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# KS2 Leader Job Description

**Name of School**

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| **Gillibrand Primary School** |

**School vision**

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| We Nurture Children’s DreamsGillibrand children aspire to leave a legacy in the world and make a difference to others. They push the boundaries of what is possible to be the best they can be. They are encouraged to explore their passions and interests. They embrace opportunities to follow their dreams with confidence and self belief. They are courageous and persevere to fulfil their potential. |

**Employment details**

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| Job title: | Key Stage 1/2 Leader and Class Teacher with TLR |
| Reports to (job title): | Headteacher |
| Responsible for: | Key Stage 1/ 2 Staff |
| Level and scale point: | Standard national scale in line with the current *School Teachers’ Pay and Conditions* document plus TLR 2.2 |

**Main duties/responsibilities**

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| **Teaching and learning** |
| Lead, manage and promote high-quality teaching and learning across the phase. |
| Work in conjunction with the headteacherand other relevant members of staff in developing a curriculum framework for the phase. |
| Implement strategies for teaching and learning that are appropriate for all pupils and enable a successful transition to KS3. |
| Monitor lesson planning and pupils’ work to ensure differentiated activities are implemented where appropriate. |
| Display exemplary classroom practice which meets the aims and objectives of the school and secures high standards of learning and behaviour. |
| Monitor the quality of teaching and learning across the phase, setting achievable expectations and offering support and advice where appropriate. |
| Work alongside other members of the leadership team to monitor and promote effective pupil progress, implementing arrangements for appropriate provision for struggling pupils where necessary. |
| Develop links with parents of pupils throughout school to encourage parental involvement in their child’s progress and the school’s wider activities, where appropriate. |
| Ensure the classroom environment is purposeful for all pupils and promotes the highest standard of work. |
| Keep up-to-date with developments in teaching and learning within the sector and inform others as appropriate. |
| **Assessment and reporting** |
| Take responsibility for the organisation and administration of assessment across the phase, ensuring that statutory requirements are met and school procedures are followed.  |
| Collate assessment information in conjunction with the headteacher and other relevant members of staff. |
| Assess and report on the school’s performance in relation to local and national results, and the school’s own targets.  |
| Contribute to the monitoring, analysing and reviewing of the effectiveness of policies, priorities and targets, in light of assessment data.  |
| Ensure appropriate strategies are implemented in the phase to address areas for improvement highlighted by assessment data.  |
| **Leadership** |
| Lead, manage, motivate and inspire staff members working in the early years and KS1 team. |
| Ensure staff in the phase are committed to, and promote, the school’s vision, ethos and policies. |
| Lead Key Stage Meetings, producing Agendas and Minutes |
| Attend and contribute effectively to leadership meetings as required, and report back to other KS1 staff when necessary. |
| Provide support and organise required training for KS1 staff, undertaking performance reviews with the headteacher as appropriate. |
| Act as an efficient line of communication between phase staff and other senior leaders.  |
| **Strategic direction and development of the school** |
| Support and encourage the development of the vision, ethos and policies of the school.  |
| Assist in the creation and implementation of the SIP, especially aspects that relate to KS1.  |
| Support the evaluation of the effectiveness of the school’s policies and assist in analysing their impact on the school. |
| **Development and deployment of resources** |
| Manage the development and deployment of resources in the phase, e.g. workbooks, with maximum efficiency to meet school objectives and achieve value for money.  |
| Establish the staffing and resource requirements for the phase, and advise the headteacher, leadership team and governing board of priorities for expenditure. |
| Monitor and review all resources in the phase in terms of quality, quantity and use, in order to improve the experience and outcomes of pupils, ensure efficiency, and secure value for money.  |
| **Other** |
| Lead Key Stage Assemblies |
| Undertake tasks related to the day-to-day administration and organisation of the phase, as requested by the headteacher. |
| Establish and maintain positive relationships with other staff, parents, governors and other relevant members of the school community.  |
| Undergo appropriate training opportunities to promote professional effectiveness in the role.  |

**Person specification**

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|  | **Essential** | **Desirable** |
| **Qualifications and training** | The successful candidate will:* Have qualified teacher status.
* Have a degree in a relevant subject area.
* An enhanced DBS and barred list check.
* A dedicated and enthusiastic, knowledgeable class teacher.
 | The school would also like the successful candidate to have:* Evidence of further personal study or professional development.
* A relevant leadership qualification.
* English or Maths Lead
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| **Experience** | The successful candidate will have experience of:* Teaching at the primary phase, displaying exemplary practice.
* Leading or managing other staff members in a school environment.
* Managing, monitoring and evaluating the quality of teaching and learning.
* Contributing to whole-school self-evaluation.
* Assisting in developing school policies.
* Effectively supporting pupil wellbeing and behaviour.
* Appropriate and effective target setting.
* Working with pupils of all abilities, including those who are more able and those with SEND and medical conditions.
* Utilising a range of assessment procedures.
 | In addition, the successful candidate may have experience of:* Working with outside agencies, e.g. other schools, SEND agencies.
* Successfully allocating and managing a budget.
* Organising and/or delivering staff training.
* Assisting in the performance management process.
* Using data analysis of assessment data to raise standards of achievement.
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| **Knowledge and skills** | The successful candidate will have the ability to: * Demonstrate leadership qualities by leading, motivating and working effectively with other members of staff.
* Create a stimulating, challenging and purposeful learning environment.
* Contribute towards strategies that aim to support the development of the school.
* Communicate effectively using a range of different methods.
* Teach using a wide range of strategies that meet differing learning styles and the needs of all pupils.
* Raise standards of achievement.
* Effectively deploy and utilise resources.

The successful candidate will have up-to-date knowledge, or an understanding, of:* Current developments in the education sector and primary education.
* Managing, planning, assessment and record- keeping, and how these can affect pupil outcomes.
* School policies and procedures in general.
 | The school would also like the successful candidate to:* Be able to analyse and interpret assessment data, and suggest and implement changes based on this data.
* Display strategic management skills
* Be able to maximise the potential of all staff.
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| **Personal qualities** | The successful candidate will have:* An excellent attendance and punctuality record.
* The ability to develop and maintain positive relationships with colleagues and other members of the school community.
* The ability to manage and resolve conflict.
* Excellent time management skills and organisation.
* High expectations of self and professional standards.
* The ability to work independently and as part of a team.
* High levels of drive, energy, and integrity.
* A commitment to promoting equality of opportunity.
* A flexible attitude.

The successful candidate will be:* Committed to the value and promotion of the phase.
* Dedicated to promoting their professional development and that of others.
* Committed to contributing to the wider school and its community.
* Professionally assertive and clear-thinking.
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