

Summerfield Primary School

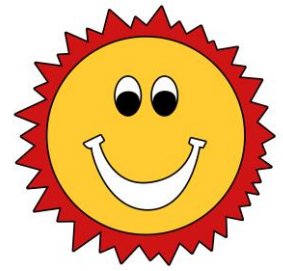
www.summerfieldprimary.co.uk

Intake Lane, Bramley, Leeds, LS13 1DQ

Tel: 0113 205 7520

Email: office@summerfieldprimary.org.uk

Head teacher: Fiona Kirkwood Chair of Governors: Kath Halliday



JOB DESCRIPTION

Title: KS2 Phase Leader and Writing Lead

Location: Summerfield Primary School

Grade: MPS/UPS +TLR2a (£3214)

Responsible to: Headteacher

Responsible for: KS2 Phase Leader and Writing Lead from EYFS to Year 6

Special Conditions this post is subject to a higher level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence. There will also be online searches carried out on shortlisted candidates as part of due diligence checks.

1. PURPOSE OF THE JOB

To provide professional leadership and management for a key stage to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

2. CONSULTATION

In carrying out these duties, to consult, where appropriate, with the Senior Leadership Team, the staff in school, parents and carers, pupils and the wider community.

3. IN RELATION TO THE STATUTORY REQUIREMENTS

The appointment is subject to the current conditions of employment for Key Stage Co-ordinators contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

4. DUTIES AND RESPONSIBILITIES

Responsibilities:

Participate in appraisal, training and development activities as necessary to ensure up to date knowledge and skills
Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
To work collaboratively with colleagues, knowing when to seek help and advice.
Contribute to the overall ethos, work, and aims of the school by attending relevant meetings, training days/events as requested.

Be aware of and comply with the school and Leeds City Council policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Be responsible for safeguarding children and promoting their welfare and following child protection procedures

Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding and promoting the values, standards and equal opportunities of the school and Leeds City Council.

Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

The duties outlined are not meant as an exhaustive list and will also comprise any other duties within the spirit of the post commensurate with the job evaluation outcome for this post.

The Council has adopted a flexibility protocol and this role will be expected to work within these parameters. In addition to the requirements of a class teacher, areas of responsibility and key tasks:

A. STRATEGIC DIRECTION AND DEVELOPMENT OF KEY STAGE

- i. Support the vision, ethos and policies of the school and promote high levels of achievement in the key stage;
- ii. support the creation and implementation of the school development plan, especially as it relates to the key stage and to take responsibility for appropriately delegated aspects of it;
- iii. support all staff in achieving the priorities and targets of the school sets and monitor the progress of those which relate to key stage;
- iv. support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on key stage;
- v. ensure that parents are well informed about the curriculum, targets, children's progress and attainment at key stage.

B. TEACHING AND LEARNING

- i. be responsible for the teaching of a key stage 2 class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline;
- ii. be responsible for the pastoral care of pupils in a class and throughout the key stage, promoting self-discipline and good behaviour at all times, in accordance with school policies;
- iii. take responsibility for the development and monitoring of the curriculum provision throughout the key stage, liaising appropriately with subject leaders, class teachers and previous and subsequent key stage or year group managers;
- iv. support the head and deputy head teacher in the monitoring of the quality of teaching and children's achievements across the key stage, including the analysis of performance data;
- v. Support the head and deputy head teacher in developing links with parents of children in the key stage and managing transition.

C. LEADING AND MANAGING STAFF

- i. Support the head teacher in developing positive working relationships with and between all pupils and staff in the key stage;
- ii. lead groups of staff in meetings, developmental activities and evaluate outcomes;
- iii. support the appraisal process as required and use the process to develop personal and professional effectiveness;
- iv. provide support to early careers teachers, supply teachers, teachers and support assistants in the key stage who may be new to the school.
- v. Ensure that the head teacher, S.L.T. and governors are well informed about policies, plans and priorities for the key stage, its success in meeting objectives and targets, and any future development needs.

D. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

- i. Support the head teacher in the deployment of staff in the key stage, and support those staff in their duties;
- ii. work with the head and deputy head teachers in establishing priorities for expenditure for the key stage, and in monitoring the effectiveness of spending and usage of resources.

E. ACCOUNTABILITY

- i. Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- ii. take on specific tasks related to the day to day administration and organisation of the school;
- iii. take on any additional responsibilities which might from time to time be determined.

F. SAFEGUARDING

We expect all staff to understand and implement policies relating to safeguarding. This includes the child protection policy, safer recruitment policy and keeping children safe in education guidelines.

Job Description Content Prepared by:

Name: Fiona Kirkwood

Designation: Headteacher

Date: 02.02.24

Signed on behalf of the Governing Body: _____

Print Name: _____ Date: _____

Signature of Post Holder: _____

Print Name: _____ Date: _____

PERSON SPECIFICATION KEY STAGE CO-ORDINATOR

| Leadership Skills, Attributes and Professional Competence | | |
|--|------------------------|----------------|
| | Essential or Desirable | How Identified |
| i. secure commitment and confidence among staff to meeting the needs of pupils within key stage | E | APP |
| ii. set standards and provide examples of best practice for other staff and pupils in key stage 2 | E | APP |
| iii. command credibility through the discharge of their duties and use their expertise to influence others | E | APP |
| iv. provide professional direction to the work of others | E | APP |
| v. prioritise, plan and organise | E | APP |
| vi. deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the key stage. | E | APP SP |
| vii. acknowledge and utilise the experience, expertise and contribution of others | E | APP |
| viii. devolve responsibilities and delegate tasks, as appropriate | D | APP |
| Decision Making Skills – the ability to solve problems and make decisions | | |
| i. make decisions based upon analysis, understanding and interpretation of relevant data and information | E | SP |
| ii. contribute to senior leadership team decision-making in respect of issues involving pupils within key stage X Essential App/SP | E | APP SP |
| iii. judge when to make decisions, and when to consult with others, including external agencies Essential SP | E | SP |

| Communication Skills – the ability to make points clearly and to listen and understand the views of others | | |
|---|---|--------|
| i. communicate effectively orally and in writing to a range of audiences | E | APP SP |
| ii. negotiate and consult effectively | E | APP SP |
| iii. explain to pupils the objectives of any interventions | E | APP SP |
| iv. Chair meetings effectively | D | APP |
| Self-Management Skills – the ability to plan time effectively and to organise own development | | |
| i. prioritise and manage their own time effectively | E | SP |
| ii. take responsibility for their own professional development | E | SP |
| Attributes | | |
| i. personal impact and presence | E | SP |
| ii. adaptability to changing circumstances and new ideas | E | APP SP |
| iii. energy, vigour and perseverance | E | SP |
| iv. enthusiasm | E | APP SP |
| vii. reliability and integrity | E | APP SP |
| viii. commitment | E | SP |
| Training and Qualifications | | |
| i. Qualified Teacher Status or other educational qualification | E | APP |
| ii. Evidence of continuous professional development | E | APP |
| Disposition and Attitude | | |
| i. Positive and optimistic attitude towards School Improvement and Inclusion | E | SP |
| ii. Open-minded and receptive to new ideas, approaches and challenges | E | SP |
| iii. Places high priority on effective team working and works easily and comfortably in a team environment | E | SP |

Key: **APP** – Application Form. **SP** – Selection process. This could include a range of exercises, including an interview.