Application Pack

The South View FEDERATION





KS2 Teacher English Lead & Key Stage Team Lead

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Dear Applicant,

Thank you very much for the interest you have shown in the post of KS2 class teacher at South View Junior School, which is part of The South View Federation along with South View Infant and Nursery School.

We are a 2 form entry school with approximately 260 children on role and 40% SEND children. We are looking for someone special to join our team who has the determination to make a difference to the lives of the children at our school.

A sense of humour is also essential!

South View Junior School is a wonderful school where the whole community works together to provide a happy, safe and welcoming environment. We expect high standards of work and behaviour from our pupils and encourage them to make the most of the opportunities offered to them.

In return we undertake to provide them with an interesting and exciting curriculum, motivating them to become confident, well rounded young people who have a love of learning, enquiry and life. In order for this to happen we welcome parents and carers to work with us in partnership and to become fully involved in their child's education.

If you would like to visit, or discuss the position further, please contact the school office on 01256 321928 to arrange an appointment.

I look forward to receiving your application.

Yours sincerely

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Mrs Laura Turnnidge
Executive Headteacher

Job Description

Post: **Upper Pay Range Teacher/Senior Leadership Team (plus TLR)**
Responsible to: **The Executive Headteacher**

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Executive Headteacher, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Core Responsibilities

- Fulfil the professional duties of an Upper Pay Range teacher in accordance with the current School Teachers' Pay and Conditions Document, the Teachers' Standards and school policies.
- Consistently demonstrate highly competent subject and curriculum knowledge, teaching practice and professional conduct appropriate to the Upper Pay Range.
- Plan for and secure sustained progress for all pupils, including pupils with SEND, pupils who are disadvantaged, pupils with English as an additional language and higher-attaining pupils.
- Promote the school's aims, values and inclusive ethos, maintaining high expectations for learning, behaviour and personal development.
- Model consistently effective, inclusive teaching and high expectations that contribute to the strong outcomes for pupils, including those with SEND and those who are disadvantaged.
- Make a substantial and sustained contribution to the school by sharing expertise, supporting colleagues and helping to improve teaching and learning beyond the teacher's own classroom.
- Take specific responsibility and accountability for the day-to-day management and organisation of your TLR responsibility area (subject or core area of strategic plan).
- Have an impact on the educational progress beyond your assigned pupils.
- Line manage and appraise identified staff.
- Attend Senior Leadership Team meeting.
- Assist in the day-to-day running of the school, including being responsible with other TLR holders for the school in the absence of the Executive Headteacher and Deputy Executive Headteacher.

Teaching Responsibilities

<u>Teaching and Learning</u>

- Plan and teach well-structured, engaging lessons and sequences of learning that build on pupils' prior knowledge and meet curriculum requirements.
- Use secure subject knowledge, clear explanations, effective questioning and appropriate resources to inspire, motivate and challenge pupils.
- Adapt teaching responsively so that all pupils can access learning and make good progress, implementing advice from the SENDCo and external professionals where appropriate.
- Promote high standards of literacy, articulacy and standard English across the curriculum and, where relevant, teach early reading, systematic synthetic phonics and mathematics effectively.
- Use lesson time effectively, promote pupils' independence and intellectual curiosity, and provide appropriate homework and enrichment opportunities.

- Reflect systematically on the impact of teaching, respond to feedback and adjust planning and practice to improve outcomes.
- Consistently demonstrate highly effective teaching and adaptive practice, using coaching, mentoring and professional dialogue to help colleagues improve their practice.
- Engage with educational research and curriculum developments, contribute to professional learning across the Federation.

Classroom Management

- Establish and maintain a safe, stimulating and inclusive classroom environment rooted in mutual respect.
- Apply the school's behaviour policy consistently and fairly, using clear routines, praise, rewards and proportionate sanctions.
- Maintain high expectations of behaviour in lessons and around the school, acting promptly and decisively when necessary.
- Build positive professional relationships with pupils and use approaches suited to individual needs to involve and motivate them.
- Direct and deploy teaching assistants and other support staff effectively, ensuring they understand intended learning and pupils' needs.
- Maintain an orderly, well-resourced learning environment that promotes independence and removes barriers to participation.

