



# Recruitment Information

## Phase Leader KS1 TLR 2b

May 2025





# Excellence in the heart of Leeds...

*'You have not lost sight of the absolute necessity to put pupils at the heart of all you do'*

*'Middle leaders are ambitious, well trained and effective'*

*'Staff morale is high'*

*'You have put in place a stimulating and interesting curriculum'*

*'The strong relationships you and your staff have with parents are a real strength of the school'*

*'Pupils enjoy coming to school and they are rarely absent'*

*'Pupils get on well together. The atmosphere in lessons and around the school is marked by politeness, kindness and mutual understanding.'*

HMI Ofsted

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*'An overriding strength of this school is the drive to ensure that all pupils are given the best possible opportunities academically, socially and emotionally. The school is led by an inspiring Head Teacher and Senior Leadership Team. Together they have developed a strong staff team who show passion, dedication and a genuine care and respect for their pupils. The new building is outstanding. It is spacious and welcoming, there are numerous areas for interventions and support, classrooms are bright and designed so that learning and behaviour are visible at all times. The learning environment is engaging and promotes health and wellbeing. This has helped the pupils to develop a sense of pride in their school'.*

Healthy Schools Assessor

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*'I am writing to personally congratulate you and the whole school community on the outcome of your recent Ofsted inspection. To retain your 'Good' judgement despite the incredibly busy and challenging year is a really fantastic achievement. The needs of the children are clearly at the very heart of everything that happens at Shakespeare Primary and I have no doubt that the next stop for you is 'Outstanding'*

Director of Children's Services, Leeds City Council



## Required for September 2025, TLR, permanent contract

The Head Teacher and Governors are seeking to appoint an experienced and talented leader to the role of Key Stage One Phase Leader in our vibrant and successful school.

As Key Stage One Phase Leader, you will play a critical role in building on the school's current strengths and taking the school forward on its journey of excellence.

Shakespeare Primary School and Nursery is a larger than average school with over 700 children situated in the heart of Leeds. We serve a culturally rich and diverse community that reflects the dynamic nature of modern Leeds. We pride ourselves on delivering high standards of learning whilst supporting and growing the aspirations of our whole community. As a large school we are able to maximise the benefits of collaboration and professional learning between colleagues.

### We can offer the successful candidate:

- A team of dedicated and talented colleagues who are determined to deliver excellence in all aspects of their work
- A school that places on-going professional development at the heart of personal and school improvement
- A stunning new building on a new site with fantastic learning facilities both inside and outside of the school building
- A school full of delightful and talented children
- A school that works with a wide range of professional partners to enhance the curriculum and provide the best learning opportunities.

### The successful candidate will be a highly motivated, positive person who will:

- Role model excellent classroom practice
- Have a track record of leading curriculum development
- Have the skills and experience to lead and support colleagues in their teaching across the curriculum
- Be highly organised and be able to balance the responsibilities of both leadership and class teaching
- Lead in the monitoring of pupil standards and achievement against annual targets, and track progress

Visits to school are welcomed on the following dates;

**Wednesday 7th May at 9am-10am**

**Tuesday 13th May at 4pm-5pm**

Please contact our office team on **0113 535 1000** or email us at [recruitment@shakespeareleeds.org.uk](mailto:recruitment@shakespeareleeds.org.uk) to arrange a visit. If you are unable to visit, but are interested in finding out more please contact our office team on 0113 535 1000 to arrange an informal conversation with our Head Teacher.

**The closing date for applications is Friday 16th May at 9am.**

**The selection process will be on Thursday 22nd May.**

*Details on how to apply are enclosed later in this document.*







## Dear Applicant,

Thank you for the interest you have shown in the post of Key Stage One Phase Leader (TLR 2b) at Shakespeare Primary School and Nursery. We are a vibrant and diverse school that is determined to ensure all our children experience the very best learning, preparing them to make a positive contribution to their future world. The new Phase Leader will play a key role, working with the Head Teacher and phase colleagues, to deliver this aim.

## Our School

We are a three form entry school with a large nursery based in the heart of Leeds. As a thriving and successful school, we are dedicated to delivering high standards of teaching and learning across the curriculum and in all aspects of school life. Our '**Curriculum of Excellence from the Heart of Leeds**' is a knowledge-based curriculum designed to provide our children with the knowledge, skills and cultural capital that will equip them for the next stage of their learning journey.

We moved to an amazing new school building in 2018, on a new site, with facilities which further enhance our curriculum – dance studio, cookery room, floodlit multi-sports pitch, wildlife areas, multiple playgrounds and break-out learning spaces. It truly is an exciting time to be joining the Shakespeare team.

## The Role

This post offers a superb opportunity for the successful candidate to further develop their career on their journey to Senior Leadership, and play a pivotal role in the next stage of KS1 development. We would welcome applications for this role from existing leaders with the skill and ambition to drive further improvement. An ability to make things happen, develop teaching and to be able to inspire and work with colleagues are the qualities we are looking for.

We are proud to be a strategic partner within the Noctua School Alliance working alongside other leading schools in delivering school to school support. All Senior Leaders at Shakespeare are engaged in this work.

