

Primary Phase Lead

Job Description

Overview

The Primary Phase Lead at The Avenue Special Needs Academy will provide strategic leadership and day-to-day management of the Primary department (including Early years phase), ensuring pupils make excellent progress towards communication, learning, independence, emotional regulation, and readiness for the next stage of education.

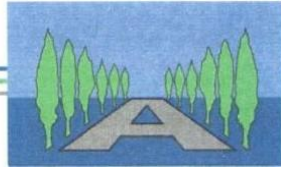
They will ensure that the Primary curriculum, assessment, and therapeutic approaches are aspirational, developmentally appropriate, holistic and highly personalised, with Education, Health and Care Plan (EHCP) outcomes firmly embedded. The successful candidate will regularly engage with the pupils' Personalised Learning Plans (PLPs) to ensure these are embedded alongside the academic outcomes outlined in the frameworks set.

The Primary Phase Lead will lead a safe, nurturing, and ambitious culture, promoting high-quality teaching, inclusive practice, and smooth transitions within the school and into secondary provision. As a middle leader, they will model exemplary professional conduct and contribute to whole-school leadership.

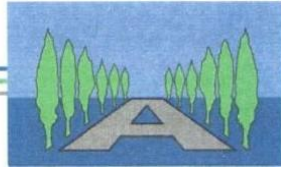
Work in collaboration with the Green pathway lead to understand and further develop the Green pathway curriculum if necessary.

Specific Responsibilities, including:

- Develop and deliver a Primary phase strategy aligned with school improvement priorities and SEND best practice that feeds into the School Development Plan, working closely with the Deputy Headteacher: Quality of Education, Assistant Headteacher's and other Phase Leads and Pathway Coordinators.
- Lead on Ofsted readiness for the Primary phase, contributing to self-evaluation and reporting to the Leadership Team and Trustees. This includes having strategic oversight as the named EYFS lead, ensuring that the tonal shift from EYFS to primary strategies are seen clearly.
- Alongside the Deputy Headteacher: Quality of Education, take responsibility for the design and delivery of a broad, balanced, and personalised Primary curriculum, incorporating:
 - Early communication and language development
 - Play-based and experiential learning
 - Early literacy and numeracy
 - Sensory integration and emotional regulation
 - Regulation Ready Routines



- Topic based learning, where appropriate
- Physical Development
- Experiential curriculum
- Provide high-quality professional leadership to ensure the highest standards of teaching, learning, care, and safeguarding for Primary pupils.
- Complete planning moderation termly
- Line Manage all class leads within your department effectively, meeting with them regularly to problem-solve and lead on strategy. Work closely with the coaching and mentoring lead when supporting unqualified and Newly Qualified Leads.
- Model high-quality teaching and support the consistent implementation of adaptive and inclusive pedagogy across the phase. This can include coaching or teaching side by side with teachers you line manage.
- Embed effective assessment, observation, and monitoring routines, aligned with school policy and developmentally appropriate assessment frameworks.
- Ensure EHCP outcomes are fully embedded within daily practice and curriculum planning.
- Quality assure and lead on high-quality Annual Reviews for Primary pupils in collaboration with the EHCP coordinator, ensuring timely reports, meaningful outcomes, and effective multi-agency collaboration.
- Oversee timetabling and deployment of staff daily and longer term), ensuring effective support, therapeutic input, and interventions.
- Ensure a total communication environment is embedded across the Primary phase.
- Lead transition planning into and across the Primary phase, including early years and movement into Secondary provision alongside the DHT: Admissions and Transitions, AHTs and Secondary Phase Lead.
- Promote a positive behaviour culture aligned with school behaviour policies, individual support plans, and risk assessments.
- Work alongside the Pupil Support Team and Assistant Headteachers to evaluate data and intervention impact
- Ensure attendance and engagement are prioritised, working in line with the school Attendance Plan.
- Maintain oversight of resources and Primary phase budgets, ensuring effective and equitable resourcing.
- Maintain expert knowledge of current and emerging practice in early SEND, EYS, communication needs, autism, and complex learning needs.
- Play active role in the recruitment in the recruitment process of support staff.

