

**Bevington Primary School Standards Lead**

**Year 1, 2 and 3 Phase Lead and English Lead**

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| **Job Description** |
| This job description recognises the requirements of the current School Teachers’ Pay and Conditions Document and reflects the aims and policies established by the Governors of the school. It may be modified by the Headteacher with the postholder’s agreement**Job title:** Middle leader with responsibility for the leadership of Year 1, 2 & 3 and English Lead**Responsible for:** Raising and maintaining standards in the agreed year groups and across the school.**Responsible to:** SLT |
| **Main purpose of the job** |
| * Take specific responsibility and accountability for the day to day management and organisation of your year groups
* Lead English across the school and lead Years 1,2 and 3.
* Lead on English across the whole school, implement our vision for English.
* Responsibility for leading on standards, achievement and progress in English.
* Curriculum development of area: In collaboration with the Headteacher provide leadership on the curriculum for English
* Be an excellent classroom practitioner and be a role model for other staff. Share expertise to develop the teaching of other staff to have a significant impact on educational progress beyond your assigned pupils
* Assist in the smooth running of the school at all times, including being responsible with the other middle leaders for the school in the absence of the headteacher, deputy and assistant headteachers
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| **Duties and responsibilities** |
| All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document, including planning and teaching lessons, assessing pupils’ progress, and managing behaviour effectively. Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school. In addition to carrying out the duties of a class teacher as outlined in the current School Teachers’ Pay and Conditions Document, the post holder receives a TLR2B for leading a phase in the school. |
| **Leadership and Management**  |
| * Support and implement the vision and ethos of the school and be an effective role model across the school.
* Contribute to, implement and evaluate the success of School Improvement Plan relevant to your phase area
* Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
* Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
* Together with SLT, lead on the school self-evaluation process for your phase and across the school including lesson observations, monitoring of school standards and bringing about improvement
* Liaise with the whole school curriculum lead to ensure curriculum continuity and progression
* As appropriate contribute to the writing of self-evaluation and policy documents
* Manage effectively the start and end of year transition of pupils to and from your phase and within it
* Be a proactive and effective member of the wider leadership team
* Be an effective role model for your team in terms of teaching, behaviour and classroom management and support staff, especially in dealing with sudden crises and emergencies.
* Actively promote the leadership team and all school decisions, in a positive light at all times
* Monitor standards of pupil behaviour and application. Support teachers in the phase, meet with parents in line with the school’s behaviour policy.
* Be responsible for monitoring pupils’ uniform within your phase and setting high standards across the phase
* Be responsible for monitoring home reading within your phase and setting high standards across the phase
* Researching and promoting educational visits (including residential) within your year groups
* Lead regular meetings relevant to your year groups area with appropriate colleagues
* Lead parent information evenings and meetings within your year groups
* Participate in the recruitment of staff as appropriate
* Plan and lead exciting and high quality and memorable learning experiences for your phase
* Organize and monitor interventions within your year groups to ensure that these accelerate pupil progress
* Work alongside other leaders.
* To provide support and general curriculum support to ECTs and staff in their first year of teaching
* To lead and provide training for the development of teaching and learning in English (Writing)
* In collaboration with the EYFS Lead, ensure the smooth transition from EYFS to KS1
* Support teachers in planning appropriate strategies to achieve pupil progress target levels and objectives
* Monitor pupil standards and achievement against annual targets
* Ensure that relevant attainment / achievement targets are met across Year 1, 2 & 3 in all subjects
* Ensure that relevant attainment / achievement targets are met in Y1 Phonics Screen Check, Year 2 Phonics retakes and Year 2 SATS as well as the Year 6 SATs for SPaG and Writing.
* Monitor planning, curriculum coverage and learning outcomes through learning walks, observations and pupils voice.
* Support and lead on phase and whole school assemblies.
* Build effective links with the local community, including business and industry, in order to develop the school/subject/issue.
* Support in the development of a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
* Be available to respond to unplanned situations which arise in the daily running of the school.
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| **Teaching and learning responsibility** |
| * Have overall responsibility and accountability for your phase area ensuring curriculum continuity, consistency, balance, match and progression
* Develop, demonstrate and promote teaching and learning activities appropriate to full age and ability range.
* Ensure that your classroom learning environment is of a quality that others can aspire to reach
* Support teachers in the phase for planning and across the school for English.
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| **Monitoring and assessment** |
| * As part of the wider leadership team of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your phase area
* Monitor standards including recorded work as relevant to your phase area across the school including reviewing long and medium-term planning
* Take a lead role in pupil progress meetings for your phase and across the school as required by the Headteacher and Deputy Headteacher
* In collaboration with the phonics lead, monitor and monitor, review and measure the impact of teaching and use information for target setting to ensure the highest outcomes in the Y1 Phonics Screen Check, Year 2 Phonics retakes)
* Lead on the organisation of the Year 2 SATS and monitor, review and measure the impact of teaching and use information for target setting.
* As a leader of English across the school, monitor, review and measure the impact of teaching across the whole school from Nursery to Year 6 and bridge the gap especially in transition years.
* Take a lead role in monitoring standards in English and monitor, review and measure the impact of teaching and pupil progress through the analysis of data, organising interventions and target setting.
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| **Manage resources** |
| * Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility
* Manage, monitor and accurately account for any budget for your area where appropriate.
* Evaluate, organize and monitor the use of resources
* In consultation with the Head/ Deputy headteacher deploy people and resources efficiently and effectively, within your phase, to meet specific objectives in line with the school development plans and financial context.
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| **Staff development** |
| * If necessary, act as a reviewer with the arrangements for the appraisal of all identified staff
* Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
* Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
* Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate
* Support colleagues in addressing any issues within your phase including working with parents
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| **Strengthening Community**  |
| * Work with the leaders of the school to engage with the internal and external school community to secure equity and entitlement
* Work with the leaders of the school to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools
* Work with the leaders of the school to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being and safeguarding of all children
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| **Developing Self**  |
| * Work with the leaders of the school to build a professional learning community which enables others to achieve
* Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development
* Be committed to your own professional development
* Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
* Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams
* Develop and maintain a culture of high expectations for self and others
* Regularly review own practice, set personal targets and take responsibility for own professional development
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| **Additional Duties** |
| * The Middle Leader may be directed to perform other duties on or off site in line with the Teachers’ Pay and Conditions Document and within the expectations for Leaders within the school.
* This is not an exhaustive job description and does not intend to specify the proportion of time spent on any of the duties outlined herein. This job description will form the basis for the assessment of the performance of the Middle Leader within the context of the School Performance Management Policy. The appraisal of the Middle Leader will be carried out annually by the Headteacher or Deputy Headteacher.
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| The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing. |
| **Agreement** |
| **If any further changes are required, there will be appropriate consultation****Received and accepted by:****Headteacher:****Date:**  |