



JOB DESCRIPTION

Job Title:	Upper KS2 Phase Leader / Class Teacher
Job Location:	Hill View Junior Academy
Salary:	Main/Upper Pay Spine + TLR2b
Hours:	As set out in STPC
Company:	Vision Learning Trust
Responsible to:	Head Teacher/Board of Directors

PUPRPOSE OF JOB:

Main Purpose of the Post:

To meet the requirements of a teacher as set out in the School Teachers Pay and Conditions Document and The Professional Standards for Teachers.

To provide professional leadership, including compliance with regulatory requirements and school policies, and to ensure the School delivers the highest standards of care and education for all the children in Key Stage 2. The Phase Leader is a full-time class teacher and a member of the Middle Management Team. In addition to those professional responsibilities which are common to all classroom teachers in the school to meet the requirements of a teacher as set out in the School Teachers Pay and Conditions Document and the Professional Standards for Teachers

Professional responsibilities:

- To support the ethos, values and aims of the school community.
- To contribute to and follow the agreed policies of the school.
- To comply with the schools Health and Safety policy and undertake appropriate risk assessments.
- To have high expectations of themselves and all pupils and to act as an example to pupils within the school environment.
- To contribute to the evaluation and monitoring of the school curriculum.
- To work as a member of a team and to contribute positively to effective working relationships with the school.
- To engage actively in Performance Management and Professional Development.
- To be an excellent classroom practitioner and team leader

Main Duties:

- To plan and deliver appropriate broad, balanced, relevant, differentiated and challenging lessons to all their pupils appropriate to their needs.
- To assess, record and report on aspects of pupils' standards, progress and development.
- Contribute to raising standards of pupil attainment.



- To encourage high standards of behaviour so effective learning can take place, and good relationships can be formed within the school community.
- To contribute to whole school planning activities.
- To work effectively with support staff.
- To develop their subject knowledge and expertise keeping up to date with national developments, teaching practice and methodology to support pupils in achieving high standards.
- To ensure they provide effective curriculum coverage, continuity, progression and challenge.
- To assist with the monitoring and evaluation of subject delivery through (e.g. work scrutiny, resource audits and data analysis).
- To manage their classroom resources effectively.
- To take part with colleagues in developing the subject area.

School leadership:

- Lead the Upper or Lower Key Stage 2 team
- Drive excellent culture and organisation to ensure the effective running of the school day for their phase
- Lead the strategic development of the School Development Plan with your team
- Manage the design, planning, monitoring and evaluation of the KS2 curriculum, including the analysis of performance data within the phase
- Support and secure the commitment of others to the vision, ethos and policies of the school and promote high levels of achievement for all
- Work in collaboration with the Senior Leadership Team and lead by example
- Be an active member of the Middle Management team
- Support teachers with any behaviour incidents or concerns within the phase and act to address any issues, in line with school policy. Keep Senior Leadership Team informed of any behaviour concerns.
- Liaise with colleagues to identify training needs within the Phase
- Ensure consistency in phase through regular meetings and communications with all staff
- Liaise with and maintain communications with parents as a phase leader to support both SLT and class teachers
- Support the SLT to deploy and develop all staff effectively in order to improve the quality of education provided
- To manage the phase budget in order to organise and audit year group resources leading to effective classroom practice
- Produce reports for and engage with stakeholders
- Lead on transitions between key phases of learning
- Maintain and review policies and procedures
- Lead on the implementation of new initiatives

Assessment:

- Ensure that teachers within the Phase plan, prepare for and implement agreed assessment.
- Contribute to raising standards of pupil attainment
- Monitor the accuracy of assessment through planned moderation
- Have a clear overview of class profiles and subsequent interventions in place to support progress within the phase



- Work alongside the Assistant Head to ensure there is a clear timeline for assessment procedures

Staff development:

- Lead and participate in staff training and development opportunities as appropriate
- Act as a mentor to colleagues and ECTs and encourage collaboration, cooperation and teamwork
- Demonstrate a commitment to your own continuing professional development
- Keep abreast of current developments in teaching and learning and inform others as appropriate

All staff in school should ensure that any holidays are taken during school holidays.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the Trust.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of Trust records and information.

The post holder must carry out their duties with full regard to the Trust's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Trust Policies.

The postholder must comply with the Trusts Health and safety rules and regulations and with Health and Safety legislation.



PERSON SPECIFICATION

Job Title: Upper KS2 Phase Leader / Class Teacher

Selection decisions will be based on the candidate specification 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, you should ensure that you address the person specification and provide evidence of how you meet the criteria.

