



## **Job description: Key Stage 2 Phase Leader**

Drapers' Trust is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

### **Job details**

Working pattern:	Full Time, permanent
Closing Date:	9am. Thursday 21 <sup>st</sup> May 2026
Interviews:	Friday 22 <sup>nd</sup> May 2026
Start date:	1 <sup>st</sup> September 2026
Scale:	Based on experience (Main Pay Scale/UPS + TLR2b)
Responsible for:	Teachers and support staff

### **Main purpose**

In addition to:

- Fulfilling the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)
- Meeting the expectations set out in the [Teachers' Standards](#)

The Phase leader, under the direction of the Principal, will take lead responsibility of the Phase to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

### **Duties and responsibilities**

#### **Strategic direction**

- Develop and implement policies in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the phase is being delivered and the impact on pupil achievement

- Use this understanding to feed into the school development plan and produce an action plan.
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Consult pupils, parents and staff, and assess the feedback against the school's vision, values and aims
- Work with the special educational needs coordinator (SENCO) to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities
- Work with subject leaders to understand how their subject is developed.
- Share effective practice, knowledge and expertise throughout the school and the Trust as appropriate

### **Knowledge and understanding**

- Have experience in Key Stage 2.
- Lead by example, provide inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning.
- Model and disseminate high quality teaching pedagogy and practice to secure consistently good or outstanding teaching and learning for our children
- Articulate high quality in educational provision, the characteristics of effective settings, and strategies for raising standards and outcomes for children.
- Maintain an ethos and provide educational vision and direction which secures effective teaching and learning which leads to improved outcomes for children in Key Stage 2.
- Be able to present a coherent and accurate account of the children's performance and other self-evaluation evidence to a range of audiences, including Governors, the Local Authority, the Local Community and Ofsted

### **Assessment and Evaluation**

- Take responsibility for work with the Vice Principal to analyse data for the phase and plan and deliver actions to raise standards and accelerate progress.
- Work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary.
- Contribute to the School Evaluation Form.
- Devise and action annual action plans to inform address areas for improvements .

### **Working with parents and the wider community**

- Support families with the induction and well-being of their child when they arrive in Key Stage 2.
- Ensure that parents are well-informed about their child's attainment and progress through paperwork and meetings.
- Develop an effective partnership with parents and help them understand how they can support their child's learning and personal development

- Involve parents in the learning process.
- Further develop and strengthen relationships with other school settings.

### **Leading, managing and developing staff**

- Lead professional development of staff through weekly phase meetings, creating a strong cohesive team.
- Support the provision of high-quality professional development by methods such as coaching, mentoring, modelling and drawing on other sources of expertise where appropriate.
- Mentor trainee and newly qualified teachers and support the induction of any new staff in Key Stage 2.
- Take responsibility of the performance management of the Key Stage 2 team
- Participate in arrangements for appraisal and take responsibility for own professional development.
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

### **Efficient and effective deployment of resources**

- Create a safe, welcoming environment and take care of the classroom accommodation.
- Audit the indoor and outdoor learning spaces to evaluate the quality of the overall learning environment.
- Ensure resources used are diverse, inclusive and accessible.
- Provide support with classroom displays across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils.
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs

### **Other areas of responsibility**

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Phase leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

In addition to leading the Key Stage 2 phase, the post holder will lead one of our four curriculum teams over both the infant and junior schools.

### **Person specification**

<b>CRITERIA</b>	<b>QUALITIES</b>	
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Degree</li> <li>• Qualified teacher status</li> </ul>	E E

<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching experience</li> <li>• Experience of teaching within Key Stage 2</li> <li>• Successful experience of leadership</li> </ul>	E E D
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Expert knowledge of the statutory framework and handbook</li> <li>• Understanding of high-quality teaching and learning strategies, and the ability to model this for others and support others to improve</li> <li>• Awareness of local and national organisations that can support delivering the phase</li> <li>• Ability to build effective working relationships with staff and other stakeholders</li> <li>• Ability to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective working relationships with pupils</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> </ul>	E  E  D  E  E  E  E  E  E
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for all pupils</li> <li>• Uphold and promote the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Maintain confidentiality at all times</li> <li>• Commitment to safeguarding, equality, diversity and inclusion</li> </ul>	E  E  E  E  E