy Headteacher in improving teaching and learning in an assigned phase by:</p> <ol style="list-style-type: none"> <li>1. Ensuring the triangulation of planning, teaching and learning allows pupils to make at least expected progress</li> <li>2. Implementing CPD on an individual level and phase level to improve teaching</li> <li>3. Monitoring achievement across the Key Stage 2 and being accountable for pupil outcomes</li> <li>4. Implementing performance management within the phase, setting challenging achievement targets and holding teachers to account</li> <li>5. Tracking improvements against agreed criteria, identifying success</li> <li>6. Reporting to the Senior Leadership Team on progress being made against short term, medium term and long term goals</li> <li>7. Liaising with Deputy Headteacher and SENDCO in the school to ensure Quality First Teaching within the phase.</li> <li>8. Liaise with other similar Key Stage leaders within the Trust to share best practice and develop Trust policies.</li> </ol>
3. Leading phase meetings	<p><b>Core tasks:</b></p> <p>To work with the Headteacher in ensuring there is effective communication between the assigned phase and the senior leadership team</p> <ol style="list-style-type: none"> <li>1. Leading team meetings for development purposes and management meetings to ensure effective communication</li> <li>2. Being an active part of the senior leadership team, ensuring that the vision and expectations of the school are clearly embedded within Key Stage 2</li> </ol>

	<ol style="list-style-type: none"> <li>3. Implementing staff development programmes to improve teaching to support these pupils</li> <li>4. Setting challenging targets and holding leaders and teachers to account on improvements being made.</li> <li>5. Support with transition between stages of learning, at the beginning and end of the phase.</li> </ol>
4. To lead a curriculum area	<ol style="list-style-type: none"> <li>1. Write an action plan to improve teaching and learning in an assigned area of the curriculum</li> <li>2. Monitor and track progress towards improvements</li> <li>3. Work with the leader responsible overall for the curriculum to ensure that expectations within the curriculum match the needs of the learners in the school</li> </ol>
Professional Development	<ol style="list-style-type: none"> <li>1. Work with Deputy Headteacher to establish a personal professional development programme to develop personal excellence in leadership and in teaching.</li> </ol>
Line Management	<ol style="list-style-type: none"> <li>1. Teaching staff in Key Stage 2</li> <li>2. Leading a curriculum area</li> <li>3. Be a professional tutor for newly qualified teachers</li> </ol>
Equal Opportunities	Understand the Academy Trust's Equal Opportunities Policy with regards to pupils, staff, parents, governors and visitors.
Safeguarding statement	<p>We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to:</p> <ul style="list-style-type: none"> <li>• Providing a safe environment for children and young people to learn in</li> <li>• Identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.</li> </ul>

## Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Registered with the GTC</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuous INSET and commitment to further professional development</li> <li>• Attendance of NCSL relevant courses to develop leadership skills</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of leading a team</li> <li>• Minimum of four years experience of teaching at Primary School level as a qualified teacher at the time of application</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching across the whole Primary age range;</li> <li>• Supporting teaching to improve quality of teaching and learning</li> <li>• Leadership of a core curriculum area</li> <li>• Experience as a member of a Senior Leadership team</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Pupils educational development;</li> <li>• A thorough knowledge and understanding of standards that pupils need to achieve by the end of the key stage you are applying to lead;</li> <li>• The planning and preparation of children's' learning</li> <li>• The monitoring, assessment, recording and reporting of children's progress;</li> <li>• Effective teaching and learning styles.</li> <li>• Effective leadership of a team in securing high achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Leading learning across the school</li> <li>• Strategies to improve teaching and learning in the core subjects</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Ability to prioritise and work 'smartly' and be well organised</li> <li>• Communicate high expectations through challenging targets</li> </ul>	<ul style="list-style-type: none"> <li>• Proven success in motivating a team</li> </ul>

	<ul style="list-style-type: none"> <li>• Promote the school's aims positively, and use effective strategies to monitor motivation and morale;</li> <li>• Develop good personal relationships within a team;</li> <li>• Establish and develop close relationships with parents, governors and the community;</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>• Create a happy, challenging and effective learning environment;</li> <li>• Work as part of a team and as a team leader;</li> <li>• Act as a good role for all the Federation;</li> <li>• Confident in using ICT.</li> </ul>	
Personal Characteristics	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Warmth of character</li> <li>• Enthusiasm and energy</li> <li>• Committed and willing to succeed</li> <li>• The ability to communicate at all levels</li> <li>• Positive approach to working with children</li> <li>• Empathetic</li> <li>• Organised and flexible</li> <li>• Patient</li> <li>• Resourceful</li> </ul>	

**The post will be measured on the basis of outcomes. In particularly, a successful post holder will be able to achieve:**

- Pupils learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly in a wide range of different subjects across the curriculum.
- Pupils develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills across the curriculum that will ensure they are exceptionally well prepared for the next stage in their education, training or employment
- Much of the teaching in all key stages and most subjects is at least good.
- All teachers have consistently high expectations of all pupils.
- Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding.
- The assigned curriculum area provides highly positive, memorable experiences and rich opportunities for high quality learning, has a very positive impact on all pupils' behaviour and safety and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development.

- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for these pupils over a sustained period of time.

### **Current responsibilities**

The above job description is to be incorporated runs in parallel with the job description of a class teacher.

### **Teaching**

This is a teaching post and the post-holder will be expected to teach an assigned class of pupils.

**Frays Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**