



BROWNMEAD
PRIMARY ACADEMY

Brownmead Primary Academy

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Registered Company No. 08531479



Washwood Heath
Multi Academy Trust
Respect Collaboration Aspiration

Associate Head Teacher: Mrs W Carter Executive Head Teacher: Miss S Johnson

Empowering futures by developing aspirational, respectful, life-long learners who make a difference

Key Stage 2 Class Teacher – English and Phase Lead

Required: September 2025

Post: Full Time

Employed by: Washwood Heath Multi Academy Trust

Based at: Brownmead Academy, Pencroft Road, Birmingham B34 6SS

Salary: MPS/UPS & TLR 2B.

Brownmead Academy is looking for an outstanding, inspirational and hard-working Key Stage 2 Class Teacher with responsibility for leading English across the school and leading our Key Stage 2 Phase. You will join our friendly team, be enthusiastic, committed to raising standards, have high expectations and will work alongside a conscientious, hardworking and welcoming team. You will play a significant role in the development of your pupils and English across the school, working closely with staff, pupils and parents.

You will have a significant impact on our journey of continuous improvement. You should be passionate about making a difference to the lives of students with a range of needs and dedicated to maximising student's achievement; have high expectations of behaviour and learning ensuring that every child reaches their full potential; a positive approach to challenge and change; be a flexible team player.

Core Requirements of the Post:

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and will:

- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Engage and motivate pupils
- Demonstrate analytical thinking
- Improve the quality of pupils' learning
- Contribute to the school improvement plan and promote the learning priorities of the school AIP
- Contribute to the development and / or implementation of school policies
- Use the professional growth process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- Have lead responsibility for a core subject or aspect of the school's work and develop plans which identify clear targets and success criteria for it's development and / or maintenance and can demonstrate impact
- Promote the wider aspirations and values of the school and the Washwood Multi Academy Trust Six Circles
- In addition to the requirements of a class teacher and any other agreed responsibilities the TLR post holder will be accountable for the following areas:



A.

Strategic direction and development of the School, in co-operation with, and under the direction of, the Head Teacher

- Support and secure the commitment of others to the vision, ethos and policies of the school and promote high levels of achievement and raising standards within the phase and across the school;
- Support the creation and implementation of the school improvement plan, specifically relating to the year groups within the phase and take responsibility for appropriately delegated aspects of it;
- Support all staff in achieving the priorities and targets of the school as well as personal objectives and monitor the progress of those which relate to the year groups within the phase;
- Support the monitoring and evaluation of the effectiveness of the school's policies and developments and analyse their impact on school;
- Ensure that parents are well informed about the curriculum, targets, children's progress and attainment in the year groups within the phase. Take responsibility for children classed with SEND need;
- Take responsibility for safeguarding within the phase and across the school when needed;
- Support the leadership team in developing and maintaining effective behaviour management strategies;
- Support the Leadership team in developing links with parents of children in the school.

B. Teaching and Learning

- Support the Head Teacher in determining, organising and implementing the curriculum, and its assessment; monitor and evaluate them in order to identify and act on areas for improvement;
- Be responsible for ensuring improvements in personal and social behaviour, literacy and numeracy, which are priority targets for all pupils;
- Support the Head Teacher in establishing a learning environment that helps pupils develop study skills in order to learn more effectively and with increasing independence;
- Be responsible for the teaching of a class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement and raising standards;
- Be responsible for the pastoral care of pupils in a class, promoting self discipline and good behaviour at all times, in accordance with school policies;
- Take responsibility for the development and monitoring of the curriculum provision throughout the year groups within the phase, liaising appropriately with the Associate Head Teacher;
- Support staff and class teachers;
- Support the Head Teacher in the monitoring of the quality of teaching and children's achievements across the year group, including the analysis of performance data;
- Take responsibility for assessment in the year groups within the phase, ensuring that statutory and school requirements are fulfilled;
- Collate assessment information, in conjunction with relevant subject leaders and the Associate Head Teacher, and monitor the school's performance in relation to local and national results and the school's own targets.



C. Leading and managing staff

- Support the Head Teacher in developing positive working relationships with and between all pupils and staff in the year groups within the phase and across the school;
- Lead groups of staff in the Phase, in development activities and evaluate outcomes;
- Support the professional growth process by acting as Team Leader within school and use the process to support teachers and TAs in developing personal and professional effectiveness;
- Provide support to newly qualified teachers, supply teachers, teachers and teaching assistants who may be new to the school who are placed in the year group;
- Ensure that the Head Teacher and Advocates are well informed about policies, plans and priorities, success in meeting objectives and targets, and any future development needs.

D. Effective deployment of staff and resources

- Support the Head Teacher in the deployment of staff in the year group and support those staff in their duties;
- Work with the Head Teacher in establishing priorities for expenditure within the year groups, and in monitoring the effectiveness of spending and usage of resources.

E. Transition

- Establish and maintain effective transition arrangements for pupils transferring between year groups, phases and key stages.
- Implement and maintain effective use of statutory assessments to plan effective provision.

F. General

- Take on specific tasks related to the day-to-day administration and organisation of the year group as requested by the Head Teacher
- Take on any additional responsibilities within the phase and wider school which might from time to time be determined;
- Create and maintain positive and supportive relationships with staff, parents and Advocates
- Engage with appropriate training opportunities to promote professional effectiveness in this role.

In return, we will offer you:

- A collaborative and inclusive culture, where team members will upskill you and give you regular opportunities to learn from each other in a safe and collaborative environment, both within your schools and Trust-wide.
- An opportunity to undertake structured CPD via access to the National College online CPD platform and/or apprenticeships such as Level 7 Senior Leaders Masters, with regular twilights.
- Access to Career Pathways and Pledge to help you plan for and make your goals a reality via our Professional Growth and Performance (PPG) process.



- A wellbeing culture, with paid and unpaid time off to support life events via our Life Leave Policy, access to a Wellbeing Champion and the opportunity to participate in our annual staff wellbeing survey with Edurio, so we know and can respond to views.
- Access to 24/7 Employee Assistance Programme (EAP), which includes confidential counselling, access to wellbeing advice and a lifestyle app called “My Possible Self”.
- Access to a suite of supportive policies, such as Life Leave, Wellbeing, Career Break and Family Friendly.
- Access to a generous pension scheme known as the Teachers’ Pension Scheme (LGPS).
- Access to a comprehensive employee rewards package including Long Service Awards, Employee Referral Scheme, Cycle to Work Scheme and contribution to glasses and eye-sight tests for eligible display screen users.
- Opportunity to be part of key Trust-wide collaborative groups such as the Equality, Diversity and Inclusion (EDI working group) and Wellbeing working groups, including menopause support and neurodiversity support.
- Onsite parking at all schools.

Closing date Friday 27th June at 9am

Please note that applications must be the creation of the candidate applying. While technology, including artificial intelligence, may be used to help the candidate select certain phraseology, if substantial use of AI is used, the application will be disregarded.

As part of our recruitment process, we carry out rigorous online searches in line with Keeping Children Safe in Education (KCSIE).

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.

Please [click here](#) to refer to our Privacy Notice for Candidate

English Lead & Phase Leader - Person Specification

Qualifications and Development	Essential	Desirable
QTS	✓	
Graduate	✓	
Post graduate / NPQ level qualification		✓
Further Professional Qualifications		✓
Willingness for further study		✓
Evidence of recent and appropriate professional development	✓	
Sound up to date knowledge of education policy and practice appropriate for year group phases.	✓	

Strategic Direction & Development of the School	Essential	Desirable
Experience of Leadership	✓	
Experience of developing and implementing whole school policies.		✓
Use and impact of data on teaching and learning	✓	
Experience of using a range of information and evidence to raise pupil achievement.		✓
Leading the implementation and development of school improvement initiatives		✓



Ability to strategically plan and evaluate	✓	
Experience of developing and successfully delivering inclusive practice to ensure equal opportunities for all.	✓	
Ability to ensure that those involved in the delivery of teaching and learning are confident to do so	✓	
Evidence of involvement with governors, and working in partnership with parents	✓	
Experience of managing safeguarding in a school setting		✓

Teaching and Learning	Essential	Desirable
Evidence of being an outstanding classroom practitioner	✓	
Ability to ensure curriculum coverage, continuity and progression in all subjects, for all pupils	✓	
Ability to set targets in the core responsibility areas using school provided data	✓	
Experience of evaluating the quality of teaching and learning	✓	
Experience of providing support, advice and guidance to colleagues on teaching and learning	✓	
Experience of using inclusive practices to ensure equal opportunities for all	✓	
Experience of effective leadership of student behaviour for learning	✓	
Experience of implementing the principles and practices in behaviour management and strategies	✓	
Experience of delivering of subject content/a range of assessment tools across the primary age range	✓	
Experience of extending the subject curriculum to develop effective links with the local community including businesses		✓

Leading and Managing Staff	Essential	Desirable
Ability to implement strategies to raise achievement within a team	✓	
Ability to provide strategic leadership	✓	
Ability to conduct an audit to identify priorities for development and training needs across the school	✓	
Well-developed interpersonal and personnel management skills	✓	
Contribute information to ensure that the Head Teacher and governors are well informed about school policies and progress measures	✓	
Experience in delivering in-service training	✓	
Experience of appraising staff as required by the school policy		✓

Efficient and Effective Deployment of Staff and Resources	Essential	Desirable
Experience of directing, supporting and monitoring the work of staff across the school	✓	
Ability to maintain existing resources and to plan for opportunities for further development	✓	
Ability to use accommodation to create an effective and stimulating environment	✓	



Experience of ensuring that the learning environment is safe and that risks are adequately assessed	✓	
Experience of resource allocation and budget management		✓

Other Qualities	Essential	Desirable
Excellent communication and interpersonal skills	✓	
Confident ICT user	✓	
Ability to motivate staff and set example of high personal standards	✓	

