

# An Invitation to Join Our Team

Class teacher and Team Leader for Reception and Year 1

Required from: September 2025

Pay Scale: TMS and UPS + TLR 2 (Full Time)



Dear Candidate,

Thank you for showing an interest in this position. We welcome applications from qualified and suitably experienced teachers for the position of class teacher and phase leader at Water Orton Primary School. This is an ideal opportunity for an excellent class teacher to step into a leadership role or for an existing leader to broaden their experience.

Water Orton Primary School is an inclusive and nurturing school serving both the village of Water Orton and the diverse areas further afield. It is a happy and caring environment where every individual is valued and where pupils are motivated to achieve their potential, whatever their starting points.

Based in North Warwickshire we have a striking new school building and school grounds that are full of potential. We have a diverse group of staff and Governors, each with a wide range of skills and expertise, making up a supportive team. They go over and above to provide for all pupils and to care for the whole Water Orton Primary School community. Our pupils are a privilege to care for and teach because they are happy, polite and very keen to learn. They are proud of their school and want it to 'Be the Best it Can Be.'



Have a look at our website <https://www.waterortonprimarieschool.co.uk/> to get a flavour of our school and to find out what it is like to work at Water Orton Primary School.

We are seeking to appoint an enthusiastic, tenacious and hard-working teacher, who is able to demonstrate excellent classroom practice and who can quickly and confidently establish good relationships. The successful candidate will initially be responsible for leading our Reception and Year 1 team as well as for leading the phonics provision in school. The school is unique as it offers all pupils in both Reception and Year 1 the opportunity to learn through continuous provision in mixed year group classes.

We would like to appoint a candidate that shares our vision and our commitment to play based learning for our youngest children. We would also like to know about your wider curriculum strengths and expertise in your application.

## **Information on How to Apply**

To apply for the role of Phase Leader for Reception and year 1 at Water Orton Primary School, please complete the attached application form and include within this a statement outlining how you meet the person specification.

The closing date for applications **is Friday 2nd May at 9am** and interviews are planned to take place during the following week. Applications should be sent by e mail to Emma Smith on [smith.e1@welearn365.com](mailto:smith.e1@welearn365.com)

We very much look forward to hearing from you. Good Luck!

**Mrs Emma Smith**  
**Headteacher**

## **JOB DESCRIPTION: Phase Leader WATER ORTON PRIMARY SCHOOL**

### **Job Title/Post: Phase Leader**

**Salary:** TMS / UPS + Teaching and Learning Responsibility Payment –TLR 2

**Responsible to:** The Headteacher

**Responsible for:** Phase Group teachers and support staff

### **Job Purpose:**

- To co-ordinate and evaluate teaching and learning within a phase group and to liaise with other members of the Leadership Team where necessary, to ensure continuity and progression throughout the curriculum.
- To make strategic evaluations of personnel issues as a supportive and well-motivated team member.

### **Teaching and Learning**

Lead by example as a teacher and as a manager, achieving high standards of pupil attainment and progress, behaviour and motivation through effective teaching.

To be responsible to the head teacher for co-ordinating the work of the phase group, supporting and advising where appropriate.

Support subject leaders in the development and implementation of curricular initiatives.

To monitor the quality of teaching and learning in the phase group, in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of pupils' work.

To review long term planning in the phase to ensure coverage, progression and a range of learning experiences across the Key Stage and the phase group.

To liaise with other phase leaders to monitor and promote effective transition arrangements to ensure continuity and progression for all pupils from Foundation Stage, KS1 and KS2.

Ensure phase planning is effectively carried out and ensure pupils' individual needs are being met.

To monitor the standards of achievement and behaviour within their year group and across the phase to ensure continuity and progression.

Set appropriate expectations for staff and pupils in relation to standards of pupils' achievements and the quality of teaching and establishing clear targets for improving and sustaining pupils' achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines.

Supporting phase group staff to meet Performance Management targets.

### **Leadership**

Lead a core curriculum subject (or a proportion of one) for the whole Primary Phase. In this case, phonics.

Support the Head and SLT in providing a clear vision and direction for the development of the school.

Taking a leading role in specific project(s) to be decided with the Head and SLT. Contribute to Leadership Team decisions on all aspects of policy development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's improvement plan.

Assume responsibility for the management of the school in the absence of the SLT.

Attend Leadership Team meetings as required, and report back to staff when necessary.

Be a strong advocate for change and champion school improvement.

Motivate and inspire staff positively and deliver strong agreed messages to secure successful outcomes of school initiatives

Establish good relationships, encourage good working practices and support and lead teachers

Liaise with teaching assistants timetabled within the phase and with those from outside agencies.

Plan, organise and chair phase group meetings as appropriate in order to ensure school policies and practices are being implemented.

## **Recording and Assessment**

Have input into the target setting process for raising achievement for pupils and feedback to the SLT and Headteacher through participation in pupil progress meetings.

Monitor progress in the phase group and ensure appropriate action plans are being implemented.  
Monitor phase group planning to ensure individual needs are being met.

## **Standards**

Support the aims and ethos of the school.

Liaise with the Governors, when appropriate, to facilitate their overview of school management.

Attend and participate in open/parent evenings.

Be proactive in upholding the school's behaviour code and uniform regulations.

Participate in staff training with the school's improvement plan.

Participate in Continuing Professional Development linked with the school's improvement plan.

Attend team and staff meetings.

Develop links with Governors, and neighbouring schools.

## **People and relationships**

Enhance and sustain effective, positive relationships with all staff, pupils, parents and Governors and the local community.

Encourage moral and spiritual growth and civic and social responsibility amongst pupils.

Manage innovation and change.

Work collaboratively, managing and developing effective working relationships with all staff in the school.

## **Human and material resources and their development and deployment**

When required, lead the professional development of all staff through example, coaching peer support and target setting.

Contribute to the ongoing audit of staff development and training needs and the provision of effective INSET.

Ensure support and training during the induction of new staff and for trainee teachers in the phase.

Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development.

Manage the resources for a specific subject area or a whole school aspect to be agreed.

# Person Specification

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Education and Experience        | <p><b>Qualifications</b></p> <p>Qualified Teacher Status and evidence of appropriate subsequent in- service training</p> <p>Experience</p> <p>Minimum of 4 years recent successful teaching experience in and across the primary phase</p> <p>Proven experience of high standards of primary classroom practice and of teaching area of responsibility.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Disposition                     | <p><b>Personal Qualities</b></p> <p>Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.</p> <p>Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.</p> <p>Commitment to excellence</p> <p>Evidence of a commitment to excellence and the maximising of academic and personal achievement for all children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Skills, knowledge and abilities | <p><b>Leading and Managing Change</b></p> <p>Evidence of knowledge about current factors affecting education and a clear vision of what child centred education looks like.</p> <p>Evidence of the skills and abilities required to advise teachers in their planning, facilitating and assessing all areas of learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                 | <p><b>Educational and Curriculum Matters</b></p> <p>An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child, especially those with SEND or from disadvantaged groups.</p> <p>Evidence of the ability to organise successfully the curriculum for a class of children of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.</p> <p>Evidence of good general knowledge of the requirements of the National Curriculum.</p> <p>Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.</p> <p>Evidence of the ability to define effective measures for the performance of children and classes and to keep these measures under systematic review.</p> |
|                                 | <p><b>Behaviour and Ethos</b></p> <p>Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                 | <p><b>Needs of Young Children</b></p> <p>Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                 | <p><b>Interpersonal skills</b></p> <p>Evidence of good interpersonal skills and also to work as member of a staff team and to lead a team. To develop and maintain good relations with all members of the school community.</p> <p>To work co- operatively with all staff and relevant agencies as required.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                 | <p><b>Communications</b></p> <p>Evidence of the ability to communicate clearly both orally and in writing with children, parents and colleagues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                 | <p><b>Health and Safety</b></p> <p>An understanding of the responsibility of the class teacher with regard to the health and safety of children in their care.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                 | <p><b>Equal Opportunities</b></p> <p>Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |