

# Albany Learning Trust

K S 2   L E A D  
T E A C H E R   -  
A P P L I C A T I O N  
P A C K

M A Y   2 0 2 1

**KS2 Lead Teacher****Employer:** Albany Learning Trust**Location:** Chorley New Road Primary Academy**Working Hours:** Main Scale (25,714 - £36,961) plus TLR2B (£4,785)**Required from:** 1<sup>st</sup> September 2021**Contract Type:** Permanent**Closing Date:** 12 noon Monday 28<sup>th</sup> June 2021**Interview Date:****Lesson Observation** - Wednesday 30<sup>th</sup> June and Thursday 1<sup>st</sup> July 2021**Task and Interview** - Friday 2<sup>nd</sup> July 2021.**Chorley New Road Primary Academy****Head Teacher: Miss L. Burrows****Tel: 01204 337046****Email: [recruitment@cnr.bolton.sch.uk](mailto:recruitment@cnr.bolton.sch.uk)**

The Governors and Headteacher of Chorley New Road Primary Academy wish to appoint a highly motivated, enthusiastic individual to join our staff and lead a key stage 2 team. We are looking to recruit a key stage 2 leader to start in September 2021. This is a full time, permanent position.  
Main scale + TLR2B.

**We are looking for someone who is:**

- a dynamic teacher who inspires by example
- a passionate and caring practitioner with high expectations for all
- able to support the ethos and values of Chorley New Road Primary Academy
- able to work alongside the Headteacher and SLT to provide challenge and support in order to implement positive change
- a learning professional committed to raising standards and to ensure that all children achieve their full potential
- a person who possesses excellent interpersonal skills, organisational and communication skills
- a professional able to work in partnership with parents, carers, staff, governors and the community

**They will be expected to:**

- be an exemplary KS 2 classroom practitioner.
- take a lead role in monitoring progress and attainment of all pupils in KS2 by working with other senior leaders and teachers to monitor and analyse pupil progress and attainment data.
- develop, support, empower and sustain effective teams
- support the appraisal process for teaching and non-teaching staff

**The School can offer you:**

- an opportunity to develop your career through a comprehensive CPD programme
- an opportunity to lead a committed and hard-working team
- a caring and supportive school environment
- delightful children who are keen to learn
- a modern, well-resourced school
- the provision of leadership and management time.

Unfortunately, due to flooding, the school cannot accommodate visits at present but if you would like any further information please send your questions to

Linda Burrows via the school office- [office@cnr.bolton.sch.uk](mailto:office@cnr.bolton.sch.uk)

**Application deadline:** 12pm Monday 28<sup>th</sup> June 2021**Shortlisting:** Monday 28<sup>th</sup> June 2021

**Lesson Observations** (in candidates setting): Wednesday 30<sup>th</sup> June 2021 and Thursday 1<sup>st</sup> July 2021  
**Task and interview:** Friday 2<sup>nd</sup> July 2021

Completed applications should be returned to the Head Teacher by noon on Monday 28<sup>th</sup> June  
(Application forms must be completed CVs not accepted) If returning by email to  
[recruitment@cnr.bolton.sch.uk](mailto:recruitment@cnr.bolton.sch.uk)

Albany Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

**Application form**

You can apply for this job by downloading the application from the school website.

## **JOB DESCRIPTION**

### **Albany Learning Trust**

<b>Job Title</b>	<b>KS2 Lead Teacher</b>
<b>Salary</b>	<b>Main Scale plus TLR 2b – (£4,785)</b>
<b>Responsible to</b>	<b>Headteacher</b>
<b>Responsible for</b>	<b>No line management responsibility</b>

### **Primary Purpose of the Job**

To assist the Headteacher and SLT with the management and organisation of this nurturing, happy school. To be accountable for significant and specified responsibility focussed on teaching and learning above that which is required of all classroom teachers and which requires a teacher's professional skill and judgement.