Shakespeare is a thriving school that needs people with energy, vision, commitment and good humour to ensure it continues to be so. If you are an ambitious leader who has these qualities, Shakespeare could be just the place for you.

Thank you.

Yours sincerely,

**Julian Gorton**  
**Head Teacher**



## Job description for

# Phase Leader KS1

<b>Job Title:</b>	Phase Leader
<b>Location:</b>	Shakespeare Primary School
<b>Scale:</b>	TLR 2b

## Purpose of the Job

The post holder will work in partnership with the Senior Leadership Team to be an inspirational and innovative leader in developing and improving standards in learning and achievement. The Phase Leader will play a key role in leading a staff team, managing pupil development and securing educational progress withing the phase.


## Professional Duties

The post holder, in addition to being a class teacher, will assist the Senior Leadership Team in leading teaching and learning throughout KS1. They will play a full part in the life of the school community, supporting the ethos of the school, and encouraging team members and others to do likewise. The post holder will be involved in developing and leading school improvement priorities and ensuring the safeguarding of children.

## Principal accountabilities

- Role model exemplary classroom practice
- Lead and manage pupil development in the agreed phase
- Contribute to school self-evaluation and improvement planning, and plan and implement strategies where improvement needs are identified
- Provide the school's leadership with pupil performance information and data for the key stage
- Oversee planning in the phase to ensure curriculum coverage and progression are achieved
- Lead in the identification of appropriate attainment and progress targets for the phase
- Monitor systems to assess and record pupil progress and achievement
- Monitor pupil standards and achievement against annual targets and track progress




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- Monitor standards of teaching, provide feedback, and identify and implement strategies for improvement and development where needs are identified
  - Develop the role of support staff in promoting pupils' progress across the phase
  - Co-ordinate CPD needs and opportunities within the phase
  - Provide support in the coaching and mentoring of staff as appropriate
  - Induct, support and monitor new staff and support staff needing extra support

## Responsible for:

- Providing leadership in the development, management and support of pupils in the Phase
- Teaching within the Phase
- Taking a lead role in coordinating and managing teaching and support staff in the Phase – supporting in the coaching and mentoring of staff as appropriate
- Support the Senior Leadership Team in leading and monitoring teaching, learning and assessment
- Development and implementation of school policies and practice
- Leading a major area of learning – either subject or identified school priority area

## Strategic direction and development


- Support the Leadership Team to provide vision, direction and leadership in order to build on its strengths
  - In partnership with the Head Teacher, Governors and the Senior Leadership Team, to develop a strategic vision and plan for the school, to prepare and implement the School Development Plan and to evaluate its effectiveness in bringing about improvement
  - To always demonstrate high standards of personal integrity, loyalty, discretion and professionalism whilst supporting all decisions of the Head Teacher and Governing Body
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## Teaching and Learning

- To provide an example of excellence as a leading classroom practitioner, thereby inspiring, motivating and supporting other staff
- As part of a team, monitor the quality of teaching and learning, in line with the school policy, such as lesson observations, monitoring of planning and scrutiny of pupils' work
- To be responsible to the Head Teacher for co-ordinating the work of the phase, supporting and advising as appropriate
- Alongside the Senior Leadership Team, to develop a broad, creative and appropriately challenging curriculum that meets the needs of all pupils and which enriches their learning, providing support for colleagues in developing the curriculum across the phase
- To review long term planning to ensure coverage, progression and a range of learning experiences across the phase
- Maintain a stimulating learning environment across the phase
- Employ a variety of teaching methods to cater for pupils' learning needs
- Take some responsibility for the coordination of pastoral care of pupils in the phase.
- In conjunction with the EVC, co-ordinate and oversee the organisation of school visits and extra-curricular activities within the phase
- Liaise closely with the other key-stage leaders to ensure continuity and progression across the key stages
- To monitor the standards of behaviour and achievement across the Phase.

## Recording and Assessment

- Ensure effective assessment procedures are in place; records are maintained and shared with colleagues.
  - Monitor progress across the phase and ensure appropriate action plans are in place where issues are identified
  - Update the Head Teacher and governing body on the effectiveness of provision for pupils across the phase and provide reports for governors as required
  - Have input in to the target setting process for raising achievement for pupils across the phase and feedback to the Head Teacher.
  - Alongside the Assistant Head Teachers, evaluate pupils' progress, achievement and attainment within the Phase and report to the Senior Leadership Team
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## Leading and Managing Staff

- To support the Head Teacher in developing and maintaining high morale and confidence amongst all staff and to set an example of high professional standards and leadership.
- Establish good relationships, encourage good working practices and support and lead the phase team.
- Together with the SLT, take day to day responsibility for the management and organisation of staff within the phase involved in implementing an effective, appropriate and challenging curriculum
- To support the SLT in the professional development of other staff through coaching and mentoring
- To plan and deliver appropriate professional development meetings and INSET that will support staff in raising standards and ensure that school policies and practices are being delivered
- Liaise with all stakeholders, link professionals and other agencies as necessary
- Lead new initiatives to secure further progress and continued development in your area of responsibility or identified development priority across the school

## Specific Duties

- To be the lead person in the development of an identified school development priority throughout the school, ensuring its effective delivery and impact on pupil progress
- To be an active member of the extended Leadership Team.
- To attend full Governors' meetings and other sub- committee meetings as appropriate
- To deliver assemblies as required.

