

## SENIOR LEADER JOB DESCRIPTION

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| Job Title:          | Senior Leader - Mid Primary   |
| Location:           | The role will initially be based at North East Essex Co-operative Academy and will move to a school in Witham (Mid) when it opens |
| Grade / Allowances: | Leadership Pay Scale LD9-13   |

## SUMMARY OF MAIN DUTIES / RESPONSIBILITIES

- Undertake responsibilities of the Primary Leader/Head of School in the case of his/her absence.
- Support the Primary Leader/Head of School on a daily basis.
- Fulfil special duties requested by the Primary Leader/Head of School.
- Maintaining and developing the co-operative ethos, values and overall purposes of the school.
- Promote an attractive environment, which stimulates learning, enhances the appearance of the school, and expresses a co-operative identity.
- Ensure that the vision for the school is clearly articulated, shared and understood.
- Act as a role model for all members of staff by planning and delivering excellent lessons.
- Monitor the quality of teaching throughout the school.
- Oversee the Health & Safety Policy, along with all other relevant policies and procedures.
- Work with the Primary Leader/Head of School and safeguarding officer to ensure the school is following the correct procedures and is protecting all pupils from potential dangers.
- Assist the Primary Leader/Head of School in developing and monitoring a strategic development plan for the school.
- Actively contribute to the positive atmosphere of the school.
- Provide cover for absent members of staff.
- Help members of staff to prepare for inspections.

## MANAGEMENT

- Manage the implementation of change sensitively, taking responsibility for the induction and integration of new pupils and members of staff.
- Coach and mentor individuals to achieve specific outcomes.
- Work alongside the Primary Leader/Head of School and Office Manager to oversee the budget.
- Ensure that the core skills at key stage 1 and 2 are maintained to a high standard.
- Lead the process of identifying and supporting vulnerable and disaffected learners and those with behavioural difficulties, and ensure the provision of appropriate support and intervention.
- Support members of staff during disciplinary procedures.
- Ensure that all the school's policies and procedures are followed.
- Support members of staff in dealing with issues that arise from the curriculum.
- Attend leadership meetings to plan for the implementation of policies.
- Act as an appraisal leader for all staff, with responsibility for interview and evaluations.
- Assist staff in interpreting pupil data, including attendance, punctuality and overall attainment.
- Ensure that all guidance documents, such as safeguarding measurements are relevant and up-to-date.
- Keep up-to-date with Ofsted and disseminate any relevant information to members of staff.

## LEADERSHIP

- Evaluate and review the curriculum throughout the school.
- Model teaching of outstanding lessons.
- Outline the priorities for specified areas and subjects in the school improvement and development plan.
- Monitor pupil performance.
- Report to the Primary Leader/Head of School on the attainment of pupils.
- Work with the Primary Leader/Head of School in setting appropriate pupil attainment targets.
- Establish and monitor an improvement plan for specified areas.
- Act as a source of information for staff in relation to specific responsibilities.
- Keep up-to-date with the latest changes in legislation and guidance, and ensure that the school is fully compliant at all times.
- Manage the effective allocation of provision in subjects line managed.
- Work with the SENCO in planning and delivering quality teaching to pupils with SEND.
- Institute practices for celebrating success and high achievement amongst pupils.
- Identify training opportunities for all members of staff.
- Encourage teachers to create imaginative and creative learning environments.
- Liaise with key stage leaders to ensure continuity and progression, whilst taking into account developments in the curriculum.
- Challenge underperformance from pupils and staff and ensure that follow up action is taken.
- Demonstrate an ability to improve the attendance, progress and attainment of pupils.
- Support process of transition for pupils returning to school.

## ENGAGING WITH THE WIDE COMMUNITY

- Engage with parents/carers on a regular basis to maintain effective communication.
- Ensure that all written communications with parents/carers are clear and informative.
- Actively seek to promote the school in the wider community.
- Build relationships with the local media to promote the school's events and successes.
- Attend all pupil-related events.
- Attend all governors' meetings, as well as any related meetings in the local community (when required).

## PERSONAL CONDUCT

- Implement a process for self-evaluation which includes an external review.
- Identify areas for self-improvement.
- Display excellent interpersonal skills when in school and dealing with the wider community.
- Demonstrate an outstanding ability to engage with pupils.
- Maintain an open approach when interacting with staff, so that all members of staff feel free to express their ideas and concerns.
- Act as a role model for all staff.



## 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>The successful candidate will have experience in the following areas:</p> <ul style="list-style-type: none"> <li>• Working as a curriculum leader in a secondary school</li> <li>• Being a team builder, leader or manager</li> <li>• Working with pupils across the secondary age range</li> <li>• Working with parents/carers and outside agencies</li> <li>• Performance management</li> <li>• Delivering training</li> <li>• Observing and providing feedback to teaching and support staff</li> <li>• Designing and implementing a 21<sup>st</sup> century curriculum</li> </ul>  | <p>The successful candidate may also have experience in the following areas:</p> <ul style="list-style-type: none"> <li>• Taking a leadership role in more than one school</li> <li>• Previous success in raising standards</li> <li>• Managing a budget</li> <li>• School improvement planning</li> <li>• Governance experience</li> </ul> |
| Skills and knowledge | <p>The successful candidate will have the ability to:</p> <ul style="list-style-type: none"> <li>• Effectively manage pupil behaviour through positive interactions</li> <li>• Work as part of a senior leadership team</li> <li>• Display highly developed interpersonal skills</li> <li>• Liaise with outside agencies</li> <li>• Produce well-written and accurate reports, policies, guidance documents, letters and memos</li> <li>• Read and interpret data from a range of sources and present them to the senior leadership team</li> <li>• Use ICT as a teaching, communication and administrative tool</li> <li>• Multi-task and effectively manage an extensive portfolio</li> </ul> | <p>The successful candidate may also have the skills to:</p> <ul style="list-style-type: none"> <li>• Delegate leadership</li> <li>• Understand the role of governing bodies and other governance structures</li> </ul>   |

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| 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> |
| Skills Qualities and Abilities | <p>The successful candidate will display the following personality traits:</p> <ul style="list-style-type: none"> <li>• A warm, engaging and transparent personality</li> <li>• The ability to remain calm</li> <li>• A willingness to go the extra mile</li> <li>• An ability to quickly adapt to changes</li> </ul>  | <p>The successful candidate may also display the following personality traits:</p> <ul style="list-style-type: none"> <li>• An understanding of empathy for disadvantaged and vulnerable pupils</li> </ul>  |