### **Principal responsibilities**

- KS2 Leader
- Subject leader
- Member of the Leadership Team
- Parental Links

### **Main Duties and Responsibilities as TLR2**

Strategic direction and development of the school in cooperation with and under the direction of the Head Teacher to:

In addition to the requirements of a class teacher, areas of responsibility and key tasks to include:

- a) Teaching and Learning
  - Be responsible for the teaching of a Key Stage 2 class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline
  - Be responsible for the pastoral care of pupils in the class, promoting self discipline and good behaviour at all times, in accordance with school policies
- b) Strategic direction and development of assessment for learning in co-operation with, and under the direction of, the Headteacher to:
  - Take a lead role in monitoring progress and attainment of all pupils in KS2 by working with other senior leaders and teachers to monitor and analyse pupil progress and attainment data.
  - Ensure interventions are effective and all groups of pupils learn effectively.
  - Support the vision, ethos and policies of the school and promote high levels of achievement
    - Support the creation and implementation of the school improvement plan, especially as it relates to Assessment for learning
    - Take responsibility for appropriately delegated aspects of the school development plan e.g. ensuring that all staff are using appropriate methods for assessing pupils and that the results of these assessments have a direct impact on the effectiveness of teaching and learning.
    - Support all staff in achieving the priorities and targets for pupil progress that the school sets.
    - Assist with monitoring the progress of all pupils in conjunction with senior managers. Co-ordinate with staff regarding parents consultation evenings and reporting to ensure that parents are well informed about their children's progress and attainment and are given appropriate curriculum targets.

c) Leading and managing staff –Team Leader in Key stage Two.

- Support the Headteacher and Deputy Headteacher in developing positive working relationships with and between all pupils and staff.
- To lead curriculum development within their team
- To carrying out a coaching and mentoring role in key stage two.
- Lead groups of staff in development activities and evaluate outcomes
- Support the appraisal process as required and use the process to develop personal and professional effectiveness
- Provide support to newly qualified teachers, supply teachers, teachers and teaching assistants in key-stage 2.
- Ensure that effective self-evaluation is undertaken in Key-stage 2 and reported to the Headteacher and Governors
- Ensure consistent implementation of school behaviour policy

d) General

- Take on specific tasks related to the day to day administration and organisation of the school as requested by the Headteacher
- Take on any additional responsibilities which might from time to time be determined
- Create and maintain positive and supportive relationships with staff, parents and the PTFA and Governors
- To engage with appropriate training opportunities to promote professional effectiveness in this role
- Develop and maintain highly effective inclusion procedures which promote high standards of behaviour and good levels of attendance

The School can offer you:

- An opportunity to develop your career through our extensive CPD programme and lead a committed, hard-working team
- A caring and supportive school environment
- Delightful children who are ready to learn and flourish
- A modern, well-resourced school that is a pleasure to work in
- The provision of leadership and management time

The appointment is subject to the current conditions of employment for teachers contained in the current School Teacher's Pay and Conditions Document, the 2007 School Standards and Framework Act, the professional standards for Qualified Teacher Status and other current legislation. This job description may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually.

### **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### **Health and Safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

### **Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure and Barring Service

# Person Specification

<b><u>TLR2B Person Specification – KS2 Leader</u></b>			
<b>Education and training.</b>	<b>Essential</b> <ul style="list-style-type: none"> <li>▪ Qualified teacher status</li> <li>▪ Evidence of commitment to further professional qualifications</li> <li>▪ A commitment to professional development involving coaching and mentoring skills</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• To be already meeting the post threshold standards for teachers (UPS1)</li> <li>• Willingness to undertake and award bearing leadership qualification</li> </ul>	<b>Assessed by;</b> Application Form Letter Reference
<b>Professional Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience of successful teaching in Key Stage 2</li> <li>▪ To be an excellent classroom practitioner and have a sound understanding of how learners learn</li> <li>▪ To be able to show leadership and development in at least one subject.</li> <li>▪ Have an extensive and well informed understanding of assessment requirements including experience of administering and overseeing key-stage SATS and optional SATS.</li> <li>▪ To have in depth knowledge and understanding of current curriculum issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching across the primary age range.</li> <li>▪ Leading Inset.</li> <li>▪ Leadership of a significant aspect within SIP.</li> <li>▪ Have experience of being a teacher governor</li> <li>▪ Curriculum Leadership of Literacy or Numeracy</li> <li>▪ To have experience of a management role in a primary school.</li> </ul>	Application form Letter Reference
<b>Skills and abilities.</b>	<ul style="list-style-type: none"> <li>▪ To be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to the needs of learners.</li> <li>▪ Ability to promote collaboration and work effectively as a team leader</li> <li>▪ Ability to analyse data and identify need for improvement at team level</li> <li>▪ Ability to establish, implement and evaluate action plans/targets at team level</li> <li>▪ Commitment to the professional development of colleagues through coaching and mentoring.</li> <li>▪ Using own practice as a model and providing advice and feedback</li> <li>▪ Ability to communicate effectively with staff, parents and governors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to lead staff Inset</li> <li>▪ Experience of being a team leader</li> </ul>	Letter Interview Lesson observation Reference Task

