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| **Job Description – NIA Academy (Primary)** | |
| **Job title:** | Key Stage Lead - Primary |
| **Responsible to:** | AHT- Head of Primary and Primary Assistant Heads |
| **Liaising with:** | Line managers, senior and extended leadership team, parents/carers, trust central team, governors, external agencies, relevant support staff. |
| **Pay range:** | MPS + TLR allowance |
| **Contract terms:** | Full time  Permanent |



All staff should be committed to the school and East Midlands Academy Trust’s purpose to provide a relentless focus on great leadership and management and outstanding teaching. East Midlands Academy Trust is committed to support the school leaders, teachers and support staff to be the best they can be.

**Role of the Primary KS Lead**

In addition to the responsibilities of class teacher as set out in the Teachers’ Standards. The Key Stage lead will also undertake the following duties and responsibilities.

* Provide professional leadership and management for all subjects across KS1, KS2 or EYFS in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all learners
* Report directly to the AHT- Head of Primary and Primary Assistant Heads
* Be a member of the Primary Leadership Team
* Be a member of the NIA Middle leadership team
* To coordinate planning, assessment, teaching and learning within KS teams, liaising with others, as necessary to ensure coherence, continuity and progression across the curriculum.
* To drive up standards in all subjects
* To support and oversee transitions between KS’s

**Leading and Managing Staff**

* Working with staff to secure accountability for outcomes across the academy
* Performance manage staff as required to develop personal and professional effectiveness, recognising high performance and challenging inadequate performance, ensuring staff have access to appropriate training, learning and development opportunities
* Lead the professional development of staff through example and support across all the academy
* Ensure trainee and newly qualified teachers are appropriately supported, monitored and assessed against national and local standards and expectations
* Ensure that the SENCO and any other staff with special educational needs expertise, monitor that the use of IEP’s to set subject‐specific targets that match work to pupils' needs
* Ensure that the Primary Lead, the Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject‐related professional development plans
* Assist the Senior Leadership Team in appointment processes
* Lead the appropriate deployment of staff and ensure the effective and efficient management and organisation of learning resources, including information and communications technology across the academy
* Work with subject leaders to raise standards.
* Encourage collaborative planning and the sharing of good practise across the KS.
* Ensure that school resources are being used effectively to raise standards (e.g. interactive whiteboards, the library, the ICT suite, the art studio etc.)
* Set the ethos and tone in line with the school’s policies.
* Work with colleagues to design and maintain an effective teaching and learning environment.
* Liaise with the other KS leaders to ensure that pupils make a smooth transition and that previous attainment is built on.
* Act as team leader in the performance management of teaching staff and support staff.
* Work with staff to ensure that there is an effective and stimulating environment for the teaching and learning of English and Mathematics across phase.
* Ensure there is a safe working and learning environment in which risks are properly assessed
* Establish staff and resource needs for the key subjects and advise senior leaders of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the academy and subject plans and to achieve value for money and high-quality outcomes
* Demonstrate high quality teaching of all subjects as a class teacher

**Securing Accountability**

* Be accountable to the AHT- Head of Primary and oversee all aspects of Quality of Education
* Contribute to the academy ethos which, enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
* Assist the AHT- Head of Primary in ensuring that staff accountabilities are clearly defined understood and are subject to rigorous review and evaluation
* Line manage subject leaders and support with the strategic development of their subjects, including monitoring and evaluation of the provision and curriculum to improve standards and achievement across the school

**Strengthening Community**

* Assist in promoting a culture which takes account of the richness of the academy’s community
* Create and maintain effective partnerships with parents and carers to support and improve pupils’ achievement and personal development
* Contribute to the development of the educational system by, for example sharing effective practice, working with other academies and promoting innovative initiatives

**Additional duties**

Whilst every effort has been made to explain the main duties and responsibilities please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust’s equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

**Health and Safety**

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and students.

**Safeguarding**

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

**Equal Opportunities**

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, colour, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.