Assessment and Reporting

- Use formative and summative assessment accurately to identify starting points, diagnose misconceptions and plan pupils' next steps.
- Monitor and evaluate the attainment and progress of individuals and groups, including vulnerable and disadvantaged pupils, and take timely action where progress is insufficient.
- Maintain accurate assessment records and use relevant data to set appropriately challenging targets and inform subsequent teaching.
- Provide regular, constructive oral and written feedback in line with school policy and enable pupils to understand and respond to it.
- Contribute to moderation, statutory assessment and pupil-progress processes as required.
- Report clearly and professionally to parents and carers on pupils' achievement, progress, attendance, behaviour and well-being, including through consultation meetings and written reports.
- Model effective assessment practice, support colleagues with moderation and use evidence to strengthen consistency and pupil outcomes across the school.
- Analyse patterns in attainment and progress beyond own class, identify priorities and contribute to well-evidenced improvement actions.

Senior Leadership Team and Teaching and Leadership Responsibilities (TLR)
The postholder will undertake the following sustained additional responsibilities as part of the attached TLR, with clear accountability for impact beyond their own classroom.

Make an impact on the educational progress of pupils beyond those directly in your classes.

- Set ambitious, measurable priorities for the TLR area (across the Federation) that align with the School Improvement Plan and improve pupils' attainment, progress, inclusion and personal development.
- Use assessment, monitoring and other evidence to evaluate provision and outcomes across the school, identifying groups requiring support or additional challenge and securing timely action.
- Report clearly on progress, impact and next steps to the Executive Headteacher, senior leaders and governors as required.

Lead, manage and develop a curriculum area or pupil development across the curriculum.

- Lead strategic development, implementation and evaluation for area of responsibility, ensuring clear intent, coherent progression and consistently strong practice.
- Maintain subject and pedagogical expertise, apply relevant research and guidance into practice and ensure appropriate resources, policies and action plans are in place.
- Engage with families and external partners where this support the TLR priorities.

Lead, develop and enhance the teaching practice of others.

- Model high-quality inclusive teaching and provide professional guidance, challenge, coaching and mentoring that strengthen colleagues' subject knowledge, planning, assessment and classroom practice.
- Create opportunities for colleagues to observe effective practice, share resources, engage in professional enquiry and implement agreed improvements.
- Evaluate and evidence the impact of leadership on colleagues' practice and pupil outcomes, adapting support where improvement is not sufficiently rapid or sustained.

Monitoring, Assessment and Improvement

- Establish a planned cycle of monitoring for the TLR area, including scrutiny of curriculum plans and pupils' work, learning walks, pupil discussion and review of assessment evidence.
- Ensure curriculum plans are current, inclusive and implemented consistently, with clear sequences of learning appropriate adaptation and progression across classes and year groups.
- Lead pupil-progress meetings and moderation, using formative and summative information to identify priority pupils, evaluate interventions and secure agreed next steps.
- Maintain an accurate, evidence-based self-evaluation and improvement plan for the TLR area.

Operational Leadership and Communication

- Lead purposeful meetings with clear agendas, actions and follow-up, ensuring that decisions and relevant information are communicated promptly to colleagues and senior leaders.
- Secure continuity of teaching and learning by ensuring that supply teachers, PPA-cover staff and other colleagues have the plans, resources and pupil information needed to fulfil their duties effectively.
- Co-ordinate relevant visits, visitors, enrichment activities and parent information, ensuring appropriate approval, risk assessment, diary arrangements and communication.

Staff Development, Deployment and Resources

- Identify individual and team development needs within the TLR area and provide induction, modelling, coaching, training and follow-up support, particularly for new or less experienced colleagues.
- Work with relevant leaders to deploy teachers, teaching assistants and other staff effectively, matching capacity and expertise to pupils' needs and evaluating the impact of deployment.
- Promote collaboration and shared accountability within the team, addressing operational or professional concerns promptly and escalating matters appropriately.
- Plan, organise and evaluate resources for the TLR area, monitoring any delegated budget accurately and making evidence-based recommendations for future provision.

