

Job Description

Job Title: KS1 phase leader, English leader and member of the leadership team

Grade: TLR 2b

School: *Oasis Academy Pinewood*

Reports To: **The Principal**

Staff Line Managed: **KS1 teachers and support staff**

In addition to the main responsibilities of a MPS/UPS Teacher, the TLR2 post holder has the responsibilities set out below.

Main Purpose of the Post – Phase Leader KS1

- Support the Principal and Senior Leadership team in the effective running of the Academy
- The post holder is responsible for the implementation and monitoring of the Academy's high-quality curriculum, teaching and assessment strategy across the phase
- To ensure that analysis of data is used by teachers in the phase to close gaps in children's learning and plan learning to meet the needs of all pupils (SEND, EAL, PP, all attainment groups including high prior attaining children)
- To ensure consistency in the quality of teaching across the phase, to ensure it is never less than good and to provide mentoring and coaching to the teachers and support staff in the phase when required.
- To identify training needs for staff and be proactive in seeking out how to meet these needs
- Ensure that the KS1 phase works together effectively and efficiently by providing and modelling excellent organisational, leadership and management skills
- To be a member of the leadership team and attend and contribute to meetings when relevant
- To be part of the strategic development of the Academy and contribute to Academy self-evaluation and the local one plan
- To model and promote the Oasis Nine habits and wider ethos and aims of the Academy and OCL in order to be an exemplar of outstanding practice for others
- To positively promote the Academy Improvement Priorities and Academy policies at all times

Main Duties and Responsibilities

1. To be a member of the leadership team of the school, taking part in strategic planning, monitoring and review and accountable to the principal and ultimately the OCL Trust Board for performance in the key stage
2. To hold classteacher responsibilities and show a high level of competence in the Teachers' Standards

3. To be a level three trained DSL and promote a culture of safeguarding at all times.
4. To ensure that KS1 is fully compliant in all statutory processes and practices
5. To make sure that high quality planning teaching and assessment is carried out and implemented by teachers in the academy within the framework of the OCL curriculum– to raise the achievement of the children within the phase to the best of their abilities
6. Have an up-to-date knowledge of KS1 statutory assessment procedures, analyse data and pupil outcomes, liaise with the LA and Oasis where required about assessment and advise the Leadership team on outcomes for children. To ensure regular and effective moderation takes place
7. To monitor the quality and consistency of provision in the phase through a range of practices and act on any areas of development with the relevant staff
8. Be responsible for high quality curriculum planning and provision so that it meets the needs of all learners incorporating the Horizon's project and the use of iPads to enhance learning
9. To lead on English as a subject across the school and fulfil the role of English leader to a high standard
10. To be responsible for induction, appraisal, mentoring, coaching and supporting the professional development of staff as required.
11. To lead on Reception-Y1 transition and ensure it is effective and meets the needs of all pupils
12. To ensure the support and growth of Early Career teachers, teachers in training and other students and trainees working in the key stage
13. To manage and organise professional development arising from analysis of need.
14. To be a supportive, proactive and effective member of a phase team with a "can-do" attitude
15. To lead by example in all they do and be a model of excellent practice for the phase and the wider Academy
16. To promote and develop links with other schools to share good practice
17. To attend community and strategy groups and disseminate good practice and actions required for improving teaching and learning to the leadership team and staff in their phase
18. Plan and lead parent/carer workshops and be proactive in ensuring parental engagement with the children's learning
19. To be responsible and committed to their own performance management and continuous professional development and the appraisal of others
20. To implement Academy and Oasis' policies and practices
- 21. To promote and model inclusion at all times**

Note: the responsibilities of this job description may be subject to annual review, subject to the normal processes of discussion and consultation with the postholder

Safeguarding children and young people

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

OTHER:

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.



The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Signed:

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	
Version			

Person Specification

KS1 phase leader

Our Purpose

Oasis Academies exist to provide a rich and balanced fully inclusive educational environment which caters for the whole person - academically, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. This way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Community Learning Ethos

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status</p> <p>Educated to degree level</p>	<p>Masters' Degree</p> <p>Working towards or awarded NPQSL/NPQML/NPQEY or other leadership programme</p>
Leadership and management - Experience	<p>Experience in at least one school, showing a high level of success in an area of high disadvantage</p> <p>Successful record of leadership experience including:</p> <p>Active participation in shared vision for improvement and success in current post</p> <p>Current responsibility for the strategic development of an area of teaching and learning</p>	<p>Experience in several schools in areas with high levels of disadvantaged</p> <p>Previous experience as a phase leader or equivalent</p> <p>Professional development/mentoring of colleagues</p> <p>Experience successfully leading a change management project</p>
Leadership and management - Knowledge	<p>An excellent knowledge of the national curriculum and statutory requirements</p> <p>A full commitment to supporting staff in improving students' attendance and punctuality</p>	<p>Competent use of data tools and ability to analyse data to a high level</p> <p>Experience of using Insight as a data analysis tool</p>

	Essential	Desirable
	<p>To have strong knowledge of SEND needs and ability to support others in meeting children's individual needs</p> <p>Know how to and have experience of analysing data to improve student outcomes</p> <p>Be an excellent classroom practitioner with evidence of high achievement and a willingness to teach across key stages</p> <p>Knowledge and understanding of the curriculum across EYFS and KS2</p> <p>To be able to lead on transition to the key stage one curriculum effectively</p> <p>Use of national and school assessment and attainment information to improve practice and raise standards</p> <p>Use of strategies to promote good student relationships and high attainment in an inclusive environment</p> <p>An enthusiastic, positive and effective leader and manager and knowledge of how to develop a strong team</p> <p>Competent communicator, able to inspire and motivate all members of the Academy community</p> <p>Ability to use and promote a wide range of teaching methodologies</p>	<p>Experience managing staff timetabling</p> <p>Experience working successfully with outside agencies</p>

	Essential	Desirable
Leadership and management - Skills	<p>Able to act as a role model for others in promoting an developing strong behaviour for learning</p> <p>Ability to anticipate and problem solve and be proactive on all levels</p> <p>Excellent communication, presentation and ICT skills</p> <p>Ability to build appropriate and positive relationships with children, families and staff</p> <p>Ability to respond positively to feedback and an understanding that responding to feedback is part of being an excellent practitioner</p> <p>Ability to deliver feedback to staff about their practice</p> <p>A strong communicator that understands and uses a wide range of strategies</p> <p>Excellent interpersonal skills</p>	

	Essential	Desirable
Personal Qualities	<p>Passion for teaching and learning</p> <p>Ability to maintain professional confidentiality at all times</p> <p>Capacity and willingness to work hard</p> <p>Enthusiastic, honest and flexible</p> <p>Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos and 9 Habits</p> <p>To have a strong commitment to the development of others</p> <p>To have a proven passion and commitment to inclusion on all levels</p> <p>An ability to see the hope in every situation</p>	<p>Ambitious for further promotion</p>