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| Compiled by: **HR** / **Headteacher** | Revision Number: v1 |
| Approved by Headteacher: | Revision Date: \_\_\_/\_\_\_/\_\_\_ |
| Approved by HRBP: | Date: \_\_\_/\_\_\_/\_\_\_ |
| Signed by Post holder: | Date: \_\_\_/\_\_\_/\_\_\_ |

**East Midlands Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**All appointments are subject to safer recruitment requirements.**

**This post is subject to an Enhanced DBS Disclosure**

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Education and Qualifications** | | |
| Qualified Teacher Status | **** |  |
| Good Honours degree |  | **** |
| **Experience** | | |
| Successful teaching and curriculum experience within the primary phase | **** |  |
| Successful experience of raising standards with measurable outcomes | **** |  |
| Working and communicating with external agencies | **** |  |
| Other recent and relevant leadership experience | **** |  |
| Experience of working in collaboration with other educational bodies and the wider community to develop positive relationships |  | **** |
| Experience of teaching across the whole primary age range and working in partnership with parents |  | **** |
| Experience of performance management skills |  | **** |
| **Knowledge and understanding** | | |
| The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)  Statutory National Curriculum requirements at the appropriate key stage | **** |  |
| The monitoring, assessment, recording and reporting of pupils’ progress | **** |  |
| The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN, Child Protection and safeguarding | **** |  |
| The positive links necessary within school and with all its stakeholders | **** |  |
| Understanding of quality of teaching and learning and how to improve practice  Effective use of data to inform action planning and next steps | **** |  |
| The preparation and administration of statutory National Curriculum tests |  | **** |
| Knowledge of key considerations in effective management and deployment of people and other resources |  | **** |
| Experience of promoting personal, social, moral, cultural and spiritual development in children |  | **** |
| **Skills and Attributes** | | |
| Promote the school’s aims and vision positively, and use effective strategies to monitor motivation and morale | **** |  |
| Establish and develop positive relationships with parents, governors and the community | **** |  |
| Communicate effectively (both orally and in writing) to a variety of audiences and have effective ICT skills | **** |  |
| Develop good personal relationships within a team | **** |  |
| Ability to effective monitor, evaluate and reflect on the quality of education in order to identify strengths and areas of development | **** |  |
| Ability to use evidence-based research to plan for and implement change that ensure the raising of standards and is sustainable | **** |  |
| Ability to think creatively to anticipate and solve problems | **** |  |
| Ability to lead change | **** |  |
| Ability to use evidence-based research to plan for and implement change that ensure the raising of standards and is sustainable | **** |  |
| Ability to effective monitor, evaluate and reflect on the quality of education in order to identify strengths and areas of development | **** |  |
| Ability to formulate a strategy for the school and secure commitment to it from others |  | **** |
| Ability to drive improvement and challenge underperformance |  | **** |
| Ability to establish and sustain appropriate structures and systems and monitor them |  | **** |
| Ability to motivate, challenge and influence others to attain higher goals |  | **** |
| Ability to develop and empower individuals and teams |  | **** |
| **Personal Qualities** | | |
| Approachable, respectful, empathic and values others | **** |  |
| Able to motivate self and others to achieve a shared goal | **** |  |
| Resilient, persistent and optimistic when faced with difficulties and challenge | **** |  |
| Commitment and dedication to social justice, equality and excellence for all | **** |  |
| Flexible, adaptable and can work in collaboration with others | **** |  |
| Committed to CPD of self and others within the school | **** |  |
| Excellent interpersonal communication and administrative skills | **** |  |
| Ability to work independently and as part of a team | **** |  |
| Values a coaching ethos that enable self and others to grow and develop | **** |  |
| High level of honesty and integrity | **** |  |
| Strong commitment to raising standards | **** |  |
| Punctual and reliable | **** |  |
| **Further requirements** | | |
| Willingness to work flexible hours on occasion | **** |  |
| Willingness to maintain confidentiality on school matters | **** |  |
| Willingness to undertake training courses that are relevant to the duties of the post | **** |  |
| Willingness to be involved in internal and external meetings | **** |  |
| Supportive of the ethos of the trust and school | **** |  |