Pastoral Leadership and Family Liaison

- Promote consistently high expectations for behaviour, attendance, welfare and inclusion, supporting colleagues to apply school procedures effectively.
- Respond to significant pupil, parent or carer concerns, maintaining professional records and involving pastoral or safeguarding leads as appropriate.
- Ensure that relevant information concerning different groups of pupils is understood and acted upon by appropriate staff.

- Build constructive relationships with families and external professionals to support coordinated action and improved outcomes for pupils.

Other Professional Responsibilities

- Demonstrate a substantial and sustained contribution to the school.
- Participate fully in appraisal, continuing professional development, staff training, meetings and professional dialogue; apply learning to improve practice.
- Develop effective working relationships with colleagues, leaders, governors, parents, carers and external agencies, seeking and acting on specialist advice when appropriate.
- Contribute positively to the wider life and ethos of the school, including assemblies, educational visits, enrichment activities and whole-school events.
- Lead the designated area of TLR responsibility, maintaining clear plans, monitoring impact and securing agreed improvements.
- Maintain confidentiality, accurate records and high standards of professional conduct, attendance, punctuality and communication.
- Undertake reasonable additional duties, in and out of the classroom, commensurate with the role and as directed by the Executive Headteacher.
- Provide professional challenge, advice, modelling, coaching or mentoring to colleagues, and evaluate the impact of this support on teaching and learning.
- Contribute substantially and sustainably to whole-school improvement through the dissemination of effective practice and support for agreed priorities.
- Model effective practice, provide constructive professional challenge and support the development of less experienced colleagues.

Safeguarding

- Always safeguard and promote the welfare of children and act in accordance with statutory guidance and the school's safeguarding and child-protection policies.
- Report concerns immediately to the Designated Safeguarding Lead and maintain clear, timely and confidential records.
- Complete required safeguarding training, remain alert to signs of abuse, neglect or exploitation, and understand the procedures for managing disclosures and allegations.
- Maintain appropriate professional boundaries and safe working practices, including when using technology and communicating with pupils and families.
- Take reasonable care of pupils' health and safety and follow school procedures for supervision, risk management, educational visits and emergencies.
- Promote equality of opportunity, challenge discrimination and help create an environment in which every pupil feels safe, respected and able to learn.
- Maintain up-to-date knowledge of safeguarding requirements by regularly reviewing information and guidance published on the Hampshire Safeguarding Children Partnership (HSCP) website, and by reading, understanding, and applying Part 1 of *Keeping Children Safe in Education (KCSIE)*.
- Those with a DSL/DDSL responsibility will be familiar with and follow the KCSIE - Annex B.

Person Specification

Upper Pay Range Teacher /English Lead and Senior Leadership Team (plus TLR)

This person specification should be read alongside the job description. Candidates will be assessed through the application form, selection activities, interview, references and pre-employment checks, as appropriate.

Criterion area	Essential criteria	Desirable criteria	Assessment
Qualifications and professional status	QTS	NPQSL (or similar) Coaching/mentoring training. Training relevant English Lead role.	Application; certificates; interview
Teaching experience and impact	Substantial successful teaching experience, with consistently highly effective classroom practice appropriate to the Upper Pay Range. Evidence of securing sustained progress and strong outcomes for pupils, including pupils with SEND, disadvantaged pupils, pupils with EAL and higher-attaining pupils. Evidence of impact on teaching, learning or pupil outcomes beyond own class.	Experience across more than one year group, phase or school. Experience of leading improvement across a federation or more than one setting.	Application; references; selection activity; interview
Curriculum and pedagogical knowledge	Secure and current subject, curriculum and pedagogical knowledge. Strong understanding of adaptive teaching, inclusion, assessment, literacy, articulacy and the effective use of research and evidence. Ability to design and evaluate coherent curriculum progression and remove barriers to learning.	Specialist expertise in English. Experience of early reading, systematic synthetic phonics and writing leadership.	Application; selection activity; interview
Assessment and school improvement	Ability to use formative and summative assessment, monitoring evidence and performance information to identify priorities and secure timely action. Experience of moderation, pupil-progress processes, self-evaluation and improvement planning. Ability to set ambitious, measurable priorities and report clearly on impact and next steps.	Experience of presenting evaluative reports to governors or other strategic stakeholders. Experience of leading statutory assessment or whole-school moderation.	Application; task/presentation; interview

