

## TEACHING STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	Leader of Key Stage Two
<b>CONTRACTED HOURS</b>	Full time (0.2FTE Leadership)
<b>LOCATION</b>	The Bridge School
<b>GRADE / SCALE POINT – SALARY</b>	Leadership range L2-9
<b>REPORTING TO</b>	Headteacher

### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance. All members of the Trust are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing passions and interests and stimulating their intellectual curiosity;
- Continuously raising aspirations and self-esteem;
- Intentionally developing Leadership
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting pupil voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils.

### JOB PURPOSE

To provide leadership, direction and management to ensure sustained improvement of Key Stage Two. To share in and support the leadership of the school as a member of the Senior Leadership Team. To help lead the school in the policies and practices of continuous school improvement and staff development in relation to Key Stage Two. To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school with particular regard to Key Stage Two.

## **KEY TASKS AND RESPONSIBILITIES**

- To engage in identifying and implementing the priorities of the School Development Strategy, participating fully in school self-evaluation.
- To have responsibility for the Key Stage Two curriculum and schemes of work.
- To be responsible for the progress and attainment levels across Key Stage Two.
- Line management of Key Stage Two teachers and classroom staff.
- To oversee the smooth and successful transition of pupils to Key Stage Three.
- To manage and oversee assessment across Key Stage Two and transition to Key Stage Three.
- To be responsible for the implementation of Makaton, Rebound, TalkPad and PECS provision throughout the school.
- To be responsible for staff training for Numicon, Teddy Talk and Sensory equipment.
- To be responsible for the utilisation, maintenance and development of Sensory Room therapies.
- Undertake any other reasonable tasks and responsibilities as requested by the Headteacher which fall within the scope of the post.

## **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The postholder will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

**GENERAL**

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Director of Secondary Education which fall within the scope of the post.

**PERSON SPECIFICATION**

CRITERIA	ESSENTIAL	DESIREABLE
<b>KNOWLEDGE</b>		
<b>Qualifications</b>	Recognised QTS  Degree  Evidence of commitment to own professional development	Management training  Post Graduate qualification in Education including NPQ programme

<p><b>Relevant Experience</b></p>	<p>Experience of leading a successful department in role specific subject area.</p> <p>Evidence of impact on student achievement.</p> <p>Excellent classroom teacher with a proven commitment to improving the quality of children's learning</p> <p>Understanding the importance of using data to raise standards</p> <p>Solution focused disposition and a positive attitude particularly to challenge and change.</p> <p>Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency.</p> <p>Good communication skills, both written and spoken.</p> <p>A talented teacher in their own right who is happy to be observed modelling best practice.</p> <p>The ability to confidently analyses large bodies of student performance data so that it might be used to support effective decision making.</p>	<p>Experience in one or more schools</p>
<p><b>Skills and Aptitudes</b></p>	<p>High personal standards in terms of attendance, punctuality and meeting deadlines</p> <p>Positive disposition to implementing the Schools' educational vision</p> <p>Able to develop genuine, empathetic relationships with young people</p>	<p>Experience of effective working with governors</p> <p>Experience and understanding of ICT as a management tool</p> <p>Ability to foster links with local community and with</p>

	<p>Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students</p> <p>Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and education</p> <p>High level of personal organisation skills</p> <p>Able to work as part of a broader inclusion and student support system</p> <p>Ability to work as a team player and supportive of team working</p> <p>Ability and willingness to develop own understanding and capability through advice and training</p> <p>Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes</p> <p>Understanding of the management of change processes</p> <p>Ability to maintain a consistent and continuous focus on student achievement</p> <p>Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for their team and student outcomes</p>	<p>other schools, locally, nationally and internationally.</p> <p>Ability to motivate commitment among all staff groups and to lead staff meetings</p> <p>Sympathetic to the ethos of the school</p>
--	--	--