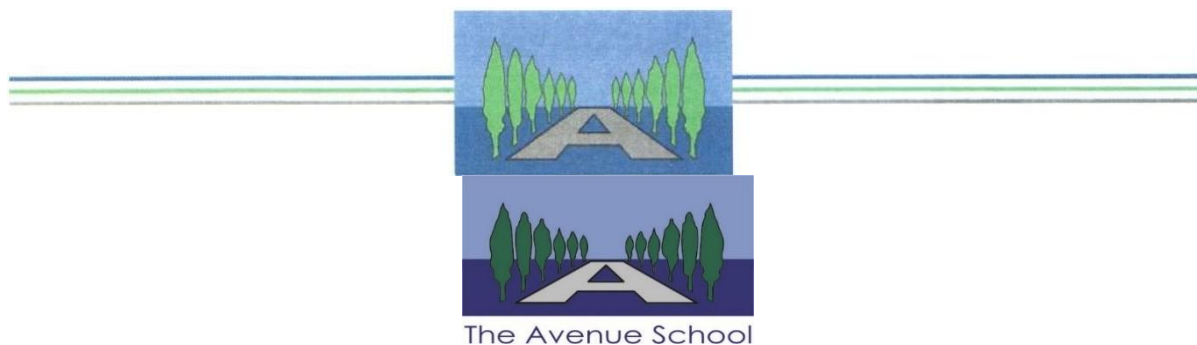


General Responsibilities

- Champion pupil voice and co-production with families.
- Play a key operational leadership role in whole-school CPD and policy implementation.
- Model exemplary professional conduct and positive relationships with pupils, families, and external professionals.
- Promote the highest standards of engagement, behaviour, safeguarding, and wellbeing.

Additional Information

The duties outlined are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. This job description may be reviewed and amended to reflect school priorities, commensurate with the role and pay.



Primary Phase Lead

Person Specification

SELECTION CRITERIA	Essential	Desirable	Measured by Application, Presentation, and/or Interview
QUALIFICATIONS AND TRAINING			
• Qualified Teacher Status (QTS)	√		Application
• Educated to degree level or equivalent	√		Application
• Evidence of being an outstanding teacher	√		Application, lesson observation
• Evidence of continuing professional development, supported by overall professional curiosity	√		Application
• Good understanding of how individuals with a range of SEND learn, engage, and develop	√		Application, lesson observation, presentation, interview
• A confident understanding of inclusive and adaptive pedagogical approaches and strategy, applied within special education	√		Application, lesson observation, presentation, interview
• Evidence of strong pupil-centred vision and values, supporting advocacy, whilst recognising and celebrating difference	√		Application, lesson observation, presentation, interview
• Good knowledge of what the characteristics of an effective school are, and successful strategies for improving outcomes		√	Application, presentation, interview
• Good knowledge of current SEND educational direction, initiatives, and practice (national and local)		√	Presentation, interview
EXPERIENCE			
• Successful strategic leadership/ experience with EYFS/Primary/SEND pupils	√		Application, interview



• Recent evidence of leading an initiative at a strategic level	√		Application, interview
• Experience of designing and quality-assuring a Primary curriculum for pupils with SEND, inc. early communication and language development, and early literacy and numeracy	√		Application, presentation, interview
• Evidence of embedding effective assessment and monitoring routines	√		Application, presentation, interview
• Evidence of a commitment to a culture of coaching and prioritising staff wellbeing, with staff feeling connected, motivated, and supported, whilst acting as a line manager	√		Application, presentation, interview
• Evidence of leading annual reviews, multi-disciplinary working, and preparing reports for a range of professionals	√		Application, presentation, interview
• Evidence of managing a school budget strand		√	Application
• Evidence of managing daily staffing and timetabling, applying the principles of parity and flexibility	√	√	Application
• Evidence of successful work with parents, carers and the wider community/education partners		√	Application
• Experience of embedding care plans and therapeutic packages for pupils with complex needs	√		Application, interview
• Ofsted inspection experience for EYFS/Primary phase		√	Application

INDIVIDUAL ABILITY AND QUALITIES

• Clear understanding of successful strategies for improving the quality of provision and pupils' progress	√		Application, lesson observation, presentation, interview
• Clear commitment to high expectations for children and young people's learning and achievement	√		Application, lesson observation, presentation, interview
• A good understanding of the features of high-quality practice for supporting children and young people with learning difficulties and disabilities	√		Application, lesson observation, presentation, interview
• High standards for Health & Safety and compliance	√		Application, lesson observation, presentation, interview



• Confident in supporting and embedding consistent behaviour support strategies	√		Application, lesson observation, presentation, interview
• Good interpersonal skills, ability to manage challenges by problem solving calmly and confidently, and applying the principles of restorative practice	√		Application, interview
• Good written and verbal communication skills	√		Application, presentation, interview
• Good planning, organisational, and management skills with the ability to meet deadlines	√		Application, interview
• Effective IT skills, particularly to support learning, assessment, communication and for analysis purposes	√		Application, presentation
• Emotional resilience	√		Presentation, interview
• A high level of professionalism and integrity	√		Application, lesson observation, presentation, interview
• A keen sense of humour and general positive approach	√		Application, lesson observation, presentation, interview