



TYNDALE COMMUNITY SCHOOL
WILLIAM MORRIS CLOSE
OXFORD OX4 2JX

Job Description: Phase Lead, Upper KS2 - Deadline: 19th May 2024

Dear applicant,

If you are searching for a school which prioritises:

- Supporting teacher development at any stage of their career, including encouraging teachers on the leadership development journey
- Creativity and innovation through our enquiry led curriculum.
- Collaboration by working closely with colleagues through planning.
- Community impact through civic engagement.

Then please, read on...

Tyndale Community School started in September 2013, making it one of the newest and bravest schools in Oxford. Next September marks the tenth year since our school was established and, after ten years of incredible growth and success, we look forward to the next phase of our journey.

As a school community which is defined by its Christian ethos, we are motivated in achieving our mission "to empower every student to achieve personal and academic success, resulting in ambitious goals being fulfilled for themselves and their community." One parent exclaimed 'This place is more than a school!'

Tyndale Community School is a vibrant and diverse school in East Oxford, which represents many ethnicities, nationalities, languages and socio-economic backgrounds. We are a two-form entry school of approximately 370 children with high levels of mobility as many families come to live, study or work in Oxford.

If you are interested, please book in for a visit by emailing hr@tyndalecommunityschool.co.uk.

Yours faithfully,
Mr Matt Watt
Headteacher



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About the local area

Oxford is easily one of the most beautiful cities in the country. I arrived here 17 years ago and have been unable to find its equal. For me, it is a place I have the privilege of calling home and raising my family in.

The area of Oxford where Tyndale Community School is situated was mainly built by William Morris to house the workers of the Mini Plant, with most of the houses being built in the 1930's.

Not far from the school we have the Oxford Business Park, which hosts the Oxfam Global headquarters, and the Oxford Science Park, which is a leading centre for innovation and design. Undoubtedly, you would have heard of Oxford University, of which the colleges own a vast majority of the City. It is also home to Oxford Brookes University which is a leading university in Initial Teacher Training in the UK.

Tyndale Community School reflects the beauty and diversity of the city, with families working within a range of domains. We have the joy of partnering with leaders in business, manufacturing, charities and education in order to support the school's vision 'aim high and reach out together'.

Tyndale Community School is situated between a beautiful golf course and a brand new housing estate. It is less than one mile from the ring road and easily accessible for those travelling into Oxford from the surrounding area and from within the City of Oxford.



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School Vision

Tyndale Community School was established in 2013 in partnership with Oxford Community Church with a Christian Ethos at its heart. The school was named after William Tyndale for a number of reasons:

He had a passion to educate all sorts of people, famously telling a learned clergyman that he would cause the “boy that driveth the plow to know more.”

He worked hard to overcome language barriers, learning eight languages and giving much of his time to translation work.

He made innovative, entrepreneurial use of the new technology of his day, realising the power of the printing press to make important information accessible to everyone.

He stuck to his principles under great pressure, even to the point of being executed for his conviction that the Bible should be made available for everyone to read.

Our school's tagline to 'Aim high and reach out together' highlights our ambition for every child in our school community.

1. We want all our children to reach their full potential- both academically and personally
2. We want all our children to be outward facing, seeking ways to serve and love our local and global community.
3. We want our children to live and learn in partnership with children, families and organisations to achieve this.

As a result of this, Tyndale Community School has been developing its own Enquiry Led Curriculum, which has strong strands of Project Based Learning threading through it. Children have 'Big Questions' which they seek to answer during a project, applying a multi-disciplinary approach with the subjects taught. For instance 'What are we willing to sacrifice' which focuses on design technology, working with architects who aim to protect and improve the green spaces across our city.

Furthermore, in collaboration with the children, we have developed our very own 'Tyndale Titans'. The Tyndale Titans are six characters who represent our six values. Every child has logbook and each value has four levels with criteria so children explicitly know what our values look like and mean to them.



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Job details

Job title: Phase Leader, Upper KS2

Application Deadline: 19th May 2024

Salary: MPS, TLR 2.1

Contract type: Full Time

Reporting to: Deputy Head teacher

Start date: 1st September, 2024

Duties and Responsibilities

In addition to the responsibilities of class teacher, as set out by the class teacher job description and the school teachers pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head teacher.

