

Windmill L.E.A.D. Academy

Lower Key Stage Two Phase Leader

JOB DESCRIPTION

Primary Aim:

** To provide inspirational, creative and professional leadership and management for Lower Key Stage Two (Years 3 & 4)*

Strategic purpose and leadership role

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the pupils/students in Years 3 and 4.
- To be able to lead team meetings for lower Key Stage Two.
- To support the senior leadership team in establishing a culture that promotes excellence, equality and high expectations of all pupils/students and the lead trust values.
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes
- To ensure that you provide a safe and happy environment that promotes the welfare of all children.
- To ensure all safeguarding and child protection policies are adhered to at all times.
- In partnership with the senior leadership team, contribute to, plan, monitor and review the impact of teaching and pupil progress in lower Key Stage Two through effective analysis of data and target setting.
- Monitor standards in lower Key Stage Two across the academy appropriately and lead the self-evaluation process for it.
- Manage, monitor, evaluate and accurately account for any budget and use of resources in lower Key Stage Two.
- Lead the identification of group and/or individual training needs and provide support for colleagues within your area of responsibility, promoting a whole academy approach.
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork.
- Ensure that you keep up to date with current developments in your TLR area and disseminate information as appropriate.
- To deliver additional specific roles and responsibilities of the post in accordance with the expectations laid out in the current school teachers' pay and conditions document.
- To feedback to SLT and/or Governors when appropriate (on aspect of the phase).

Core responsibilities

Teaching and learning

- Set high expectations which inspire, motivate and challenge pupils/students in Years 3 and 4 and set an example to the rest of the school.
- To organise high impact interventions for pupils across lower Key Stage Two.
- Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.
- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Ensure planning, marking and feedback is appropriate, up to date and available for the phase.
- Ensure SEND, EAL and all key group records are up to date and are kept to an exemplary standard.
- Ensure key children are identified and appropriate interventions are being utilised and provided.

Promote good progress and outcomes

- Be accountable for pupils/students' attainment, progress and outcomes within your own class and across lower Key stage Two.
- Be aware of pupils/students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils/students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils/students to develop study skills in order to learn more effectively and with increasing independence.
- Have a clear overview of the data for each year group and each class within the phase, including attainment and progress.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils/students' interest in the subject, and address misunderstandings.
- Have a secure understanding of the curriculum in lower Key Stage Two and the expectations of all tests in Years 3 and 4.
- Demonstrate a critical understanding of developments in all curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum across lower Key Stage Two that ensures English and mathematics is taught across all subjects.

Lead and adapt teaching to respond to the strengths and needs of all pupils/students

- Develop, demonstrate and/or promote teaching and learning activities appropriate for lower Key Stage Two.
- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit pupils/students' ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils/students' education at different stages.
- Have a clear understanding of the needs of all pupils/students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils/students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils/students regular feedback, both orally and through accurate marking, and encourage pupils/students to respond to the feedback.

Behaviour and safety

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, 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/students' needs in order to involve and motivate them.

- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current school teachers' pay and conditions document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and well-being.
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil/student progress and attainment in order to inform regular academy development planning.
- Undertake additional duties, e.g. lunch/before school/after school.
- Carry out any such duties as may be reasonably required by the Headteacher.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy 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 academy.
- 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 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 wellbeing, 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.

Modelling Best Practise for Staff:

- Positive role models as teachers.
- Provide model lessons for phase members.
- Ensure learning environment is of an exemplar standard.
- Enthusiasm and professional conduct reflect the school's and trust's ethos leading, joining in and exemplifying being a team player.
- Conducts professional relationships with all staff, especially with all members of the Phase team (following the Workplace Guidance document).
- Lead a subject (or aspect) across school to an exemplar standard.

Person specification

Qualifications and experience

- Qualified teacher with QTS or recognised equivalent
- Teaching experience within Key Stage Two
- Experience of successful co-ordination of a relevant curriculum, pastoral or development project

Domain One: qualities and knowledge

- Creates a stimulating and safe learning environment.
- Establishes and maintain a purposeful working atmosphere.
- Plans, prepares and delivers the curriculum as relevant to the age and ability group/subjects taught
- Assesses and records the progress of pupils/students' learning to inform next steps and monitor progress.
- Demonstrates optimistic personal behaviour, positive relationships and attitudes towards all members of their school community.
- Demonstrates a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom.
- Teaches 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.
- Encourages children in developing self-esteem and respect for others.
- Deploys a wide range of effective behaviour management strategies.
- Communicates to a range of audiences (verbal, written, using ICT as appropriate).
- Demonstrates current knowledge and understanding of national and local education issues
- Contributes to a culture of collaborative working to develop professional practice.

Domain Two: pupils and staff

- Demonstrates consistently high standard of classroom practice, teaching strategies or positive pastoral outcomes.
- Develops in pupils/students a love of learning and a sense of inner confidence and self-belief that enables them to achieve high standards, overcoming disadvantage and advancing equality.
- Promotes a classroom environment that values the success and sense of wellbeing of each pupil/student, focused on safeguarding and developing their spiritual, moral, social and cultural development and exemplary behaviour.
- Demonstrates continuous self-directed development and evidence of coaching/mentoring of team leadership to develop colleagues.

Domain Three: systems and process

- Would be able to build upon current academy improvement plans.

Domain Four: the self-improving school system

- Seeks opportunities to invite parents, carers, community figures and other organisations into classrooms to enhance learning.
- Demonstrates entrepreneurial and innovative approaches to classroom improvement.

Personal qualities

- Passionate about education.
- Approachable, enthusiastic and creative.
- Leads by example, demonstrating integrity, resilience and clarity.
- Committed to the L.E.A.D. principles.
- Positive role model at all times.
- Sustains a positive, solution focussed approach.