	<ul style="list-style-type: none"> <li>▪ Ability to take on a leadership role with regard to discipline and pastoral care within KS2</li> <li>▪ To be confident in the use of ICT throughout the school for curriculum and management purposes.</li> <li>▪ Ability to develop and implement aspects of the SIP and report back to SLT</li> </ul>		
<b>Special Knowledge</b>	<ul style="list-style-type: none"> <li>▪ To have experience of assessment for learning principles and strategies.</li> <li>▪ Understanding of OFSTED inspection and self evaluation processes.</li> <li>▪ Understanding of the Personalised Learning agenda</li> <li>▪ Knowledge of the place of target setting and tracking in bringing about improvement.</li> <li>▪ To have experience of developing a creative, skills based curriculum.</li> <li>▪ To have experience of analysing data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of performance indicators: Raise Online</li> <li>▪ Knowledge and understanding of special educational needs.</li> <li>▪ Able to investigate and solve problems and demonstrate good judgement</li> <li>▪ To have experience of developing the curriculum</li> </ul>	Letter Lesson observation Interview
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>▪ Ability to relate well to children and adults</li> <li>▪ To be enthusiastic and innovative</li> <li>▪ Ability to lead, motivate and influence others.</li> <li>▪ To show evidence of being able to work as part of a team</li> <li>▪ To have excellent time management skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be able to investigate and solve problems and demonstrate good judgement</li> </ul>	Letter Interview References
<b>Approach to work</b>	<ul style="list-style-type: none"> <li>▪ Enthusiastic and self motivated</li> <li>▪ A commitment to school aim:</li> <li>▪ To show commitment to working in partnership with parents, governors and other agencies to promote the best education for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have experience of partnership working</li> </ul>	Letter Reference

