

Lower School Lead – (Early Reading/Phonics)

Grade: Teaching and Learning Responsibility Point 2A (TLR 2A)

Accountable to: Deputy Headteacher and Head of School

Contract: Permanent

Core purpose

- The post holder will be responsible for the development of teaching and learning in the lower school Year 1 to Year 3 as linked to the wider school's curriculum and ensuring that all pupils make outstanding, fully sequenced progress in their learning.
- Be an excellent classroom practitioner.
- Have an impact on educational progress beyond your assigned pupils in both your leadership and accountability roles.
- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Head of School and Deputy Headteacher.
- Continuously explore modern technologies and education initiatives to create a safe, enabling learning environment that is engaging and fulfilling for all children and staff.
- To lead improvements in phonics and early reading across the school to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils through a creative and rigorous curriculum.
- To take an active and positive role in the development of reading within the school as a member of the middle leadership team.

Key Accountabilities

General duties

- Support the LMT to establish a clear vision and direction for the phase that reflects the school's overall ethos and values.
- Identify key areas for improvement and lead in the development of related areas of the school development plan – made in collaboration with the LMT and the relevant staff.
- Monitor the quality of learning and lead staff in achieving academic excellence.
- Set challenging targets for pupils and staff and facilitate the support they need to achieve their targets.
- Ensure all pupils are able to fully access their education and address any barriers to learning.
- Address any challenges with behaviour across the phase in line with the school behaviour policy and approach.
- Deal with complaints from parents, staff and other stakeholders in line with the school's Complaints Procedures Policy.

Leadership and Management

- Support, lead, motivate and liaise with staff within the lower school phase to ensure that provision is effective and adjustments are made as necessary to help them meet their personal and professional targets.
- Set targets, monitor performance and review the progress of lower school staff according to the appraisal/performance management cycle of the school.
- Maintain regular informal contact with staff, e.g. monthly one-to-ones, to ensure any issues are addressed, situations de-escalated and support put in place where necessary.
- Contribute to establishing the core values of the school and assist with making management decisions on all aspects of policy, development and organisation by playing a significant role in the

preparation, implementation and monitoring of the SDP and the phase's progress plan.

- Contribute to the design of CPD programmes and lead staff training where appropriate.
- In partnership with the head of school, contribute to the recruiting and inducting of staff involved in the lower school phase.
- Contribute to the management of key school events (i.e. parents' evenings, parent workshops etc) and be available to discuss any concerns and provide assistance.
- Support with monitoring the quality of teaching and learning, including conducting lesson observations and monitoring of planning and scrutiny of pupils' work, ensuring that the appropriate action plans are in place when issues are identified.
- Ensure that school policies and practices are being delivered and implemented consistently across the phase.
- Develop and maintain positive links and relationships with the community, local businesses and key stakeholders to promote a positive image of the phase and wider school.
- Assist with planning timetables for pupils and ensure staff are deployed effectively and proportionately across the phase.
- Work with LMT to continually review and revise policies to maximise effectiveness of learning and teaching across the lower school.
- To play a key role in the implementation of any adaptations to the curriculum.
- Support the leadership and management of the school by contributing to the self-evaluation process of learning and teaching and its impact on pupil progress.
- Form part of the SiT (School Improvement Team) and contribute to whole school decision making.

Early Reading / Phonics

- Work as part of the SiT in the process of devising, implementing, monitoring, assessing and evaluating phonics and early reading for the school, including areas of staffing.
- Be passionate about ensuring that every child learns to read.
- Have significant experience in phonics delivery and be secure in modelling best practice to others.
- Have a strong understanding of phonics and know the signposts of expected progress.
- Complete all relevant training in line with the phonics programme delivered.
- Complete phonics screening checks on every child and the end of year 1 and year 2 as required.
- Ensure summative assessment is used to match each child to the correct reading books, based on their phonic knowledge.
- Make sure that children begin practising reading in matched decodable books as soon as they can blend.
- Use the assessments to identify gaps and give precise additional support for those children who need interventions.
- Support teachers with any children not keeping up to arrange additional interventions.
- Support with relevant phonics training for parents, carers and teachers.
- Collaborate with the Leader of Learning – English and LMT to ensure that all literacy/reading interventions match the phonics scheme.
- Ensure consistent delivery of phonics lessons across all classes.
- Provide regular phonics assessments to monitor pupil progress.
- Deliver ongoing phonics training to all teachers, including new staff.
- Coach teachers on effective phonics teaching strategies.
- Observe phonics lessons to provide feedback and support
- Provide information to parents about the school's phonics approach
- Support parents in supporting their children's phonics development at home.

