**Key Stage 1 Phase Lead Job Description**

**General**

**Professional Attributes**

**Relationships with children and young people:**

* Have high expectations of children to ensure that they achieve their full educational potential.
* Hold positive values and attitudes and adopt high standards of professional behaviour.

**Frameworks:**

* Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework, and contribute to the development, implementation and evaluation of policies and practice, including equality of opportunity, promoting collective responsibility for their implementation.

**Communicating and working with others**

* Communicate effectively with children and colleagues.
* Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being and recognise that communication is a two-way process.
* Have a commitment to collaboration and co-operative working.

**Personal professional development**

* Evaluate their performance and be committed to improving their practice through professional development and act upon advice and feedback.
* Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

**Professional knowledge and understanding**

**Teaching and learning**

* Have an extensive knowledge and understanding of a range of teaching, learning and behaviour management strategies, using and adapting them to personalise learning so that all learners achieve their potential.

**Assessment and monitoring**

* Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach.
* Know a range of approaches to assessment, including the importance of formative assessment.
* To evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
* To provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development.

**Subjects and Curriculum**

* Have a more developed knowledge and understanding of their subjects/curriculum areas and relevant statutory and non-statutory curricula frameworks including the contribution that their subjects/curriculum areas can make to cross-curricular learning.
* Know and understand the subjects/curriculum areas and other relevant initiatives across the age and ability range they teach, including how learning progresses within them.

**Achievement and diversity**

* Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
* Know how to make effective personalised provision for those they teach, and how to take practical account of diversity and promote equality and inclusion in their teaching.
* Understand the roles of colleagues in their specific responsibilities for learners and drawing on their expertise, such as those with responsibility for the safeguarding of children and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

**Health and well-being**

* Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children.
* Know the current legal requirements, school / LA and national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
* To follow safeguarding procedures and school policy related to child abuse or neglect
* To support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and seek specialist support.

**Professional skills**

**Planning**

* Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
* Design opportunities for learners to develop their literacy, numeracy, IT and thinking and learning skills appropriate within their phase and context.
* Plan, set and assess homework, where appropriate, to sustain learners’ progress and to extend and consolidate their learning.

**Teaching**

* Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
* Teach challenging, motivating, well-organised lessons and sequences of lessons across the age and ability range they teach.

**Assessing, monitoring and giving feedback**

* Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment, providing effective feedback to children, parents and colleagues.
* Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

**Reviewing teaching and learning**

* Review the effectiveness of their teaching and its impact on learners’ progress, attainment and well-being, refining their approaches where necessary.
* Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

**Learning environment**

* Promote learners’ self-discipline, independence and cooperation through developing their social, emotional and behavioural skills.
* Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children
* To personalise and extend learning through providing first hand experiences of different learning environments
* Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy.
* Use a range of behaviour management techniques and strategies, adapting them as necessary.

**Team Working and Collaboration**

* Promote collaboration and work effectively as a team member.
* Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

**Key Stage Leader/Assessment Lead**

**Main purpose:**

The key stage leader will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, including planning and teaching lessons, assessing pupils’ progress, and managing behaviour effectively.

The Key Stage 1 Leader will be responsible for providing leadership and management of the school’s key stage curriculum, delivering high-quality teaching and effective use of resources. You will work to improve learning standards and achievement for all pupils, while also carrying out your duties as a classroom teacher.

As a Key Stage 1 Leader, you will contribute to whole-school self-evaluation and school improvement planning, and be responsible for mentoring and developing staff within the key stage. You will offer guidance and support to key stage teaching staff, modelling best practices and showing up-to-date knowledge of current theory and practice.

As Assessment Lead, you will be responsible for the development and implementation of assessment across the school. Ensuring that:

* Pupil data is systematically obtained and recorded
* Pupil attainment, progress and achievement are effectively analysed and used to inform decision making and curriculum planning
* Learning outcomes are triangulated and referenced with international benchmarks
* Progress is effectively communicated with all stakeholders.
* and that teachers understand and make effective use of assessment to address the needs of all children.

**Additional duties:**

You may be required to carry out additional duties, as the Headteacher may reasonably request, which are commensurate with the post.