

## JOB DESCRIPTION

<b>JOB TITLE</b>	Key Stage Two Leader
<b>SCALE</b>	MPR/UPR+ TLR 2B
<b>RESPONSIBLE TO</b>	Head of Primary Phase

### Responsible for:

- The highest standards of education and welfare of children within Key Stage Two and across the Primary Phase
- Contributing to the development of a caring school and community in which there is equality of opportunity
- Leading and managing the Key Stage Two team to provide high quality learning for all children within a safe, secure, happy and caring environment
- Constantly monitoring, evaluating and reviewing provision, teaching and learning to ensure improvement in Key Stage Two. Helping colleagues understand policies and practices in relation to the Primary Phase.
- Undertaking any other duties as required, appropriate to the post

### Key Areas of Responsibility:

- Ensure the vision, ethos and policies of the school promote the highest standards of achievement in Key Stage Two and across the Primary Phase
- Support the creation and implementation of the school improvement plan, especially as it relates to Key Stage Two
- Evaluate the effectiveness of the provision in Key Stage Two in close collaboration with the Early Years Foundation Stage and Key Stage One Leaders and the wider leadership team
- Be responsible for organising and managing teaching and learning in the Primary Phase, in particular in Key Stage Two
- Take responsibility for the development and monitoring of the curriculum provision
- Support the Head Primary Phase in the monitoring of the quality of teaching and children's achievements, including the analysis of Primary Phase data
- Be responsible for the pastoral care of children, promoting independence and good behaviour, in accordance with school policies
- Create and maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development
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- Ensure that parents are fully involved in their child's learning and development and well-informed about the National Curriculum, their child's individual targets, progress and achievement
- Lead workshop sessions for teachers, parents and other stakeholders
- Maintain liaison with external agencies related to pupil welfare and achievement
- Develop the use of new and emerging technologies

### **Leading and Managing Staff – to:**

- Establish and maintain positive working relationships across the Primary Phase
- Plan and lead weekly Key Stage Team meetings
- Lead training and development activities for the Primary Phase and where appropriate whole school staff, and evaluate outcomes
- Provide support for all Key Stage Two staff
- Support staff in understanding and implementing local and national changes
- Work with the Head of Primary Phase, SLT and governors to evaluate and review school policies, plans and priorities
- Take responsibility for the day to day running of Key Stage Two, including the efficient management of resources and deployment of staff
- Ensure the smooth transition of pupils between all Primary Phases

### **Teaching and Learning – to:**

- Work with other staff to plan and provide for a creative, stimulating and quality curriculum for all children in Key Stage Two which supports a range of learning styles and helps to develop children's independence
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Ensure that all children in Key Stage Two are able to learn to the best of their ability
- Ensure that the requirements of the National Curriculum are met, including arrangements for assessment and moderation
- Liaise with staff and other professionals within and beyond the school
- Lead and develop primary assessment practices, taking account of current initiatives
- Ensure the progress of children in the Primary Phase is rigorously monitored, through analysing data and contributing to progress meetings to ensure all children make accelerated progress
- Share and model outstanding primary practice

### **Professional development – to:**

- Participate in arrangements for Performance Management and take responsibility for own professional development by keeping up to date with current thinking and developments in primary practice through training and development opportunities and professional reading
- Prioritise and manage own time effectively
- Work under pressure and to deadlines
- Sustain own motivation and that of other staff
- Be a role model for staff, trainees and volunteers and where appropriate, mentor trainees
- Support the Head of Primary Phase and leadership team with the induction of new staff

### **Keeping Children Safe in Education**

- This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2011, and expects all staff and volunteers to share this commitment
- Work with the senior leadership team and governors to ensure that all safeguarding duties are complied with under the relevant legislation
- Work with the senior leadership team and governors to ensure that policies, procedures and training in the school as set out in the statutory guidance *Keeping Children Safe in Education*, DfE, September 2018, and *Working Together to Safeguard Children*, DfE, July

2018 are effective and comply with the law at all times

- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices

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*This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.*

***The priorities for each year will be reviewed against this job description annually through performance management meetings.***

*Please note that we are committed to safeguarding and promoting the welfare of our students and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service) We give high priority to promoting diversity throughout the school.*

## Key Stage Two Leader

### PERSON SPECIFICATION

(Method of Assessment: A = Application Form I = Interview)

Training and Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status	√		A
Degree (or equivalent)	√		A
Evidence of recent professional development	√		A
Experience of Teaching and School Leadership			
At least three years' experience in primary education	√		A/I
Early leadership experience – for example, leading a curriculum area	√		A/I
Experience of leading, motivating and developing teaching staff	√		A/I
Experience of developing excellent provision for all pupils	√		A/I
Experience of leading and managing support staff		√	A/I
Experience of delivering staff training		√	A/I
Professional Knowledge and Understanding			
Knowledge of strategies to achieve effective learning, teaching and assessment including the use of ICT	√		A/I
Excellent understanding of and experience in using assessment data to inform development planning	√		I
Knowledge of recent and current developments within KS1 and KS2	√		I
Knowledge of current educational issues	√		I
Personal Skills and Attributes	Essential	Desirable	Method of Assessment
Excellent classroom practitioner	√		A/I
Understanding of and commitment to equality and diversity	√		A/I
A positive and resilient individual with drive, integrity, a cheerful disposition and a sense of humour	√		A/I

Excellent presentation and inter-personal skills	√		I
Highest standards of professional conduct	√		I
Ability to form positive relationships with children, adults and parents	√		A/I
Able to communicate effectively orally and in written form	√		A/I
Ability to prioritise and time manage effectively	√		I
Ability to use own initiative	√		A/I
Confident about presenting to Governing Body, staff and other stakeholders		√	I
<b>Safeguarding Children: Safer Recruitment and Selection</b>			
Proven ability and responsibility for undertaking the statutory safeguarding requirements including safer recruitment.	√		A/I

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