



**Woodland
Academy Trust**

Ignite the spark, reveal the champion

UPKS2 Phase Leader Application Pack



**Knockhall
Primary School**

Welcome from the CEO

Dear Applicant,

Thank you for expressing an interest in this role at Woodland Academy Trust. Woodland Academy Trust is a small but ambitious Trust that puts the children and community first. We are on an exciting journey to achieve the best possible outcomes and excellence for all.

To support us on our journey, we are welcoming applications from skilled and committed applicants who have vision, drive and ambition and would be keen to hear about your experiences and what skills you can bring to this role. We seek to attract staff who have a growth mindset, strong values and work ethic and care deeply about serving communities.

This is an exciting time to join Woodland Academy Trust as we further strengthen our school improvement offer across the Trust. You will benefit from working with a strong team, receive the very best professional development and have the opportunity to make a real difference to the daily learning experiences of our wonderful children.

We look forward to your application.

Yours faithfully,

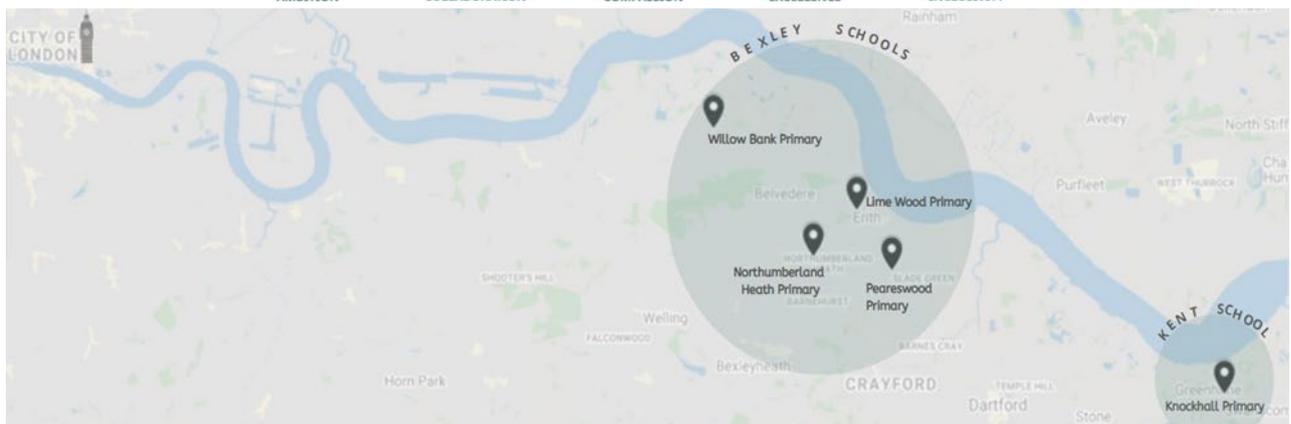
Nav Sanghara, , Trust Leader (CEO)



About our Trust

Woodland Academy Trust was formed in September 2011 and consists of four primary schools, three of which are located in the London Borough of Bexley and one in Kent, with a further primary free school due to open in September 2023.

All our schools share the same mission; *ignite the spark, reveal the champion*. We are an inclusive and ambitious Trust, striving to achieve the best possible outcomes for our children. Our aim is to provide the highest quality learning experiences for every child by creating an ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.



Welcome from the Headteacher

At Knockhall, we are never satisfied with anything but the best for our children and we have them at the heart of everything we do. We foster a positive and caring ethos where every child can be happy, safe and able to learn well. We do our utmost to ensure each child excels through our school values. Embedding these values into everything we do enables our pupils to go on and have successful life experiences.



Suky Tiwana & Chloe Riley, Co-Headteachers at Knockhall Primary School

About Our School

Knockhall Primary School is a two-form entry school situated at the heart of the community in Greenhithe, Kent.

It has recently had a brand-new build for the Early Years and Foundation stage children in addition to a recent extension for key stage 2.