Leadership and management	Successful experience of leading, managing and evaluating a curriculum, pupil-development or strategic improvement area. Ability to line manage, appraise, deploy and develop staff; lead purposeful meetings; and maintain accountability for agreed actions. Ability to contribute effectively to the Senior Leadership Team and the day-to-day running of the school.	Previous membership of a senior leadership team. Experience of budget management, resource planning or leading across a federation.	Application; references; task/presentation; interview
Developing others	Evidence of improving colleagues' practice through modelling, professional challenge, coaching, mentoring, training and professional dialogue. Ability to identify development needs, adapt support and evaluate the effect on teaching and pupil outcomes.	Experience of supporting early career teachers, trainees or colleagues requiring structured support.	Application; references; selection activity; interview
Inclusion, behaviour and pastoral leadership	Strong commitment to equality of opportunity and an inclusive ethos. Ability to promote high expectations for behaviour, attendance, welfare and personal development, and to support consistent application of school procedures. Ability to build constructive relationships with pupils, families and external professionals.	Experience of leading pastoral, attendance, behaviour or inclusion initiatives. Experience of multi-agency working.	Application; references; interview
Safeguarding	Thorough understanding of safeguarding and child-protection responsibilities, including the duty to act immediately, report concerns, keep accurate confidential records and maintain professional boundaries. Commitment to completing required training, following school policies and applying current statutory guidance. Suitability to work with children and willingness to undertake all required pre-employment checks.	Recent safeguarding leadership experience or DSL/DDSL training. Experience of supporting educational visits, risk management or online-safety practice.	Application; references; safeguarding questions; pre-employment checks
Communication and relationships	Excellent written and verbal communication, with the ability to present complex information clearly to pupils, colleagues, leaders, governors, parents and external partners. Ability to lead difficult conversations professionally, listen	Experience of delivering presentations, workshops or parent information sessions.	Application; presentation; interview

	well and secure collaboration and shared accountability.		
Professional attributes	High expectations, integrity, resilience, sound judgement and a reflective, evidence-informed approach. Ability to prioritise, organise workload, meet deadlines and respond constructively to feedback and change. Commitment to confidentiality, professional conduct, attendance, punctuality and the wider life and ethos of the school.	Evidence of sustained contribution to enrichment, educational visits or wider school and community life.	Application; references; interview

Job Hazards Form

This form highlights hazards related to the role that could pose a risk to the post holder.

Job Characteristics

This role involves working with children and young people up to age 11 years.

This role also has potential to involve verbal abuse and/or aggression from pupils and this is likely on an infrequent basis. The role may require physical behaviour management interventions for which the post holder will be trained, if necessary.

Display Screen Equipment

This role may require the post holder to be an occasional Display Screen Equipment User. This will involve use of a laptop, desktop computer or I-pad.

This role may require manual handling operations.

Work Environment

The main working environment will be the school and classroom, there may be some external working on educational visits as well as on the playground during breaks, lunchtimes and free flow activities during curriculum time.

This role will include working with children in different environments, including; floor based work, table top activities and outdoor activities.

COSHH (Control of Substances Hazardous to Health)

Biological Hazards

It is possible that the post holder may come into routine or regular contact with human bodily fluid e.g. through first aid.

The post holder may be trained to undertake very personal/intimate medical work for children with special education needs and disabilities.

Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

Applicants should be aware that where roles are exposed to hazardous risks, risk assessments are undertaken and control measures are put into place where possible.

Application Procedure

HOW TO APPLY

1. Read the job description and person specification carefully
2. Complete the application form either electronically or print and complete by hand
3. Ensure supporting statement relates to the competencies outlined in the person specification
4. Email your completed application to the Business Manager, Sandra Morton at: s.morton@southview-jun.hants.sch.uk or send it by post to:

   South View Junior School,
   Shooters Way,
   Basingstoke,
   Hampshire,
   RG21 5LL
   Tel: 01256 321928

We will always acknowledge any applications received. If you have not received an acknowledgement email after 48 hours please contact the Business Manager on the telephone number above.

The South View Federation and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be subject to clear reference and online checks and a DBS at enhanced level.

