



DUNNINGTON C. E. PRIMARY SCHOOL



**KS1 PHASE LEADER VACANCY
IDEALLY FROM APRIL 2018
FULL-TIME PERMANENT CONTRACT (Main Scale 1- UPR1 max)
+ TLR2a (£2667 p/a)**

December 2017

Dear Applicant,

KS1 PHASE LEADER VACANCY FOR APRIL 2018
FULL-TIME PERMANENT CONTRACT + TLR2a (£2667 p/a)

Thank you for your interest in becoming a member of our leadership team and teaching staff.

The information supplied in the following pages is intended to:-

- provide information about the school
- outline the role and responsibilities of the post
- give details of the application format, timetable for appointment and details of the selection procedure.

I look forward to receiving your application. Should you require any further information about our school and/or the position, please do not hesitate to contact the school on the telephone number above.

Your completed application form should be returned to the school administrator by midnight on Thursday 18th January, marked Private and Confidential, at the above address.

It is anticipated that the interviews will take place in the week commencing 29th January 2018.

Yours sincerely,



Caroline Hancy
Headteacher

DUNNINGTON C.E. PRIMARY SCHOOL

About Our School

Dunnington Church of England Primary School is situated in the village of Dunnington, population approx 4,500, on the Eastern side of York and serves a residential area. The school was built in the late sixties. Presently there are 253 children on roll, aged 4 -11.

The school was originally designed to be open plan. Over the years this has altered. We have built five additional classrooms in more recent years to accommodate a rise in the school population. The classrooms are well resourced and each has at least one P.C and a Promethean board. There is a purpose-built ICT suite and a portable suite of laptops and I pads. All teachers are provided with a staff laptop and an I pad for planning, preparation, observation and assessment purposes. Also on site is a playgroup and out of school club, known as Over the Rainbow.

The school has a strong tradition of after-school activities and it is expected that the successful candidate will play a full part in this aspect of school life under directed hours. The staff work very closely with parents, some of whom regularly help in school. There is an active PTA who, through their fundraising, supports the children's education in a practical way.

Class teachers are responsible for both the academic and pastoral needs of their class. There will be nine teaching assistants assisting in the classes.

The school was inspected by OFSTED during the Autumn term 2012 and was judged to be 'good with outstanding features'

Dunnington Church of England Primary School is currently in the process of joining the newly formed South York Multi-Academy Trust. Our expected conversion date is 1st February 2018.

The Appointment

Staff are organised into teams each led and managed by a phase leader. However members of staff, throughout the school, liaise closely, to provide a high quality education for all of our children.

We are looking for an enthusiastic and committed phase leader and teacher who will be responsible for the curriculum and standards in teaching and learning in key stage one, as well as having whole school responsibility for mathematics.

School Organisation 2017/2018

Currently the school is organised into ten classes:

Reception	25
Reception/Year 1	22
Year 1/Year 2	26
Year 2	23

Year 3/4	33
Year 3/4	34
Year 5	27
Year 5	25
Year 6	22
Year 6	31

The full range of subjects are taught here and the school concentrates on the development of the whole child. Music, art and P.E. have a particularly high profile. French is also taught throughout Key Stage 2.

The Governing Body

There are fourteen governors:-

- 1 L.A. representative
 - 3 Foundation governors
 - 4 parent governors
 - 3 co-opted governors
 - 1 teacher governor
 - 1 support staff governor
- The head teacher is also a governor

The governing body meets at least half termly.

KS1 TEACHER and PHASE LEADER (TLR 2a)

PERSON SPECIFICATION

The governors wish to appoint a candidate who has the qualifications, knowledge and skills described in this specification.

STATUTORY

These are in accordance with the School Teachers' Pay and Conditions Document and Teachers' Standards 2017

ESSENTIAL EDUCATIONAL QUALIFICATIONS

Qualified teacher status
Evidence of a high standard of classroom practice
Recent experience of teaching in KS1
The ability to lead and manage a team
Expertise in mathematics subject leadership
Competent I.C.T. skills

KEY DUTIES AND RESPONSIBILITIES

Responsibility for leading and managing the teaching and learning within a specific phase of educational provision

Phase Leader Responsibilities (TLR2a):

Responsibility for leading and managing the teaching and learning within a specific phase of educational provision

Leadership time will be provided to support phase leaders in fulfilling the following duties.
For 2017/18 this has been set as 4 x $\frac{1}{2}$ day per term.