We want to capture the minds of our learners by creating an inspirational curriculum that adults enjoy delivering. We always strive to improve on our outcomes to ensure our children get the very best from their time with us. More than anything however, we do this as peers, supporting each other along the way with a focus on our core purpose.

Knockhall Primary School



www.knockhallprimaryschool.co.uk

Knockhall Primary School,
Eynsford Road,
Greenhithe,
DA9 9RF

01322 382053

Ignite the spark, reveal the champion

The Vacancy

We are seeking to appoint a committed and skilled Phase Leader with responsibility for Upper Key Stage 2. As the leader of the phase, the successful candidate will be responsible in partnership with the Senior Leadership Team for formulating the aims and objectives of the school, particularly relating to years 5 and 6. We are particularly interested in hearing from those with year 6 experiencing.

The successful candidate will have experience of delivering consistently good classroom practice with a clear understanding of how children learn and develop. Your classroom skills will enable you to work collaboratively with others to inspire, develop and support others within the phase. You will have responsibility for monitoring standards and reviewing progress within the phase to ensure high standards and you will have curriculum expertise and confidence to lead a subject.

As Phase Leader you will:

- Lead, inspire and motivate others.
- Lead on curriculum development.
- Oversee the planning of the phase.
- Support staff to meet the core aims and objectives of the school.
- Have excellent classroom practice with high expectations.
- Have a strong desire to improve your own practice and the practice of others in order to contribute to wider school improvement.

Applications

Please apply by visiting our recruitment page at: [Woodland Academy Trust- Join Us](#)

Or if you would prefer to complete a word application form, please contact the school via email at: sbmkhp@watschools.org.uk

Application Deadline: 8th June 2022

Interviews: Throughout May and June

Visits to the school are welcomed and can be organised by contacting sbmkhp@watschools.org.uk

For more information about Woodland Academy Trust please visit: [Woodland Academy Trust](#).

Our Offer

Woodland Academy Trust seek to appoint colleagues who share in our values and mission to ignite the spark and reveal the champion. We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have in place for all staff:

- Continuous professional learning focusing on core areas;
- Working collaboratively with agencies around us and offering formal training opportunities, bespoke and targeted professional development as well as in-house, bespoke training from our many experts and coaching and mentoring;
- Embedding initiatives to support with reducing teacher workload;
- A strong supportive ethos with dedicated line management structures and clear communication channels;
- Well-being assistance and support including a dedicated employee assistance helpline and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Wide range of family friendly policies in place for staff;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes;
- Cycle to work schemes.

Safeguarding Children and Young People

Woodland Academy Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References



Knockhall Primary

Teamwork Respect Honesty Pride

JOB TITLE	Phase Leader
RESPONSIBLE TO	Assistant Headteacher
GRADE	Main or upper pay scale plus TLR
HOURS	1256 hours in line with STPCD
ALL STAFF RESPONSIBILITIES	<ul style="list-style-type: none"> To live our Trust values, demonstrating ambition, collaboration, compassion, excellence and inclusivity in your everyday work life. To value professional development and welcome any training opportunities to develop personal skills and knowledge. To agree to follow the school and Trust's policies and procedures including having regard to Child Protection and the Safeguarding of children.
MAIN PURPOSE OF THE ROLE	In addition to carrying out the duties of a teacher, the Phase Leader will play a role in the distributed leadership and management of the school.

