



## **JOB DESCRIPTION – KS1 PHASE LEADER**

<b>Position:</b>	KS1 Phase Leader
<b>Reports to:</b>	Head of School
<b>Scale:</b>	MPS; point on scale negotiable dependent on evidence of qualifications and experience
<b>Hours:</b>	Full-time
<b>Term:</b>	Permanent

### **KEY PURPOSE(S)**

1. To teach in a class, in line with the school's curriculum, ensuring that planning, preparation, recording, assessment and reporting meet the children's varying learning and social needs;
2. Maintain the positive ethos and core values of the school, both inside and outside the classroom;
3. Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
4. Ensure that the current national conditions of employment for school teachers are met;

### **MAIN ACTIVITIES**

1. Promote the safeguarding and welfare of pupils according to Health & Safety and Safeguarding guidance and training;
2. To implement and deliver the curriculum for all learners in your care;
3. To monitor and support the overall progress and development of learners as a teacher;
4. To facilitate and encourage learning experience which provides learners with the opportunity to achieve their full potential and to be responsible for raising standards of their attainment;
5. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth;
6. To plan and prepare for their allocated class/group in accordance with School's Curriculum requirements and subsequent agreed policies, schemes and guidelines;
7. To record and report on each pupil in their group/class so that each child is fairly assessed and progress and attainment recorded. This will include: 1. keeping records for and on pupils in accordance with agreed school policy and to make such records available on request; 2. completing school reports for parents in accordance with DfE requirements and agreed school policies;
8. To communicate, consult and co-operate with Phase and curriculum leaders when and where appropriate appertaining to the pupils in your care;

9. To participate in Phase, Key Stage and Curriculum meetings arranged to fulfil the above and which relate to the organisation of the school;
10. To maintain good order and discipline among pupils to safeguard their health and safety;
11. To co-operate with the Head of School and other teachers in the preparation and development of the curriculum and pastoral care;
12. To participate in arrangements for the staff development programme within the school, including five in-service days;
13. To participate in all duty rosters and school assemblies;
14. To discuss and seek clarity when problems present themselves;
15. Participate in the appraisal system for the appraisal of their own performance and that of other teachers;
16. Any other reasonable direction from the Head of School within the policies and procedures of the school.

Signed: ..... Date: .....

## PERSON SPECIFICATION

All post-holders are expected to promote the safeguarding and welfare of pupils, demonstrate a commitment to Equal Opportunities and show a proven ability to work effectively in culturally and linguistically diverse classrooms. When completing the supporting statement applicants should address each of the selection criteria with clear evidence of success.

CLASSTEACHER	Essential	Desirable	Evidenced by
<b>Training and Qualifications</b>			
Qualified Teacher Status	X		A
Evidence of continuing and recent professional development relevant to the post	X		A, I
Primary curriculum subject specialism	X		A, I
<b>Knowledge and understanding</b>			
The knowledge and understanding of current theory and best practice in learning and teaching generally, particularly as this relates to high attainment and progress.	X		A, I
Understanding of and ability to use, a diverse range of teaching and learning styles and techniques to support differentiation	X		A, I, O
Good understanding of effective procedures for managing and promoting positive behaviour among pupils.	X		A, I, O
Clear understanding of data analysis and the important impact this can have on achievement and attainment.	X		I
Able to use of ICT skills effectively for themselves and for teaching.	X		O
<b>Experience</b>			
Successful teaching in the primary phase.	X		A, I, R
Proven record of raising attainment.	X		A, I
Experience of promoting highly effective communications within and between teams and other stakeholders in the school community.	X		I, R
<b>Characteristics and Competencies</b>			
Ability and keenness to promote the school's aims, culture and ethos positively.	X		I, R
Ability to develop good personal relationships within a team; making an effective contribution to high morale.	X		I, R
Ability to establish and maintain positive relationships with pupils, parents, governors and the community.	X		I, O, R
Ability to create a safe, happy, challenging and effective learning environment.	X		I, O, R
Enthusiasm, determination & drive to inspire others to achieve high standards.	X		I, O, R
Self-motivated with an appetite and stamina for challenging work.	X		I, R
A solution-focussed mind-set and a determined approach to raising standards.	X		I, R
A lively, creative and good-humoured approach to all aspects of teaching, management and leadership.	X		I, R
A commitment to on-going personal and professional development.	X		A, I, R

A = application; I = interview; O = lesson observation; R = reference(s)