# Thornton Primary School

## Teacher (MPS/UPS) with TLR for leadership responsibility

Year group phase leadership

### Job Description

The primary purpose of the job:

* To work alongside the Headteacher and other members of the senior leadership team to secure outstanding progress by all pupils in the School;
* To ensure high quality teaching and learning that empowers both staff and students to achieve their highest potential.
* To provide support and professional development to school staff in science.
* To secure the aims of the School with all members of the School community;
* To promote and maintain the ethos and culture of the School;

Responsible to: The Headteacher and the Governing Body

Specific responsibilities: To carry out the duties of a class teacher to the required standards for Qualified Teacher Status and other current educational and employment legislation and to carry out the duties assigned by the Headteacher. In addition, to play a key role in the school’s Extended Leadership Team by leading a key area of the school’s work.

### MAIN DUTIES

#### Strategic leadership of the School

* Fulfilling the School’s aims and objectives, ethos and culture.
* Developing an effective working relationship with the Headteacher, senior leadership team, all staff and the community.
* Being an active member of the School’s extended leadership team.
* Taking a role in the School’s self-evaluation and monitoring processes.
* Working with the Headteacher, governors and staff in the formulation and effective delivery of the School’s Single Plan for Improvement.
* Making a positive and regular contribution within full governing body and committee meetings.
* To take account of national and local initiatives.

#### Teaching and learning

* Demonstrate consistently high quality teaching
* Managing the quality and effectiveness of the curriculum through the co-ordination of teaching and learning best practice including the sharing of good practice in the classrooms within your phase.
* Leading strategies aimed at raising achievement throughout the School.
* To have an overview of assessment, recording and reporting in your phase.

#### Leading and managing staff

* Demonstrate high quality leadership and model good practice in Teacher Appraisal and Performance Management of staff.
* Contribute to high quality staff induction processes and continuous professional development, including opportunities within the School and in the wider educational community.

#### Pupil support

* Share in the responsibility for outstanding Personal development, behaviour and welfare of pupils, including the pastoral care of pupils.
* Leading collective worship including deputising for members of SLT.

#### General

* Promoting the School in the community; playing a proactive role in the local educational community at consortium and local network level.
* Contributing to effective internal communication throughout the School and external communications with all stakeholders.
* Taking an active role in supporting the work of, and liaising with, the Local Authority and all other groups.
* Undertaking any other professional responsibility that is reasonable to secure the good reputation of the School and raise its profile in the local area.

#### Safer Recruitment

Birmingham Local Authority and the School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders will be expected to comply with a DBS check before confirmation of appointment.

|  |  |
| --- | --- |
| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** |
| Good or better classroom practice, with a good understanding of the features of outstanding teaching and learning.Ability to monitor and evaluate aspects of the curriculum reflecting school and national expectations.Ability to contribute to and implement aspects of the school’s Single Plan for Improvement.Ability to use data confidently; to identify issues and to implement strategies for improvement.Ability to establish and review phase targets and implement appropriate actions.Ability to communicate effectively with staff, parents, governors and the wider community.Take a shared responsibility with regard to Behaviour, Safety and pastoral care of pupils.Confident in the use and development of ICT and e-learning for curriculum and leadership and management purposes.Some understanding of improvement strategies; OFSTED inspection and self-evaluation processes.Sound grasp of the importance of tracking pupil progress and target setting to bring about improvement. Secure knowledge of assessment principles and strategies.Experience of developing a creative curriculum.A good understanding of the needs of learners with English as an additional language, those with special needs and those who are able, gifted and talented. | Observation/InterviewApplication/Observation/InterviewInterviewApplication/interviewApplication/interviewApplication/interviewApplication/interviewApplication/interviewObservation/InterviewApplication/interviewApplication/interviewApplication/interview |

|  |
| --- |
| **2. Personal Qualities** |
| To actively support the school ethos.An ability to relate well to children and adults.The ability to lead, motivate and influence others. Good team player.To have excellent time management skills, punctuality and attendance. | Application/interviewApplication/Observation/InterviewApplication/interviewApplication/interview |

|  |
| --- |
| **3. Approach to work** |
| A commitment to child-centred education.To show a commitment to working in partnership with parents, governors and the Local Authority to provide the best education possible for our pupils. | Application/interviewApplication/interview |

|  |
| --- |
| **4. Experience/Qualifications/Training etc** |
| Qualified teacher status (good degree: First or second class honours).To be able to demonstrate professional development relating to the curriculum and management in primary education.To be able to demonstrate leadership capacity and curriculum development expertise in at least one core subject or phase. | ApplicationApplication/interviewApplication/interview |

|  |  |
| --- | --- |
| **5. Developing Self and Others** |  |
| An ability to coach and mentor others. To be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Strive for improvement and take responsibility for own development. Be self-confident and lead by example. | Application/interviewApplication/interviewApplication/interviewApplication/interviewApplication/interviewApplication/interview |