



Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **Post: Key Stage Leader**

**Job holder: Key Stage Leader**

**Line managed by: Head of School**

### **Job purpose:**

- To contribute significantly school practice and policy across the school.
- To carry out such other duties as are reasonably assigned by the Head of School and or Executive Headteacher
- To contribute to the professional development of colleagues.

### **Duties**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### **Teaching and learning**

1. To teach to the standard according to the schools criteria for appraisal, pay and progression document (lessons to be judged at least 'good')
2. To influence the practice of others by providing an exemplary teaching role model.
3. To follow the schools policies, systems and non-negotiables for learning and teaching, providing consistency across the school.
4. To plan and teach well structured lessons which inspire, motivate and challenge pupils.
5. To provide learning opportunities that reflect the school's learning and teaching policy alongside the 4 core curriculum values and the 'Curriculum to Inspire'.
6. To promote a love of learning and intellectual curiosity.
7. Adapt teaching to respond to the strengths and needs of all pupils.
8. Give children regular feedback both orally and through accurate marking, giving pupils time daily to respond to feedback.
9. Manage behaviour effectively to ensure a good and safe learning environment.
10. Demonstrate extensive subject and curriculum knowledge.
11. To contribute to developing effective practice of others.
12. To have teaching skills that lead learners to make good progress, attain well and have good outcomes.
13. To reflect on own practice and teaching style.
14. Liaise with other schools to ensure continuity of support and learning when transferring pupils.

### **Recording and assessment**

1. Set targets for raising achievement among pupils across the Key Stage.
2. Collect and interpret specialist assessment data for Key Stage.
3. Understand and be accountable and hold others accountable for data within Key Stage.
4. Provide regular progress reports and updates for the SLT and governors in curriculum development and ensure the SLT are aware of all successes, issues and concerns.
5. Develop understanding of learning needs and the importance of raising achievement among pupils.
6. Hold pupil progress meetings for Key Stage.
7. Keep abreast of needs within the Key Stage by reading the meeting notes from pupil progress meetings and hold staff within Key Stage to account for the actions stated.

## **Leadership**

1. Lead Lower Key Stage Two, setting exemplary practice for others.
2. Hold weekly Key Stage meetings, discussing whole school issues, supporting the leadership of the school.
3. Hold all staff to account in recognising and fulfilling their statutory responsibilities to pupils.
4. To monitor the teaching and learning across the Key Stage and to offer support and guidance to improve teaching skills.
5. Disseminate good practice across the Key Stage, in line with staff development meetings and whole school initiatives/development as well as those aimed at own Key Stage.
6. To ensure the effective use of resources and facilities for teaching.
7. Monitor the quality of learning experiences offered to pupils across the Key Stage, including all forms of monitoring outside of lesson drop ins.
8. To ensure the smooth running of the school on a day to day basis.
9. To deputise for the Head of School in the absence of the Executive Headteacher, Head of School or Assistant Headteacher
10. Deal with and manage behaviour issues effectively in line with the behaviour policy.

## **Personal and Professional Conduct**

1. Support and make a positive contribution to the aims and ethos of the school
2. Lead school improvement.
3. Follow whole school policies and systems.
4. Set a good example in terms of dress, conduct, punctuality and attendance
5. Attend and participate in student performances and other school events
6. Uphold the school's behaviour code and uniform regulations
7. Lead staff training
8. Attend and lead team staff meetings if/when appropriate
9. Develop links with the community and all stakeholders.
10. Hold others to account for behaviours in line with the Well Being and Culture Charter
11. Set an example to others of a positive mindset and attitude

Post holder..... Date.....

Head of School ..... Date .....

Review Date: