

TEACHING STAFF JOB DESCRIPTION

ROLE TITLE	Key Stage One Leader
LOCATION	Laureate Community Academy
GRADE / SCALE POINT	MPR/UPR + TLR
REPORTING TO	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 teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- a. Modelling the core values of the school and wider trust at all times;
- b. Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- c. Continuously raising pupils' aspirations and self-esteem;
- d. Contributing to the wider range of opportunities offered by and for the school community;
- e. Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- f. Ensuring high outcomes for a cohort of pupils.

All teachers are required to meet the national standards for teachers according to their role.

In addition, the School Teachers' Pay and Conditions Document 2019 states that, 'the relevant body may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.... The teacher's duties include a significant responsibility that is not required of all classroom teachers and:

- a. Is focused on teaching and learning;
- b. Requires the exercise of a teacher's professional skills and judgement;
- c. Requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum;
- d. Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
- e. Involves leading, developing and enhancing the teaching practice of other staff.

JOB PURPOSE

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.

To deliver and sustain education excellence in teaching and learning throughout the school and more widely as part of the school's Senior Leadership Team, through a range of strategies.

KEY TASKS & RESPONSIBILITIES

As Class Teacher:

- a. Teach at the direction of the Headteacher, implementing agreed planning, assessment and target setting;
- b. Teach the National Curriculum subjects and RE as well as working with others to provide curriculum enrichment for pupils;
- c. Provide an inclusive and personalised curriculum which meets the needs of the children, including those with Special Educational Needs and/or Disabilities and the most able;
- d. Carry out assessment, recording, monitoring and record keeping according to school policies, maintaining appropriate records which monitor the progress of the pupils and providing regular feedback to pupils in line with the Feedback & Marking Policy;
- e. Complete any relevant class termly and half termly assessment records, using school systems;
- f. Provide information for parents, including (but not limited to) annual reports and the completion of the relevant sections of pupils' planners;
- g. Manage and monitor the work of other adults in the classroom;
- h. Liaise closely with the Headteacher regarding the achievement of pupils towards end of Key Stage national assessments;
- i. Liaise closely with the SENDCo regarding the learning needs of specific pupils;
- j. Liaise closely with the Designated Safeguarding Lead regarding pupils' welfare needs.

As Key Stage One Leader:

1. School Improvement

- a. Assume the roles and responsibilities of a member of the Senior Leadership Team, contributing to strategic and operational decision making (including weekly meetings);
- b. Support and secure the commitment of stakeholders (including teachers, support staff, parents and pupils) to the vision, ethos and policies of the school;
- c. Contribute to the development and implementation of the School Improvement Plan, especially as it relates to the agreed responsibilities, and take responsibility for appropriately delegated aspects of it;

- d. Support relevant staff in achieving the priorities and targets of the School Improvement Plan, and monitor the progress of delegated aspects of it;
- e. Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on school improvement.

2. Teaching and Learning

- a. Regularly model and share highly effective classroom practice with colleagues in Key Stage One (e.g. through coaching, demonstration lessons, team teaching and lesson studies) in order to increase the proportion of outstanding teaching in Key Stage One;
- b. Support the Headteacher in developing, implementing, assessing, monitoring and evaluating the curriculum in Key Stage One (including its progression from the Early Years Foundation Stage);
- c. To plan, organise and chair regular team meetings where highly effective practice will be discussed, developed and applied consistently throughout Key Stage One, linked to agreed School Improvement foci.

3. Attainment and Progress

- a. Support the Headteacher in the monitoring of standards of attainment and progress across Key Stage One (including the analysis of assessment information, lesson observations, drop ins, book scrutinies and pupil conferences);
- b. Take responsibility for assessment in Key Stage One, ensuring that statutory, trust and school requirements are fulfilled;
- c. Collate assessment information, in conjunction with the Headteacher, and monitor the school's performance in relation to trust and national results and the school's own targets;
- d. Hold termly pupil progress meetings with Key Stage One teachers in order to identify pupils at risk of underachievement, the barriers preventing them from making good or better progress, and strategies to help them to overcome these barriers and/or make accelerated progress;
- e. Liaise with other staff (including teachers, teaching assistants and SENDCo) to agree the effective deployment of staff in order to implement the above strategies and to support the above pupils.

4. Leadership and Management

- a. Carry out the appraisal of an agreed number of staff, including the setting, monitoring and reviewing of performance targets;
- b. Have agreed whole school areas of responsibility, including (but not limited to) an aspect of the School Improvement Plan and the leadership of one or more curriculum subjects;
- c. Support with the day to day running of the school (including weekly duties before school, at lunchtime and/or after school) and to assume specific, agreed aspects of the roles of the Headteacher and/or Deputy Headteacher in their absence;
- d. To ensure that the Senior Leadership Team is informed about any issues and developments within Key Stage One.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, 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

- a. Take active responsibility for personal continuous professional development;
- b. Take ownership of individual performance management, keeping a continuing professional development portfolio;
- c. 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;
- d. Maintain absolute confidentiality and exercise discretion with regard to staff/pupil information and the trust's business at all times;
- e. 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.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested by the Headteacher or trust Executive Leadership Team.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIREABLE
Qualifications	<ul style="list-style-type: none"> • Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL) 	<ul style="list-style-type: none"> •
Experience and Knowledge	<ul style="list-style-type: none"> • High levels of primary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on pupil outcomes in the relevant Year group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working. 	
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions; • Ability to complete basic paperwork. 	
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Key Skills and Attributes	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's primary schools to secure high attainment for all children in the relevant Year Group(s) Key Stage(s). 	
Leadership	<ul style="list-style-type: none"> • Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team; • Understanding of the management of change processes; • Ability to maintain a consistent and continuous focus on pupil achievement; • Ability to delegate appropriately and hold others accountable while at the same time 	

	accepting accountability for the designated Year group(s) Key Stage(s) pupil outcomes.	
Other Qualities	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people; • High personal standards in terms of attendance, punctuality and meeting deadlines; • High level of personal organisation skills; • Good communication skills, both written and spoken; • Solution focused disposition and a positive attitude particularly to challenge and change; • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils; • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education; • Able to work as part of a broader inclusion and pupil support system; • Ability to work as a team player and supportive of team working; • Ability and willingness to develop own understanding and capability through advice and training; • 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; • Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes. 	