**Position Title:** Phase Leader UKS2 and Maths team  
**Reports to:** Headteacher   
**Salary Range:** UPS1 +TLR3

**Role Overview:**

The key stage leader will be responsible for providing leadership and management of the school’s key stage curriculum, delivering high-quality teaching and effective use of resources. They will work to improve learning standards and achievement for all pupils, while also carrying out their duties as a classroom teacher.

As a key stage leader, they will contribute to whole-school self-evaluation and school improvement planning, and be responsible for mentoring and developing staff within the key stage. They will offer guidance and support to key stage teaching staff, modelling best practices and showing up-to-date knowledge of current theory and practice.

The key stage leader will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, including planning and teaching lessons, assessing pupils’ progress, and managing behaviour effectively.

As a Primary Teacher in the Maths Team, you will be responsible for delivering high-quality, engaging maths lessons to students at the primary level. You will work closely with other members of the Maths Team to develop a robust and creative curriculum, ensuring that students develop strong mathematical skills, confidence, and a positive attitude toward learning.

**Key Responsibilities:**

1. **Leadership & Management:**
   * Lead, inspire, and support staff to ensure effective teaching and learning.
   * Monitor and evaluate teaching quality and provide guidance to improve performance.
   * Lead phase-wide initiatives to improve student outcomes.
   * Lead whole school initiatives to drive the teaching and learning of mathematics.
   * Ensure the curriculum is implemented effectively and meets the needs of all learners.
   * Design, develop and regularly review the vision, aims and purpose for the mathematics curriculum
   * Liaise with other teachers and senior leaders in the process of developing and implementing the mathematics curriculum
   * Make sure that the mathematics curriculum:

Is well planned, sequenced and relevant

Meets the needs of all pupils

Reflects the requirements of the National Curriculum

Is implemented effectively and consistently across the school

* + Establish and manage an appropriate system for assessing progress to ensure the curriculum has a positive impact on pupils’ learning
  + Have an overarching responsibility for pupils’ achievement and standards in the curriculum
  + Keep up to date with national and international developments that may affect the curriculum
  + Contribute to strategic decision making, working with school management to share expertise and insight, and help shape the school’s vision
  + Set high expectations for all pupils and inspire and motivate staff and pupils to reach and maintain high standards
  + Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance in learning
  + Provide guidance and support to staff, working in partnership with parents and the community, keeping them informed and involved in pupils’ learning
  + Establish an action plan which celebrates the key stage/curriculum strengths and areas for development/improvement.
  + Oversee the use of schemes of work and their delivery, and measure impact on teaching and learning
  + Work with other teachers to review the curriculum and make sure there is continuity and progress
  + Develop pupil behaviour and discipline policies, where needed, to help build an environment where high standards of learning behaviour are encouraged
  + Take a leading role in inducting new key stage staff and making sure they uphold expected values and teaching standards
  + Work collaboratively with other Maths leaders to develop and implement a coherent, school-wide maths curriculum.
  + Contribute to the planning and development of the maths curriculum, ensuring that it is progressive, engaging, and effective in developing students' skills.
  + Share best practices with colleagues and contribute to team discussions about teaching strategies, resources, and assessment.
  + Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the curriculum is being implemented and how well it is delivered across the school
  + Coach and model team teaching

1. **Assessment & Progress Monitoring:**
   * Track the progress of students within the phase, ensuring that all students meet expected outcomes.
   * Conduct regular assessments to evaluate student performance and address any gaps in learning.
   * Support teachers in setting and tracking individual and group learning targets.
   * Regularly assess students' progress in mathematics using a variety of assessment tools (formative and summative assessments, observations, etc.).
   * Provide timely, constructive feedback to students to help them improve and meet their learning objectives
   * Track and monitor student progress, identifying any areas of difficulty and implementing strategies to support students in achieving their potential
2. **Professional Development & Support:**
   * Lead professional development opportunities for teachers, ensuring they are supported in their roles.
   * Mentor and coach staff, providing feedback to improve teaching practices.
   * Foster a culture of collaboration and continuous improvement within the phase.
   * Engage in ongoing professional development, attending training sessions, workshops, and conferences to stay up-to-date with the latest teaching methods, resources, and strategies for teaching mathematics
3. **Communication & Engagement:**
   * Maintain strong communication with parents and caregivers, ensuring they are informed about their child’s progress and school events.
   * Lead phase meetings and ensure effective communication between staff within the phase.
   * Work with senior leadership to contribute to school-wide policies and decisions.
4. **Wellbeing & Safeguarding:**
   * Ensure the welfare and safety of students within the phase.
   * Promote and model positive behavior in line with school policies.
   * Support and manage any pastoral issues that arise within the phase, working with other leaders as needed.
5. **General Duties**
   * Develop own professional knowledge and skills through courses and reading, aligning with school’s ethos and current strategic needs
   * Attend meetings according to school policy, and lead where required
   * Lead whole school and key stage assemblies
   * Where required, prepare and deliver reports to relevant groups (governors, parents, etc)
   * Manage and monitor budgets within your area

**Person specification:**

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| criteria | qualities |
| **Qualifications  and training** | * Qualified teacher status * Evidence of professional development relevant to this role |
| **Experience** | * Teaching within the primary phase, including evidence of outstanding teaching directly linked to key stage 2 delivery * Team leadership, including during school development and/or improvement * Responsibility for whole-school key stage leadership or equivalent, providing strategic and practical oversight * Developing and delivering staff development programmes * Implementing teaching and learning strategies to improve quality and pupil attainment * Successful experience of curriculum leadership |
| **Skills and knowledge** | * Expert knowledge of legislation and guidance on curriculum requirements and key stage delivery * Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff * Excellent communication, interpersonal and organisational skills * Good IT skills * Effective communication and interpersonal skills * Ability to communicate a vision and inspire others * Expert knowledge of the National Curriculum * Understanding of high-quality teaching and learning strategies, and the ability to model this for others and support others to improve * Understanding of how to design and develop a well-sequenced curriculum * Understanding of assessment and data and how to use assessment data effectively * Awareness of local and national organisations that can provide support with delivering the curriculum * Ability to build effective working relationships with staff and other stakeholders, both orally and in writing * Ability to adapt teaching to meet pupils’ needs * Ability to build effective working relationships with pupils * Knowledge of guidance and requirements around safeguarding children * Ability to deliver training effectively |
| **Personal qualities** | * High expectations for all pupils and belief in bringing out the best in all * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * Uphold and promote the ethos and values of the school * Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality |