



KEY STAGE LEADER JOB DESCRIPTION

Job Title:	Key Stage Leader
Location:	The Endeavour Co-operative Academy
Grade / Allowances:	Teacher Pay Scale MPS 1-6, UPS 1-3 SEN allowance (£2,209 pa) + TLR 2 (£5347)

SUMMARY OF MAIN DUTIES / RESPONSIBILITIES

To carry out the functions of a teacher in accordance with the Teacher Standards and the stated aims and objectives of The Endeavour Co-operative Academy and Keys Co-operative Academy Trust.

To teach any relevant subjects across the whole school age range.

Co-ordinating activities relating to the curricular, developmental and pastoral aspects of the Key Stage, to include:

- To oversee the delivery of the Key Stage curriculum, in liaison with the Deputy Headteacher
- To co-ordinate the behaviour and pastoral welfare of students within the Key Stage, in liaison with the Assistant Headteacher
- To coordinate reporting, assessment and pupil progress within the Key Stage, including statutory external reporting, setting appropriate targets for pupils, in liaison with Deputy Head Teacher
- Jointly manage transition for any pupils joining or leaving the Key Stage, including to or from other educational institutions
- To give guidance and support to staff working within the Key Stage via mentoring, coaching, monitoring and support
- Working in cooperation with colleagues to produce whole school documents when necessary
- To be accountable for the strategic leadership and management of the Key Stage
- To be accountable for the highest standards of pupil achievement across the Key Stage
- To maintain accurate records of any Key Stage matters
- In each of the above, to develop and implement plans, policies, targets and practices within the context of the school's aims and policies.

ORGANISATION

- in accordance with the schemes of work, plan, deliver and review lessons which are appropriate to the age and ability of the students so as to facilitate progression in students' learning
- support colleagues with the management of behaviour
- Assess, record and report on the development, progress and attainment of pupils; and within the Academy guidelines record on the progress of individual pupils.
- ensure that all pupils make good progress from their point of entry to the school
- liaise with a range of agencies including Schools, Educational Psychologists, Social Services, Child and Family Services, Health Services, Careers and Post 16 provision, etc
- provide and facilitate the general progress and well-being of any individual student within any group of students assigned to him or her, providing guidance and advice to students on educational and social matters
- manage the classroom and teaching equipment so as to create a positive learning environment which makes effective use of available resources.
- ensure health and safety is secured throughout the working environment
- supervise & direct Teaching Assistants and ensure that they play a full part in the meeting of pupil needs

- participate in full staff and departmental meetings and to contribute to Academy decision making and consultation procedures
- contribute to the development and implementation of the academy's policy, procedures and practice
- implement the Academy policy with regard to registration, student absence, dress code and monitor behaviour and health and safety matters
- contribute to the development of the Academy. This will involve the development of curriculum and pastoral initiatives and the building of a bank of resources and knowledge relating to the teaching and learning requirements of pupils.
- undertake training to improve professional skills and expertise or contribute to whole school development.
- be involved in the Academy Performance Management process, to engage in professional development activities so as to enhance personal performance, fulfil personal potential and be able to participate effectively in the implementation of the Academies goals and Development Plan
- Any other duties commensurate to the level of the post that may be allocated by the Headteacher after consultation with the post holder.

ADDITIONAL SPECIFIC RESPONSIBILITY

- Responsible for all aspects of any public examinations
- Responsible for Education, Health, Care Plans/Annual Reviews for pupils within the Key Stage, in liaison with Assistant Head Teacher
- Responsible for any therapy requests from within the Key Stage
- Responsible for Performance Management Reviews of staff within the Key Stage, in liaison with Head Teacher
- Delivery of INSET activities
- Leading, organisation of and participation in Key Stage residential visits
- Leading, preparing and co-ordinating Key Stage meetings
- Attending and contribute to middle-management meetings

GENERAL DUTIES

- to carry out a share of supervisory duties in accordance with published rotas
- to participate in appropriate meetings with colleagues and parents relative to the above duties
- to support with personal care & toileting of pupils if necessary

RESOURCES

- Operate relevant equipment/ICT packages
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students
- Support Teaching Assistants with day to day issues
- Ensure effective communication with all colleagues (teaching and support staff)