Strategic Direction and Development	<ul style="list-style-type: none"> Working within the wider leadership team, contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development. Communicate the school's vision and objectives to all members of the school community and support the effective delivery of the school's aims. Support all staff within the phase in achieving the priorities and targets which the school sets for itself and to provide them with support and guidance. Ensure that parents/carers are well informed about the school curriculum, its targets, children's attainment and progress and their part in the process of improvement. Enable the views of both parents/carers and children to be heard and considered as part of school strategic direction and development. To support the organisation of school trips and visits within the phase if required. Demonstrate high standards of personal integrity, loyalty, discretion and professionalism. Publicly support all decisions of school leadership. Role model and demonstrate exemplary practice in all areas of school life. Support the Trust's digital strategy to ensure technology is embedded in the provision to support teaching and learning. Carry out pupil supervision duties before and at the end of the school day, and at break and lunchtimes. To lead on key areas within this phase as delegated by Senior Leadership.
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	<ul style="list-style-type: none"> • Responsible for leading a core subject.
Teaching and Learning	<ul style="list-style-type: none"> • Set an example of excellence as a leading classroom practitioner within the phase, inspiring and motivating other staff. • Working closely with the SLT, sustain high expectations and excellent practice in teaching and learning throughout the phase, ensuring that learning through indoor and outdoor provision offers the very best opportunity for the pupils. • Motivate, challenge and support staff within the phase to enable them to achieve high standards. • Disseminate good practice across the phase using Rosenshine's Principles and Teaching Walkthrus. • Support the SLT in monitoring the quality of teaching and learning. • Monitor and review assessment data from class teachers within the phase before submission deadlines. • Be responsible for behaviour management throughout the phase. • Support the provision of vulnerable students across the phase, including those with SEND.
Leading and Managing Staff	<ul style="list-style-type: none"> • Working with the SLT lead, motivate, support, challenge and develop all staff within the phase to secure continual improvement including their own CPD. • Coach and mentor colleagues within the phase. • Lead in the Performance Management of staff within the phase, as directed. • Coordinate staff to ensure effective organisation of special events e.g. year group productions, curriculum events etc. • Lead phase meetings, keeping minutes of agreed actions. • Promote staff wellbeing. • Work collaboratively across the schools to build effective learning communities.

Person Specification

	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> • Qualified Teacher Status. • Educated to Degree level. 	<ul style="list-style-type: none"> • Evidence of and commitment to continuing professional development (e.g. NCTL Leading from the Middle or Leadership Pathways.) • Qualifications relevant to the phase.
Experience and skills	<ul style="list-style-type: none"> • Sustained experience of teaching in and implementing the Key Stage 2 curriculum. • Experience of leading a curriculum area/school improvement initiative. • A clear understanding of the essential strategies for improving the quality of learning and teaching in primary schools. • An excellent understanding of successful strategies for meeting the needs of all pupils. • Knowledge of a range of effective classroom and behaviour management strategies. • Lead by example especially as a class teacher and in meeting deadlines promptly. • Create a positive team spirit, delegating and negotiating when necessary and resolving conflict. • An ability to hold others to account for their performance and to deliver clear messages to ensure at least good pupil progress. • An understanding of CPD available to help improve practice. • Thorough understanding of and commitment to equality of opportunity. • Knowledge of safeguarding and child protection issues. • Experience of working with a wide range of technologies that support the development of the curriculum. 	<ul style="list-style-type: none"> • Mentoring student teachers or NQTs. • Experience of teaching EYFS and KS1 • Forest school training and experience. • Coaching/Mentoring experienced teachers. • Knowledge of Rosenshine's Principles and Teaching WalkThrus • Apple Teacher accreditation. • Experience of planning and delivering whole school assemblies. • Knowledge of how educational technology can be used to support teaching and learning. • Ability to analyse data, to evaluate performance, and plan an appropriate course of action for improvement. • In depth knowledge of a core curriculum area or strategy. • Demonstrate strong coaching/mentoring skills including NQTs. • Ability to lead school-based INSET & parent/carer information meetings.

Personal Qualities and Attributes	<ul style="list-style-type: none"> • A love of teaching. • Courage and resilience. • A commitment to the highest standards. • A high level of self-motivation and ability to motivate others. • Well organised and an effective planner. • An ability to be innovative and inspire a love for learning. • Empathy and compassion. • Inclusive. • Awareness of the importance of confidentiality and data protection. • Ambitious. • Reflective. • High level of emotional intelligence, especially when under pressure. 	<ul style="list-style-type: none"> • Desire to advance to Leadership scale.
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