**ALBANY LEARNING TRUST PPD FRAMEWORK - SUPPORT STAFF**

Role	What can I do?	How might school support me?	CPD opportunities through Links	Opportunities through the local authority	CPD opportunities through National links
<b>Newly appointed support staff</b>	Consider joining a Professional Association or Union Start a continuing professional development (CPD) file Consider your career goals Become familiar with the National Occupational Standards relevant to your role Explore the school and local authority websites Visit the Training and development Agency (TDA) website for the support staff career development framework Become familiar with the Albany Way and read about the policies relevant to your role Find out about the 5 Every Child Matters (ECM) Outcomes for all children and young people	Induction to school in order to: Understand roles and responsibility within the school Understand about school policies and procedures (for example, Safeguarding policies and protocols and the named Child Protection person) Your role, your Job Description and the relevant National Standards Ensure that you understand the probationary period and the mechanisms for performance review	Visit other establishments	Attend local authority development and training courses	Skills for Life – National Literacy/Numeracy Level 2 Adult Education Move On/Learn Direct ECDL/ITQ National Vocational Qualifications
<b>Administration and finance</b>	Understand the school improvement plan and the part you can play Maintain a CPD file Reflect upon the National Occupational Standards relevant to your role Consider career goals and discuss with line manager Prepare for and undertake professional development reviews as part of the schools Performance Management arrangements Indicate training needs through professional review Undertake development opportunities Enrol for Basic Skills/L2 Literacy/Numeracy if not already held Participate in mentoring new colleagues Maintain a Professional Development Portfolio	In addition to Induction (above): A clear and up to date Job Description which is discussed during review meetings Participate in Peer Coaching or mentoring Observation and feedback (as part of the performance management process) Peer observation (of and by peers) The school may provide a mentor to support you undertaking work based qualifications Performance management 1:1 meetings to reflect upon performance, to discuss and agree professional priorities that link with school priorities, national occupational standards and career aspirations Guidance regarding how to keep a CPD file and how it should be used to demonstrate evidence for the National Occupation Standards Opportunities to review school policies and protocols relevant to your role Job Shadowing Participation in staff meetings Opportunities to mentor less experienced colleagues Support to attend training and development identified during performance management	Local support staff networks Training opportunities through local networks Sharing good practice through local networks Best practice visits to other schools	SIMS training and support Courses available through the Local Authority PPD programme Speak to your school PPD Leader	As above plus ... NVQ in Team Leading Certificate in Business Administration Certificate / Diploma in School IOSH Managing Safety Qualification ILM Diploma in Business Management
<b>Caretakers and site managers</b>  <b>Team leaders</b>	As above  Mentor and coach new colleagues Undertake development opportunities Consider career goals and discuss with line manager Train as a Reviewer to take a role in Performance Management Seek leadership and management qualification	As Above plus; Provision of information through HSE information	Local support staff networks Training opportunities through local networks Sharing good practice through local networks Best practice visits to other schools	Courses available through the Local Authority CPD programme Speak to your school PPD Leader First Aid at Work Manual Handling	As above (top line) plus ... Certificate in Support Work in Schools Award in health and safety in the workplace Certificate in basic first aid NVQ in property and caretaking supervision Foundation Degree (eg in facilities management) <a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> PPD specific to support staff; Technicians, Health and Safety officers <a href="http://www.britsafe.org">www.britsafe.org</a> Managing Safety qualification
<b>Cleaning and site support</b>  <b>Team leaders</b>	As above  Mentor and coach new colleagues Undertake development opportunities	As above	Local support staff networks Training opportunities through local networks Sharing good practice through	Courses available through the Local Authority CPD programme Speak to your school PPD Leader First Aid at Work Manual Handling	As above (top line) plus ... Certificate in Support Work in Schools NVQ in Cleaning and Support Services Award in health and safety in the workplace



	Consider career goals and discuss with line manager Train as a Reviewer to take a role in Performance Management Seek leadership and management qualification		local networks Best practice visits to other schools		Certificate in basic first aid <a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> PPD specific to support staff; Technicians, Health and Safety officers
<b>Kitchen staff</b>	As above	As above	As above	Courses available through the Local Authority CPD programme Speak to your school PPD Leader First Aid at Work Manual Handling	As above (top line) plus ... Certificate in Support Work in Schools Award in health and safety in the workplace Certificate in basic first aid Certificate in basic and intermediate Food Hygiene Award in food safety in catering NVQ in professional cookery
<b>Team leaders</b>	Mentor and coach new colleagues Undertake development opportunities Consider career goals and discuss with line manager Train as a Reviewer to take a role in Performance Management Seek leadership and management qualification				
<b>Pastoral staff and Teaching Assistants</b>	As above plus; Information available in LPDS publications for example, health and well-being, ethnic minority achievement. Become familiar with the Teaching Assistant standards. Oversee a Learning and Teaching project.	As above plus;	Join networks such as Chorley and South Ribble; Attendance, Equalities, Health. L2/L3 counselling and introduction to counselling qualification.  Runshaw College - NCFE CACHE in supporting teaching and learning L2/L3	LPDS courses, behaviour and attendance, well-being, educational visits, first aid, governor training, safeguarding, school support staff, ethnic minority achievement. Moving and Handling training	Best Practice Network. Support staff courses HLTA National qualifications National Leadership courses <a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> CPD specific to pastoral staff; safeguarding officers cover supervisors Teaching Assistants Librarians

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