KNOWLEDGE, SKILLS AND EXPERIENCE

- Q.T.S. (Qualified Teacher Status)
- Relevant and significant experience of working with vulnerable and challenging learners
- Further training or a qualification relating to SEN
- An understanding and knowledge of the law, policies and procedures relative to vulnerable learners
- Knowledge of motivational teaching, which engages vulnerable learners
- Demonstrate high quality learning experiences for all learners
- Competent in the field of the use of ICT
- Demonstrate a reflective approach towards everyday practice
- Have experience of working within an holistic assessment framework

- Be committed to working proactively with parents, carers and the wider community to support the learning process
- Demonstrate a clear focus on achieving improved education outcomes and experience of evaluating work with vulnerable learners
- Demonstrable commitment to the vision, values and strategy of Keys Co-operative Academy Trust for improving outcomes for vulnerable groups
- Participate in Performance Management and staff development
- Able to reflect on their practice and follow agreed policy guidelines
- Able to form, develop and maintain effective working relationships and communicate effectively
- High level people skills which include the ability to motivate, inspire, and enable pupils to achieve their potential
- Where appropriate drive the school minibuss or be willing to take the county minibuss test.

SAFEGUARDING

Keys Co-operative Academy Trust (KCAT) is committed to safeguarding and promoting the welfare of children and vulnerable adults, and expects all employees and volunteers to share this commitment.

Keys Co-operative Academy Trust is committed to ensuring all recruitment is undertaken fairly, effectively, safely and in accordance with legislation. The information below provides pre-employment screening guidance for candidates applying to this job at Keys Co-operative Academy Trust.

Pre-Employment Checks appropriate to this Job Profile

- Identity
- Medical Screening
- References
- Qualifications
- Prohibition from Teaching
- Self Disclosure
- Enhanced DBS Check
- DBS Barred List Check
- Keys Co-operative Academy Trust LADO Safeguarding Checks
- Right to work in the UK
- Individuals who have lived outside the UK
- Childcare disqualification check
- S128 Direction Check

PERSON SPECIFICATION

Category	Essential	Desirable
Qualifications	QTS	Evidence of further study
Experience	<p>NQT obtained in mainstream or a special school setting</p> <p>Up to date knowledge of child protection procedures</p> <p>Experience of parental liaison</p> <p>Experience of meeting the needs of students with challenging behaviour</p>	<p>Pastoral experience in mainstream or special school</p> <p>Experience of managing difficult or challenging behaviour through a variety of strategies</p> <p>Knowledge and understanding of partnership working within the community</p>
Professional Development	Evidence of continuing professional development	<p>Experience of working with other schools/organisations/agencies</p> <p>Ability to identify own learning needs and to support others in identifying their learning needs</p>
Leadership	<p>Ability to analyse data, set targets and monitor/evaluate progress towards these</p> <p>Understanding of and commitment to promoting and safeguarding the welfare of students</p>	<p>Evidence of successful strategies for planning implementing, monitoring and evaluating classroom practice</p> <p>Knowledge of what constitutes quality in education provision, and strategies for raising standards and achievement of all students</p>
Teaching and Learning	<p>A secure understanding of the requirements of the National Curriculum</p> <p>Relates well to children understanding their individual needs</p> <p>An understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</p> <p>Evidence of consistently high quality teaching and learning</p> <p>Able to liaise with a range of professionals and parents</p>	<p>Understanding of successful teaching and learning in education across the key stages</p> <p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students</p> <p>An understanding of assessment strategies and the use of assessment to inform the next stages of learning</p> <p>A knowledge of statutory requirements relating to the curriculum and assessment</p> <p>Sensitive to individual needs of the pupil</p>
Category	Essential	Desirable
Leading and Managing Staff	Ability to delegate work and support colleagues in undertaking responsibilities	Experience of working in staff teams

		Experience of supporting the continuing professional development of colleagues.
Accountability	<p>Ability to communicate effectively orally and in writing to a range of audiences</p> <p>Ability to provide clear information and advice to staff and management committee</p>	<p>Experience of presenting reports</p> <p>Experience of offering support to improve performance</p>
Skills Qualities and Abilities	<p>High quality teaching skills</p> <p>Able to work independently and manage time effectively</p> <p>Able to work effectively in a team</p> <p>High expectations of students' learning and attainment</p> <p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Ability to remain positive and enthusiastic when working under pressure</p>	Evidence of motivating others