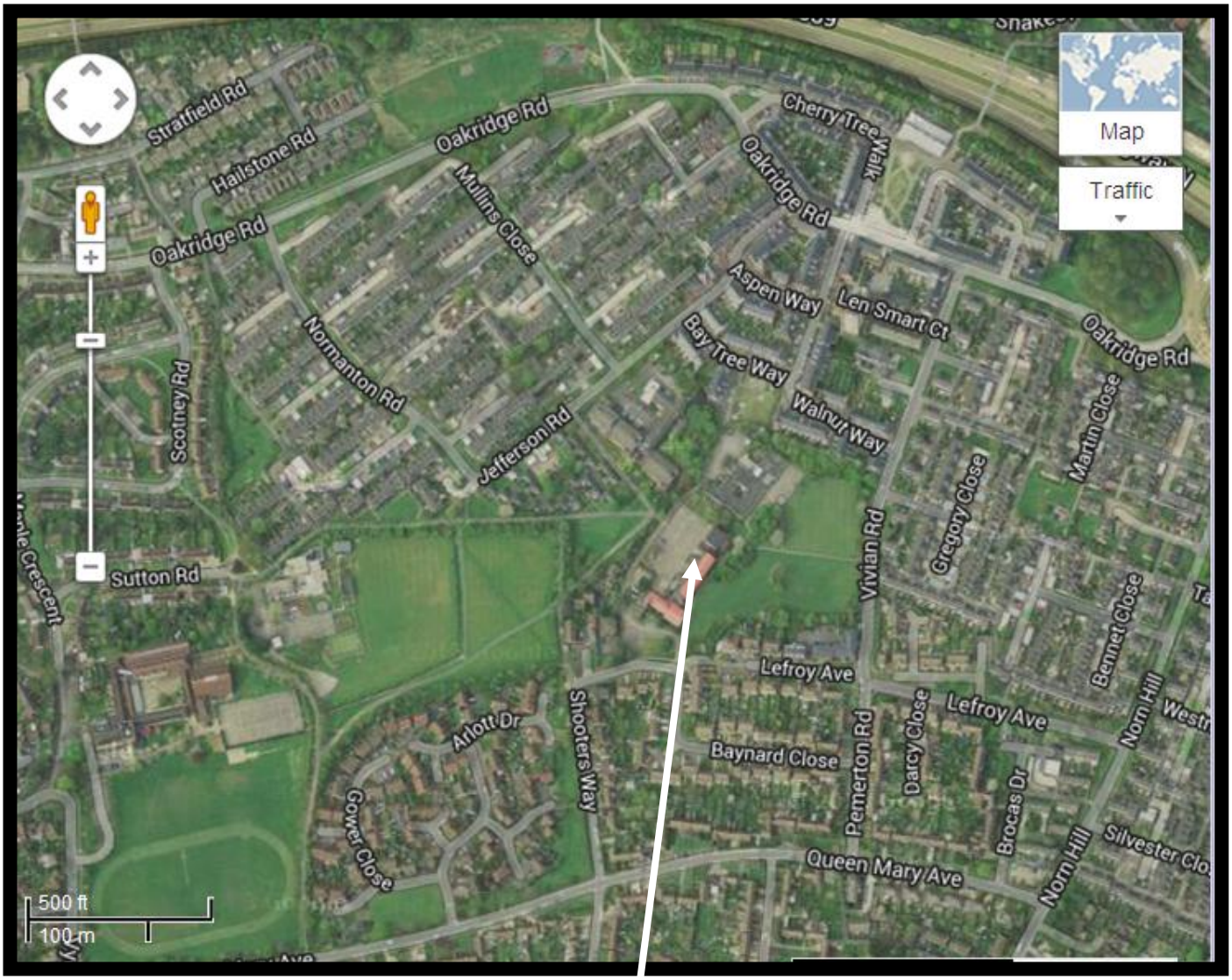
We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

We look forward to receiving your application!

Data Protection Act 1998
You should be aware that information you have provided may be stored on our secure database and will only be used to process your application.
It will not be passed to any other organisation.

Equality Monitoring
All applicants will be required to complete an Equality Monitoring form which is located below the application form on the advert webpage.

The South View Federation Location



The South View Federation

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