

Julian's Primary School



JOB DESCRIPTION and PERSON SPECIFICATION

Post Title:	Year Group Leader with a specific focus on closing the gap for significant groups (class based)
Grade:	MPS + TLR 2b depending on experience with opportunities for progression to 2c
Responsible to:	Executive Headteacher and Head of School
Responsible for:	Identified class teachers and support staff

In addition to the responsibilities set out in the STPCD 2012 (see appendix 1) you will also undertake the following duties and responsibilities:

To be responsible for leading a year group within EYFS/Key Stage 1 or 2:

- To lead by example in all that you do as a leader - actively and positively promoting the school – its ethos, policies and procedures
- To actively support the leadership of the school ensuring that the needs of the children remain the central focus at all times
- To work in partnership with other year group leaders to further develop the profile and team ethic within key stage 1 or 2 and in the wider school
- To model outstanding practice to colleagues in all aspects of teaching and learning and through your own professional conduct
- To demonstrate a deep understanding of the quality of provision in your year group and to actively work towards outstanding in all aspects
- To lead on the quality of teaching and learning so that all teaching is at least good or better
- To support and challenge staff through a clear understanding of strengths and areas for development within the year group
- To lead on progress and attainment within the year group ensuring that children make better than expected progress from their starting points and are sufficiently challenged within lessons and beyond
- To lead on the quality of behaviour and safety throughout the year group so that it is at least good or better throughout the Key Stage
- To actively promote and encourage positive attitudes to learning

- To ensure that resources are appropriately accessed, managed and deployed throughout the year group for outstanding delivery of the curriculum
- To ensure that the curriculum reflects the cultural diversity within the school and sensitively educates children about our local and national population.
- To pursue opportunities and manage external partnerships that involve the school in creative and other projects that link it with other schools, the community, arts organisations and national events that will broaden and enrich our curriculum.
- To encourage, enable, monitor and promote inclusion throughout the year group, having a keen awareness of those children who are vulnerable and those entitled to the pupil premium
- To ensure that the year group is working actively towards closing the gap for the most vulnerable and disadvantaged pupils as well as significant groups
- To ensure that the support and expertise of parents and carers and the wider community are actively used to enhance teaching and learning and achievement within the key stage.

The post holder will be accountable and report to the DHOS/HOS on their respective site as well as the Executive Headteacher of the school. The post holder will be expected to report on the quality of teaching and learning, achievement, behaviour and safety and leadership and management of the year group on a regular basis to the Senior leadership team and Governors as necessary.

The post holder will be expected to support towards the further development of the school through contributions to the SDP.

Post holders will also be expected to take on responsibility for an aspect of the curriculum and will be expected to work together on further developing provision throughout the school. This may be in line with SDP priorities or other areas of development identified by the leadership of the school (for e.g. preparing for specific accreditations). The post holder will be expected to draw upon the work of the curriculum teams in achieving their objectives and there is an expectation that they would communicate closely with faculty teams where objectives and outcomes overlap.

All Post holders may need to undertake lesson observations and planning and work scrutinies in order to inform all aspects of school self-evaluation.



Appendix 1

STPCD 2012

61.1 A teacher (other than a head teacher) may be required to undertake the following duties -

Teaching

61.2 Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

61.3 Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

61.4 Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

61.5 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

61.6 Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

61.7 Subject to sub-paragraph 63.10 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

61.8 Promote the safety and well-being of pupils.

61.9 Maintain good order and discipline among pupils.

Management of staff and resources

61.10 Direct and supervise support staff assigned to them and where appropriate, other teachers.

61.11 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

61.12 Deploy resources delegated to them.

Professional development

61.13 Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.

61.14 Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.

Communication

61.15 Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals

61.16 Collaborate and work with colleagues and other relevant professionals within and beyond the school.



Person Specification

Prerequisite

Satisfactory enhanced DBS check and references.

Qualifications and Training

- Qualified teacher status
- Recent, relevant in-service training - particularly in relation to teaching and learning and assessment

Experience

- Experience of working as a key leader in a primary school.
- Evidence of being an outstanding classroom practitioner in a primary school.
- Experience of mentoring or supporting others
- Experience of working with children across a key stage/s
- Experience of working in partnership and collaboration with parents/carers, outside agencies to secure achievement for all
- Experience of delivering training for others
- Experience observing and feeding back to teachers and support staff
- Experience of developing creative approaches to the curriculum in line with National curriculum expectations

Skills:

- Able to effectively manage children's behaviour in a positive way and to promote good relationships and good behaviour
- Able to work as part of the school development team and take responsibility
- Highly developed interpersonal skills - able to talk effectively to children, parents/carers, governors, external professionals and colleagues.
- Able to liaise effectively with agencies, build good working relationships and rapport with colleagues. Excellent written and verbal communication and able to help the school raise standards of achievement.
- Able to produce careful, accurate, positive and well written reports, policies, guidance etc.
- Able to read and use data and to use a range of sources of evidence to make judgements and inform next steps (e.g. FFT, Lesson Observations, work samples)
- Confident in use of IT as a teaching, learning, communication and administrative tool
- Be proactive in managing your own time
- Able to demonstrate in depth understanding of the pedagogy and progression of learning across the curriculum and within the core areas

Personal Qualities & Attributes

We are looking for someone who is/has:

- Able to demonstrate high levels of integrity
- Able to demonstrate respect for others
- Able to show high levels of resilience
- Strives for excellence
- Well organised, calm and very positive, confident and assuring
- Able to quickly engage and build appropriate relationships with children
- Able to lead, encourage, inspire and motivate staff
- Dependable and reliable, with an excellent record of attendance (above 95%).
- Willing to go the extra mile, has high levels of stamina, energy and determination/enthusiasm
- Self- motivated and passionate about making a difference
- Committed to the school ethos and a role model to others
- An effective team leader/member and a model of professionalism
- Flexible, able to respond quickly to changes and think on your feet
- An enquiring and creative mind and approach to the education of young people