	Essential	Desirable	Method of Assessment
Qualifications/ Professional Development	<ul style="list-style-type: none"> • Qualified teacher status. • Track record of good or outstanding teaching • At least 5 years teaching experience with at least 3 years in Upper in Key Stage 2 	<ul style="list-style-type: none"> • Recent experience in Year 6 • National Professional Qualification • DSL Training 	<ul style="list-style-type: none"> • Application Form • Certificate
Teaching and Learning	<ul style="list-style-type: none"> • Exemplary classroom practitioner with a proven commitment to high expectations and raising standards for all groups of children • A proven record of raising attainment of all children and good or better progress for pupils • A sound working knowledge of supporting children with SEND and a proven track record of strong outcomes for this group of children • A robust understanding of the National Curriculum and the ability to design a bespoke curriculum which meets the needs of the pupils within your setting 	<ul style="list-style-type: none"> • Experience of forging strong and meaningful links with the local community in order to enhance learning opportunities • Experience of monitoring and evaluating teaching and learning across either the whole school or a phase • Experience as Designated Safeguarding Lead 	<ul style="list-style-type: none"> • Application Form / Supporting Statement • Interview • Teaching Observation • Unseen Task



	Essential	Desirable	Method of Assessment
	<ul style="list-style-type: none"> • An ability to skilfully and appropriately manage a calm and purposeful classroom and deal with behaviour challenges in a sensitive, positive, emotionally responsive manner supporting the difficulties and needs of each individual child. • Understanding of and ability to analyse assessment and attainment data and use of data and progress tracking to ensure all learners achieve and make good progress • Up to date knowledge of Safeguarding and ability to follow school procedures to ensure the safety and wellbeing of all children. • An understanding of how the learning environment enhances and supports teaching and learning outcomes. • High expectations and a commitment to achieving high standards in your work • A commitment to furthering own professional understanding and expertise • Evidence of proven outcomes at the end of Key Stage 2 		
Strategic School Leadership	<ul style="list-style-type: none"> • Evidence of continually improving the teaching and learning in a whole school curriculum area or phase over a period of time • Proven track record with examples of supporting SLT • Experience of curriculum design and implementation 	<ul style="list-style-type: none"> • At least three years of Middle management or senior leadership experience • Experience and proven impact of Core subject leadership 	<ul style="list-style-type: none"> • Application Form / Supporting Statement • Interview • Unseen Task



	Essential	Desirable	Method of Assessment
	<ul style="list-style-type: none"> • Experience of leading an initiative with proven impact and improved outcomes for children • Ability to lead, motivate and support staff in order to raise standards of achievement and attainment • Experience of leading new initiatives during staff meetings and INSETs • Experience of making considered contributions to the School Development Plan • Experience of making decisions in the absence of the SLT • Ability to maintain confidentiality • Evidence of continually improving the teaching and learning in a whole school curriculum area or phase over a period of time • Experience of playing a pivotal role in the administration of Key Stage 2 National Assessments 	<ul style="list-style-type: none"> • Experience of presenting impact evaluation information to governors and other stakeholders • Experience of managing pupil transition • Experience of contributing to School Self-Evaluation 	
Staff Development	<ul style="list-style-type: none"> • Experience of coaching and mentoring of ECTs and RQTs • Be able to lead and work as part of an effective team. • Excellent interpersonal skills necessary for leadership • Be able to effectively lead the implementation of change. 	<ul style="list-style-type: none"> • Experience of coaching and mentoring of teaching students • Experience of supporting teachers requiring additional intervention in order to meet the teacher standards 	<ul style="list-style-type: none"> • Application Form / Supporting Statement • Interview • Unseen Task



	Essential	Desirable	Method of Assessment
	<ul style="list-style-type: none"> • Experience of coaching and mentoring staff through identifying and utilising strengths across the school • Experience of identifying training needs • Experience of supporting staff to manage challenging behaviour 		
General	<ul style="list-style-type: none"> • Commitment to valuing the backgrounds of all children in the school • Approachable and the ability to form good relationships with staff, pupil, parents and carers • Ability to hold staff to account • Proven experience of working in a close-knit team to focus on school improvement • Energetic and enthusiastic with a positive 'can do' approach • Excellent communication skills • Good written and verbal communication skills in order to relate effectively to pupils, staff, governors and parents • Positively promote the ethos and values of the school across the school and the wider community • Ability to problem solve and address concerns in a positive and productive manner to support the school • A person who is dedicated, motivated, creative and shows initiative 		<ul style="list-style-type: none"> • Application Form / Supporting Statement • Interview • Unseen Task

Name of Author: Hayley Sutton
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