Key Responsibilities	Key Outcomes
Provide high quality teaching and learning within own classroom to act as an exemplar to other staff	School, class and individual academic and curricular targets are met.
Lead, develop and enhance the teaching practice of other staff within a specific phase.	There is consistency in the quality of provision across all classes within the phase. Classroom practices are in line with school policy.
Assist the headteacher and other senior staff in carrying out the process of performance management with regard to the teaching and support staff.	Robust performance management procedures informing the school improvement plan and school self-evaluation procedures
To be accountable for leading, managing and promoting individual pupil development and well-being across the curriculum	Pupils meet their individual targets. High quality support for all pupils is established within the phase.
Focus on ensuring effective educational	A broad and balanced curriculum is provided to

provision for all pupils within the phase	meet the needs of each cohort.
Ensure consistency and continuity between phases.	Effective communication is established between phase leaders, pre-school settings and secondary schools, as appropriate. There is continuity of curriculum provision throughout the school. Transition between settings, classes and phases is managed smoothly and effectively.
Attend regular meetings of the senior leadership team and report on developments within the specified phase.	The senior leadership team is kept informed of strengths and areas for development within each phase.
Make a substantial contribution to school improvement planning and related self-evaluation	The school improvement plan reflects the needs of the pupils and staff within each phase of education
Take a proactive role in ensuring communication with parents is effective and in line with general school policy.	Parents are clearly informed of the curriculum, events and practices in each phase of educational provision.
To co-ordinate the analysis of data in their specified phase.	Data analysis is used to inform future teaching and identify training needs within a phase.
To co-ordinate appropriate intervention groups	Support opportunities are maximised for pupils within a phase. High quality support for all pupils within a phase is established. Impact of intervention is measured.
To liaise with subject co-ordinators regarding the provision of educational resources for all curricular areas	The curriculum is well resourced.
Where appropriate monitor and control the phase budget in collaboration with subject co-ordinators.	Joint spending bids produced by phase leaders and subject co-ordinators. Monies spent efficiently and effectively in support of the school improvement plan. Expenditure evaluated in terms of curriculum impact.
Maintain discipline within the specified phase in line with school behaviour policy.	Classes within the phase have a calm, orderly work ethic.
Support the headteacher by assuming responsibility for aspects of leadership and management of the school for short periods of time.	Each phase leader will take turns to be the nominated person in charge during short periods of headteacher absence as part of their own professional development.
Complete specific strategic leadership tasks as delegated by the headteacher.	Opportunities will be provided for each phase leader to gain insight into and first-hand experience of the role of strategic whole-school leadership as part of their professional development.

Finally, short-listed candidates should be able to demonstrate at interview:-

- that they possess high levels of organisation, motivation and commitment
- that they have the well-being and interests of the children at heart
- that they are committed to maintaining high standards
- that they can think analytically and flexibly
- that they can communicate effectively

- that they have an understanding and awareness of current educational developments
- that they have a positive attitude to continued personal and professional development.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

We will require successful applicants to undertake an enhanced criminal record check via the DBS.

APPLICATION FORMAT

The following information is requested from candidates:-

A completed application form.

A letter in support of the application limited to 2 sides of A4, if word processed.

The main interview panel will wish to know candidates' thoughts and experiences within certain areas. It would be helpful to the school if your letter dealt specifically with the issues listed below. You should address them in the order given and headings should be used.

Personal information

Reason for applying for this post

Own qualities and abilities

Educational career to date in terms of relevance to KS1 phase leadership.

Recent professional development undertaken.

Experience of maths subject leadership at school level.

Outline ICT abilities and any innovative use of ICT within current role.

Approach to the promotion and maintenance of high standards.

Promotion of creativity within the curriculum.

The use of assessment and recording in raising achievement.

Involvement in extra curricular activities.

Concluding remarks.