Main Purpose of the Job

- To lead and manage the phase team to provide high quality learning for all children within a secure, happy and caring environment.
- To liaise effectively with the senior leadership team (SLT) to ensure consistency of approach in teaching and learning and the highest quality of education for all its pupils.
- To contribute to, and promote, the vision, culture and ethos of the school and Trust.
- Co-ordinating the work within Key Stage (KS) supporting and advising as appropriate and to write and update termly an annual improvement plan.
- To ensure that all pupils in the phase / KS receive regular and relevant homework and feedback on how to improve.
- To review long term planning to ensure coverage, progression and a range of learning experiences across the KS.
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- In the spirit of the Tyndale Community School vision and values, treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/families, governors, other staff, the Oxford Diocese Schools Trust and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards



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- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Phase Leader (KS2) Leading, Developing & Enhancing the Teaching Practice of Others

- Lead and enable staff in planning, teaching and evaluation of teaching which enthuses and engages children in learning and ensures that high standards are recognised, valued and maintained in all areas of the curriculum.
- Lead a core subject across the academy.
- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school.
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate.
- To liaise with staff and parents to support positive well-being and good behaviour across the phase.
- To be a strategic and supportive member of the wider senior leadership team.
- Provide guidance to staff in marking and assessment for learning and standards expected.
- To support colleagues to create a stimulating environment for learning.
- To take an active role within the academy's Appraisal policy in addition to supporting and promoting continuous professional development to ensure effectiveness and development of all staff.

Management Responsibility

- Organise and hold regular phase meetings to ensure good communication, consistency in practice and good pupil progress.
- To promote the maintenance of a tidy, well ordered area for your phase, which supports and reinforces learning.
- Update teachers of changes to academy policy and ensure they are implemented effectively.
- Liaise closely with staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase.
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents.
- Induct, support and monitor new staff within the phase.

Monitoring & Evaluation

- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with school policy.
- To evaluate assessment data in KS1 and discuss outcomes with the KS2 phase leader, Deputy Principal and Principal.
- Provide feedback to teachers and disseminate examples of excellent planning and teaching.
 - Monitor standards across the phase through observation, assessments, moderation and data analysis, and use this information to action required support – including setting targets for continuous improvement.





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Behaviour & Safety Phase Leader (KS2)

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies, including the Avanti Schools Trust
- Make a positive contribution to the wider life and ethos of the school

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
 - Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your Performance Management
- Proactively participate with arrangements made in accordance with the Performance Management Regulations.

Other

- To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Head teacher.



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Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person specification

Phase Leader (KS2)

Person Specification (A Application, R References, I Interview)

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your application form and supporting statement, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

CRITERIA	QUALITIES		
		ESSENTIAL	DESIRABLE
Qualifications	Qualified Teacher Status (QTS)	✓	
	Degree or equivalent	✓	
	Evidence of recent additional educational qualifications (e.g. NPQML)		✓
Experience	Proven highly successful teaching experience in specific phase	✓	
	Experience of teaching in different phases		✓
	Leadership experience (leading a team or leading a wider-school initiative) in the primary phase	✓	
	Experience of leading a core-subject		✓
	Experience of effective involvement with parents and governing body/SSC		✓
Knowledge and understanding	Experience of curriculum planning, implementation, assessing and recording	✓	
	Understanding of the key characteristics of an effective learning environment within your phase	✓	
	Knowledge of statutory requirements for the end of Early Years and have experience of working with these	✓	





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Skills and abilities	Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase	✓	
	Ability to influence the quality of teaching and learning.	✓	
	Good communication skills at all levels	✓	
	Ability to work effectively as part of a team of staff and governors.	✓	
	Ability to inspire, lead and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and working in strategic partnership with all stakeholders lead and raise the quality of learning and teaching.	✓	
	Good organisational and time management skill	✓	
	Demonstrate a positive and professional attitude at all times	✓	
	Commitment to extra-curricular activities	✓	
	Confident skills in ICT		✓
	Evidence of successfully mentoring or coaching teachers and NQTs	✓	
	Ability to delegate, monitor and support effectively	✓	
Personal qualities	Positive, caring attitude, enthusiasm and sense of humour	✓	
	Ability to maintain confidentiality	✓	
	Commitment to personal and professional development	✓	
	Excellent interpersonal skills	✓	
Safeguarding	Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓	
	Commitment to the protection and safeguarding of children and young people	✓	
	Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children	✓	



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