



# Key Stage 5 Leader

January 2023

## Duties

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document and additionally the Teaching and Learning Responsibilities (TLR).

Note, this refers to the TLR role and should be read in conjunction with the teachers job description. This role has been awarded TLR 2b.

## Purpose

*As Key Stage Leader (TLR):*

- To lead Key Stage 5.
- To be responsible for pupil welfare and progress in the Key Stage 5.
- Lead on KS5 examinations including ASDAN and Functional Skills.
- Support Upper Assistant Headteacher in moderation of evidence towards exam accreditations.
- Curriculum development to ensure it meets the needs of all students.
- Monitor systems such as Behaviour Watch, CPOMS and Evidence for Learning and respond where appropriate, monitor evidence, assessment and identify gaps.
- To support the development of staff.
- Ensure the environment is fit for purpose, motivating and accessible to all.

*As a teacher:.*

- To carry out professional duties and to have responsibility for an assigned class/tutor group.
- To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.
- Manage Teaching Assistants in assigned class and when teaching other groups/classes.
- To promote the aims and objectives of the school and maintain its philosophy of education.

## Key Responsibilities and Requirements

*As a Key Stage Leader (TLR):*

- Chair/lead Key Stage meetings and briefings.

- Create a supportive culture with an emphasis on lifelong learning in pupils and staff.
  - Complete learning walks and report these back to the Senior Leadership Team (SLT).
  - Be the first port of call for issues in the Key Stage.
  - Exemplify good practice in all areas of a teaching role.
  - Tackle any under-performance with support and direction from SLT.
  - Attend Team Leaders meeting to report to the Headteacher/SLT on the Key Stage.
  - Ensure pupil's welfare and monitor pastoral care in the given Key Stage.
  - Lead on peer mentoring and support in the Key Stage.
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- Coach/mentor students, apprentices, ITT and ECTs under the direction of a member of SLT.
  - Facilitate good links with families and external agencies.

*As a teacher:*

- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning. Through this supporting the Headteacher in promoting the ethos of the school.
- To lead, manage and develop teaching assistants in assigned classes.
- To ensure effective use of support staff within the classroom, including volunteers.
- To plan and prepare lessons in order to deliver the National Curriculum at the appropriate level for the pupils and following school policies.
- To identify clear teaching objectives and learning outcomes, with appropriate challenges and high expectations.
- To organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities.
- To share the corporate responsibility for the well-being and discipline of all pupils, safeguarding their health and safety.
- To be included in a curriculum team for leading the management of that curriculum area, throughout the school.
- To plan opportunities to develop the social, emotional and cultural aspects of pupils' learning.
- To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress.
- To participate in meetings as required.
- To be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- To ensure that school policies are reflected in daily practice.
- To communicate and consult with parents over all aspects of their children's education – academic, social and emotional.
- To liaise with outside agencies when appropriate eg. Educational Psychologist.

- To continue professional development, maintaining a portfolio of training undertaken.
- To meet with parents and appropriate agencies, to contribute positively to the education of the children concerned.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

## Performance Management

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review. The role of teacher will be managed by the Department Assistant Headteacher.

### Personal Specification

Personal Attributes	
<b>Personality</b>	Enthusiastic, warm with a sense of humour.
<b>Attitude</b>	Committed with a positive attitude to the education of young people with learning needs.
	Welcome to challenge and willingness to challenge others.
<b>Emotional intelligence</b>	High levels of understanding of your own feelings as well as the feelings of others and how they affect yourself and others.
	Emotionally resilient.
<b>Motivation</b>	Self-motivated and able to motivate both pupils and staff.
	Driven to get the best outcomes for pupils and young adults.
	A passion for excellence.
<b>Fitness</b>	Good level of physical fitness due to needs at times for physical interventions.

Skills and Knowledge	Level	Assess by;
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<b><u>A</u>ttainable</b>	Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time			<b>A</b>	<b>A</b> Application Interview Testing Reference
<b><u>D</u>esirable</b>	Applications will be preferred from candidates with the denoted qualifications or experience		<b>D</b>		
<b><u>E</u>ssential</b>	Applicants without the denoted qualifications or experience will not be considered for this role	<b>E</b>			
<b>Qualifications</b>	Qualified Teacher Status	X			<b>A</b>
	Additional SEND qualifications & courses		X		<b>A</b>
	Middle Leadership qualification, e.g. NPQLT/LTD		X		<b>A</b>
<b>Skills / Experience</b>	Working with special needs children	X			<b>A,I</b>
	Ability to work in team	X			<b>A,I,R</b>
	Ability to reflect & adjust own practice	X			<b>I,R</b>
	High standard of communication both written and spoken	X			<b>A,I,T</b>
	Ability to lead a team	X			<b>A,I</b>
	Ability to adapt and monitor a curriculum and its delivery	x			<b>A,I</b>
	High quality organisational skills	X			<b>T,I</b>
<b>Competencies</b>					<b>Level</b>
<b><u>A</u>wareness</b>	Demonstrable aptitude and ability to develop in the particular work area			<b>A</b>	<b>A</b> Application Interview Testing Reference
<b><u>S</u>ignificant</b>	Clear competence in the work element sufficient for all role requirements		<b>S</b>		
<b><u>E</u>xtensive</b>	Sufficient expertise in the work element to lead and mentor others, and influence policy and practice	<b>E</b>			
<b>Planning and organising work</b>	Ability to plan and implement learning for the class(es), groups and individuals, differentiating to an individual level.	X			<b>I,R</b>
	Organise assemblies, events and meetings.			X	<b>A,I,T</b>
	Develop and produce appropriate resources to both and improve pupil's access to lessons and enhance learning.	X			<b>A,I,R</b>
	Managing the deployment and performance of Teachers, TAs, support staff and volunteers within the school.	X			<b>I,R</b>
<b>Teaching</b>	Ability to change teaching style to suit the group or individual, making learning exciting and relevant.	X			<b>A,I</b>
	Ability to be innovative, creative and give structure to lessons.	X			<b>A,I,T</b>
	Ability to demonstrate high quality teaching to support others		X		<b>A,I,T</b>
<b>Assessing</b>	To be able to make clear assessments: baselines, on-going and assigning levels.	X			<b>A,T,R</b>
	Ability to track, monitor and analyse pupil progress.		X		
<b>Subject knowledge</b>	Appropriate Key Stage or subject knowledge.	X			<b>A,I,T,R</b>
<b>Reporting</b>	Ability to write clear concise reports for a range of audiences.	X			<b>A,R</b>

## Key Stage Leader

<b>Influencing and interpersonal skills</b>	Ability to relate well to children, parents, teaching staff and other colleagues.	X			I,T,R
	Establish productive working relationships with pupils and promote inclusion and acceptance of all pupils.	X			I,T,R
<b>Working independently</b>	Ability to manage the classroom, maintain appropriate behaviour and deliver learning activities.	X			I,T,R
	Ability to manage own & others workloads.	X			I,T,R
<b>Managing people</b>	Ability to manage a range of staff.	X			I
	Ability to tackle underperformance in staff and pupils.		X		
<b>Managing resources</b>	Manage classroom set up. Use and safe keeping of classroom equipment and apparatus.	X			I,R
	Managing information resources in relation to pupils & staff.	X			I,R
	Monitor the environment for learning.			X	
<b>Managing risk</b>	Full working knowledge of relevant policies and practices in relation to health and safety, safeguarding, child protection.	X			I,R
<b>Managing oneself</b>	Awareness of opportunities for professional self-improvement.	X			I,R
<b>Evaluation &amp; Improvement</b>	Ability to make informed judgements				
	Ability to construct and carry out clear improvement plans		X		

## Child Protection

The Walnuts School is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service.

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.