This job description should be read alongside the range of duties and responsibilities as set out in the annual School Pay and Conditions Document. The duties and responsibilities of the Phase Leader may vary from time to time according to the changing needs of the school. The job description will be reviewed annually in the light of changing circumstances and in consultation with the post holder and the Governing Body as part of the Governing Body's annual review of staffing structure.





## Person Specification

Knowledge, Experience and Skills		
	Essential/ Desirable	How identified
A knowledge and understanding of a range of teaching, learning and behaviour management strategies	E	App/SP
Recent experience of delivering the National Curriculum in a classroom setting	E	App/SP
Successful leadership of a curriculum area	E	App/SP
Previous experience of leading and motivating colleagues within a team	E	App/SP
A demonstrable track record of having successfully raised standards of achievement	E	App/Ref/ SP
Previous leadership role	D	App/Ref/ SP
Previous experience of curriculum development and implementing change	D	App/Ref
Proven ability to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly	E	App/Ref
The ability to make effective use of a range of assessment, monitoring and recording strategies, including statistical information, to monitor pupil progress and to raise levels of attainment	E	App/Ref/ SP
Demonstrate ability to lead by example an meeting professional conduct expectations including administrative requirements and deadlines	E	SP/Ref
Able to monitor and evaluate teaching, learning and school policy	E	SP
Able to evaluate the curriculum to identify opportunities for improvement and the ability to manage the change process	E	App/SP
Able to support colleagues in improving teaching and learning	E	App/SP
Able to enthuse and motivate colleagues in implementing curriculum development and change	E	App/SP
Able to use IT to support both the curriculum and work organisation	E	App/SP
Able to communicate with a variety of stakeholders (eg. colleagues, parents, governors, the community, external agencies)	E	App/SP
Demonstrable commitment to inclusive teaching and learning	E	App/SP/Ref
Awareness of the effects of discrimination of pupils, parents, colleagues and policy	E	App/SP/Ref
Demonstrable knowledge of the National Curriculum	E	App/SP/Ref

## Person Specification

Knowledge, Experience and Skills		
	Essential/ Desirable	How identified
Qualified Teacher Status	E	SP/App
Evidence of ongoing Professional Development and recent training in up to date strategies for teaching and learning	E	App
A willingness to attend NCSL training in leadership and management	E	App

### Key:

App- Application form and covering letter

Ref- Reference

SP- Selection process, which could include a range of exercises, including interview

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of this post.

The post holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to Equal Opportunities, Health and Safety, Data Protection Act (1984 and 1995) and the Code of Conduct.

# The Application Process

Please visit the vacancy section on our website, <https://www.shakespeareleeds.org.uk/about-our-school/vacancies/> where information and an application form can be downloaded.

## Application form

Please ensure that each section of the application form is completed in full giving details of your educational achievements including grades and your employment history including reasons why you left previous roles. The presentation of the information should be clear, concise and in chronological order.

Please provide details of any gaps in your employment history. If you have undertaken any voluntary or unpaid work, please provide details.

In terms of your continued professional development, please list any recent and relevant training you have attended and completed.

Please use the enclosed job description and person specification to complete a covering letter alongside your application, written clearly to the requirements of the role.

The bottom of the application form should be signed, via an electronic signature if possible and dated.

## References

Please provide details of your current or last employer. If you are currently working or have worked in a school, this should be the Head Teacher. Please provide the names, professional email addresses and daytime telephone numbers of your referees.

We are unable to accept references from family or friends.

Our safer recruitment processes state that we must follow up at least one reference in advance of an interview.



## Submission of an application

Please submit your typed application form and covering letter in advance of the **closing date on Friday 16th May 2025** at 9am to [recruitment@shakespeareleeds.org.uk](mailto:recruitment@shakespeareleeds.org.uk).

We will confirm receipt of your application.

We regret that we are unable to accept CVs in their entirety or to support information enclosed in the application form.

If you have not been contacted within one month of the closing date, please assume that you have not been shortlisted for interview.

## Safeguarding, Child Protection and equal opportunities

Shakespeare Primary School and Nursery is committed to equality of opportunity. We positively welcome applications from all sections of the community.

We are also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be made subject to a Disclosure and Barring Service check (formerly known as a criminal record check) and receipt of two satisfactory references, one being from the successful candidate's current or previous employer.

## Policy statement on the recruitment of ex-offenders

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), the School complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. The School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

The School can only ask an individual to provide details of convictions and cautions that the School are legally entitled to know about and convictions and cautions that are not protected. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, the School ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

For further information on the recruitment of ex-offenders please contact us on **0113 535 1000** or via [office@shakespeareleeds.org.uk](mailto:office@shakespeareleeds.org.uk).







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