Teaching and Learning Responsibility

Growing Brighter Futures

- Consistently model excellent teaching (including planning and learning environment) in accordance with the school's relevant policies and expectations.
- Model outstanding practice and to be observed as necessary, so that staff can develop their own understanding of what good or better learning looks like.
- Develop learning and teaching across the full ability range and ensure pupils are praised and rewarded for their achievements, whilst making sure all pupils are able to make progress in line with their ability.
- Lead the use of technologies in the development of excellent practice and pedagogy (e.g. videoing lessons and using interactive white board technologies).
- Identify educational research to enhance existing practices and develop new practice innovations and share these across the phase and more widely where appropriate.
- Source or develop new, high-quality teaching materials and resources for the phase.
- Support teachers in creating positive behaviour management through outstanding teaching.
- Work collaboratively with staff across the federation to drive improvements in learning and teaching.
- Develop teaching and learning across the phase and support with raising its profile as part of the wider curriculum.
- Strengthen and develop the school's curriculum and schemes of work to provide pupils with a positive and stimulating learning experience.
- Support class teachers across the phase with the planning and coordination of trips and visits.
- Work collaboratively with colleagues across all key stages, in particular to ensure effective sequencing of all subjects.
- Be an expert in your field and commit to your own professional CPD to keep abreast with current policies and practice.
- Make a positive contribution towards raising academic standards for all pupils.
- Lead curriculum initiatives that support the development of enriched and innovative experiences.

Additional Duties

- Lead/attend weekly staff meetings and school assemblies as required.
- Attend and participate in SiT meetings on a regular basis.
- Support with reasonable duties as break/lunch times reflection duties etc as directed by the Head of School.
- Contribute and lead on specific areas of the school improvement plan.
- To perform in accordance with any direction which may be given by the Head of School and Deputy Headteacher any duties that may reasonably be requested.

Accountability

- Accountable to Deputy Headteacher and Head of School.
- Sudbourne Primary School expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

Safeguarding

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

To remain vigilant and do everything possible to protect children, families and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to follow all associated child protection and safeguarding policies and procedures adopted by the School.



Clapham Manor
Primary School &
Nursery

Growing Brighter Futures

Note

The duties of the job description may be reviewed and subject to amendment annually in consultation with the jobholder. This is to ensure that the role continues to change in line with the needs of the School. The job description is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post-holder's responsibilities and duties.'

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school and nursery organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of post holder _____ **Date** __ / __ / __

Signature of Executive Headteacher _____ **Date** __ / __ / __

Person Specification for Lower School Lead (TLR2A)

This person specification relates to the requirements of the post as determined by the job description. Please write a personal statement detailing how you meet the criteria below.

EDUCATION – TRAINING/QUALIFICATIONS	CRITERIA
Qualified Teacher status	E
Evidence of other educational/professional post graduate qualifications	D

EXPERIENCE	CRITERIA
Experience of initial leadership development programmes (e.g. Leading from the Middle, NPQML)	D
An excellent practitioner with at least 5 years' experience	E
Evidence through a range of sources that would suggest that teaching is of a consistently excellent standard	E
Experience of leading a curriculum area across the whole school	E
Experience of middle leadership and leading a team	D
Experience of supporting colleagues (e.g. mentor to NQT's etc.)	E

KNOWLEDGE	CRITERIA
A thorough knowledge and understanding of the curriculum for the phase related to this role	E
Evidence of successfully using a range of effective learning and teaching styles	E
Evidence of using assessment effectively to recognise children's progress, understand their needs and plan activities and support	E
Knowledge of appropriate interventions to support pupils at risk of not achieving their targets or reaching their potential	E
Evidence of how undertaking research has improved teaching and learning specific to the phase and related to this role	D

EXPERIENCE, SKILLS AND ABILITIES	CRITERIA
Deep understanding of phonics principles and research-based reading strategies	E
Proven experience teaching phonics effectively in early childhood or primary grades	E
Strong observation and assessment skills to identify pupil needs	E
Excellent communication and collaboration skills to work with teachers and staff	E
Ability to lead professional development sessions and provide effective coaching	E
Passion for literacy development and improving pupil reading outcomes	E
Experience of involvement in developing and supporting colleagues through coaching, mentoring, etc.	D

Ability to work as a leader and member of a team and in different partnerships	E
Excellent people skills: Motivating, nurturing and challenging children & adults to achieve	E
Excellent communication and presenting skills	E
Experience of holding others to account to improve practice	E
Experience of leading training and INSET with examples of impact on learning	E
Ability to be a role model for best practice in all areas with examples of impact	E
Active involvement in curriculum development initiatives	D
Ability to devise strategies to assess the development levels of all children against the desired standards and report outcomes to support effective transition to the next phase of the children's education.	E
Commitment to increase the learning and development achievement of all pupils of all ages and abilities	E
Evidence of consistent and effective pupil observation strategies	E
Ability to plan, monitor, evaluate and review	E
Experience of reporting to the Governing Body/LA/ or similar	D
Experience in managing non-teaching staff	E
High expectations for self and others and a strong commitment to raising achievement	E
Evidence of successful involvement in behaviour improvement initiatives	D
Excellent classroom management skills and high expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child	E
Experience of innovation and creativity in the curriculum	E
Evidence of active involvement in school-wide provision or initiatives	D
Ability to promote, develop and sustain positive relationships within and beyond the school	E
Evidence of having a commitment to your own CPD and how this can impact practice	E
Excellent organisational skills, ability to work under pressure and meet deadlines	E
Commitment to safeguarding and promoting the welfare and rights of young people. Committed to equality and diversity	E