

# Mrs Bland's Infant and Nursery School

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## Job Description for Key Stage 1 Leader

**Job Title/Post: Key Stage 1 Leader Full Time post**

**Salary: MPS/UPS +Teaching and Learning Responsibility Payment**

**Responsible to: The Headteacher**

**Responsible for: Key Stage 1 teachers**

### **Job Purpose:**

- To co-ordinate and evaluate teaching and learning within Key Stage 1 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**

1. Lead by example as a teacher and as a leader, achieving high standards of pupil attainment and progress, behaviour and motivation through effective teaching.
2. To be responsible to the head teacher for co-ordinating the work of the Key Stage, supporting and advising where appropriate.
3. Support subject leaders in the development and implementation of curricular initiatives.
4. To monitor the quality of teaching and learning in Key Stage 1, in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of pupils work.
5. To review attainment in Key Stage 1 to ensure children are all making progress
6. To liaise with the EYFS Leader to monitor and promote effective transition arrangements to ensure continuity and progression for all pupils from EYFS to KS1 and also to liaise with Garland Junior School to promote effective transition to KS2.
7. Ensure Key Stage 1 planning is effectively carried out and ensure pupils' individual needs are being met.
8. To monitor the standards of achievement and behaviour within their year group and across Key stage 1 to ensure continuity and progression.
9. Set appropriate expectations for Key Stage 1 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.
10. Supporting Key Stage 1 staff to meet Performance Management targets.

### **Recording and Assessment**

1. Have input into the target setting process for raising achievement for Key Stage 1 pupils and feedback to the SLT and Headteacher.
2. Monitor progress in Key Stage 1 and ensure appropriate co-ordinator action plans are being implemented.
3. Monitor Key Stage 1 planning to ensure individual needs are being met.

### **Leadership**

1. Support the Headteacher and SLT in providing a clear vision and direction for the development of the school.
2. Taking a leading role in specific project(s) to be decided with the Headteacher and SLT

3. 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.
4. Assume responsibility for the management of the school in the absence of the Headteacher and the SLT.
5. Attend Leadership Team meetings as required, and report back to staff when necessary.
6. Be a strong advocate for change and champion school improvement.
7. Convey a positive "can do" attitude, motivate and inspire staff and present a 'united front' to secure successful outcomes of school initiatives
8. Establish good relationships, encourage good working practices and support and lead teachers
9. Plan, organise and chair Key Stage 1 meetings as appropriate in order to ensure school policies and practices are being implemented and to build a supportive team.
10. Liaise with teaching assistants timetabled within Key Stage 1 and outside agencies.

### **Standards and Quality Assurance**

1. Support the aims and ethos of the school.
2. Liaise with the governors, when appropriate, to facilitate their overview of school management.
3. Attend and participate in open/parent evenings.
4. Uphold the school's behaviour code and uniform regulations.
5. Participate in staff training.
6. Participate in Continuing Professional Development.
7. Attend team and staff meetings.
8. Develop links with Governors and neighbouring schools.

### **People and relationships**

1. Sustain effective, positive relationships with all staff, pupils, parents, governors and the local community.
2. Encourage moral and spiritual growth and civic and social responsibility amongst pupils.
3. Manage innovation and change.
4. Work collaboratively.
5. Manage and develop effective working relationships with all staff in the school.

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

1. When required, lead the professional development of all staff through example, coaching peer support and target setting.
2. Contribute to the audit of staff development and training needs and the provision of effective INSET.
3. Ensure support and training during the induction of new Key Stage 1 staff and for trainee teachers.
4. Support the establishment of priorities for expenditure across the whole phase.
5. Ensure the maintenance in Key Stage 1 of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development.
6. Manage the resources for a specific subject area or a whole school aspect to be agreed.

## Employee Specification – Key Stage 1 Leader

You must demonstrate on your application form that you meet the following essential criteria:

<b>Education and Experience</b>	E1	<p><i>Qualifications</i></p> <p>Qualified Teacher Status and evidence of appropriate subsequent in-service training</p> <p><i>Experience</i></p> <p>Minimum of 3 years recent successful teaching experience in Key Stage 1</p> <p>Proven experience of high standards of primary classroom practice and of teaching area of responsibility.</p>
	E2	
	E3	
<b>Disposition</b>	E4	<p><i>Personal Qualities</i></p> <p>Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.</p> <p>E5</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><i>Commitment to Excellence</i></p> <p>E6</p> <p>Evidence of a commitment to excellence and the maximising of academic and personal achievement for all children.</p>
	E5	
	E6	
<b>Skills, Knowledge and Abilities</b>	E7	<p><i>Leading and Managing Change</i></p> <p>Evidence of knowledge about current factors affecting education and a clear vision of what child centred education looks like.</p> <p>E8</p> <p>Evidence of the skills and abilities required to advise teachers in their planning, facilitating and assessing all areas of learning.</p> <p><i>Educational and Curriculum Matters</i></p> <p>E9</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.</p> <p>E10</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>E11</p> <p>Evidence of good general knowledge of the requirements of the National Curriculum.</p> <p>E12</p> <p>Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.</p> <p><i>Performance Review</i></p> <p>E13</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><i>Record Keeping</i></p>
	E8	
	E9	
	E10	
	E11	
	E12	
	E13	

	E14	Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.
	E15	<p><i>Behaviour and Ethos</i></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>
	E16	<p><i>Needs of Young Children</i></p> <p>Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning</p>
	E17	<p><i>Interpersonal Skills</i></p> <p>Evidence of good interpersonal skills and also to work as member of a staff team and to lead a team / working party. To develop and maintain good relations with all members of the school community. To work co-operatively with all staff and relevant agencies as required.</p>
	E18	<p><i>Communications</i></p> <p>Evidence of the ability to communicate clearly both orally and in writing with children, parents and colleagues.</p>
	E19	<p><i>Health and Safety</i></p> <p>An understanding of the responsibility of the class teacher with regard to the health and safety of children in their care.</p>
	E20	<p><i>Equal Opportunities</i></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 identity is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.</p>
	E21	Candidates should ensure that they address all of the above criteria in their application form referring where appropriate to actual experience. Shortlisted candidates will be selected entirely on the basis of the extent to which they meet the selection criteria in their application form.