

<b>Role</b>	<b>Junior School KS1 Phase Co-ordinator</b>
<b>Job Purpose</b>	<b>To provide leadership and direction for the phase</b>
<b>Accountable to:</b>	Head of Junior School
<b>Responsible for:</b>	Key Stage 1
<b>Accountabilities</b>  (in addition to those normally required of a qualified teacher)	<p><b>1. Policy/Strategic direction and development</b></p> <ul style="list-style-type: none"> <li>a. Develop and promote an accessible phase policy and action plan for KS1, and keep this under regular review to ensure that policy and planning take account of the school' s changing needs and are appropriate to the full range of pupils' needs.</li> <li>b. Take the lead in ensuring that whole-school policies and strategies are embedded in planning throughout the phase.</li> <li>c. Assist with the development and monitoring of policies and plans for the Junior School as a whole to ensure that they take appropriate account of KS1.</li> </ul> <p><b>2. Teaching and learning</b></p> <ul style="list-style-type: none"> <li>a. Lead the development and monitoring of curriculum provision for the phase to ensure continuity and progression, and the development of cross key stage/cross curricular links.</li> <li>b. Promote excellence and inspiration in learning and teaching as a lead practitioner and leading by example; consult and advise colleagues in order to establish creative, responsive and effective approaches to teaching throughout the phase.</li> <li>c. Monitor, evaluate and review classroom practice; celebrate excellence; advise and update the Head of Junior School and Junior School Leadership Team on progress throughout the phase including under-performance of pupils and staff.</li> </ul>

	<ul style="list-style-type: none"><li>d. Make effective use of relevant pupil assessment data to inform future teaching.</li><li>e. Support staff and pupils to enable challenge for the most able and support for the less able.</li></ul> <p><b>3. Extra-curricular activities</b></p> <ul style="list-style-type: none"><li>a. Ensure balance and promotion of phase inclusion in all extra-curricular activities.</li></ul> <p><b>4. Pastoral care</b></p> <ul style="list-style-type: none"><li>a. Monitor, evaluate and assess pastoral welfare of pupils within the phase, ensuring continuous and consistent focus on pupils' achievement and development, - moral, spiritual, physical, cultural and social as well as academic.</li><li>b. Co-ordinate responses to the pastoral needs of pupils throughout the phase.</li></ul> <p><b>5. Leadership &amp; management of others</b></p> <ul style="list-style-type: none"><li>a. Provide leadership for colleagues within the phase, inducting, developing, deploying, motivating and appraising teaching and support staff to ensure that they have clear expectations of their roles, and that high performance standards are achieved and maintained.</li><li>b. Develop and maintain a culture of high expectations for self and others.</li><li>c. Regularly review own practice, set personal targets and take responsibility for own development.</li></ul> <p><b>6. Marketing and external links, including public occasions</b></p> <ul style="list-style-type: none"><li>a. Build effective partnerships with parents to ensure:<ul style="list-style-type: none"><li>- a shared understanding between school and home about pupil progression, and how parents can support their child</li></ul></li></ul>
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	<p>- an excellent local reputation for the school through the promotion, profile and success of the phase -extra-curricular activities that enrich the timetabled curriculum experiences.</p> <p>b. Promote the phase excellence and reputation of the school through public occasions (parents' meetings, Open Days, workshops etc)</p> <p>c. Develop links outside the school in order to increase opportunities for sharing good practice, learning opportunities for pupils etc.</p> <p><b>7. Training &amp; development of self and others</b></p> <p>a. Regularly review own practice, set personal targets and take responsibility for own development</p> <p>b. Ensure that training needs within the phase are identified, appropriately met, and that all members of the phase are active in their own personal and continuous professional development</p> <p>c. Lead/co-ordinate/organise, (as appropriate) phase-related INSET initiatives to offer support, guidance, innovation and motivation to colleagues.</p> <p><b>8. Management of resources</b></p> <p>a. Ensure that appropriate, well-maintained resources are available throughout the phase and identify future resource needs and aspirations for consideration in the school budget planning process.</p> <p><b>9. Monitoring, evaluation &amp; assessment</b></p> <p>a. Participate in the school's monitoring and evaluation cycle, providing constructive feedback and targets in order to raise standards throughout the phase.</p>
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	<p>b. Make effective use of performance benchmark data in for monitoring, evaluating and assessing aspects of the school's work in the phase to ensure continuity, progression and the achievement of consistently high standards.</p>
<p><b>General requirements</b></p>	<p>All school staff are expected to:</p> <ul style="list-style-type: none"> <li>a. Work towards and support the school vision and the current school objectives outlined in the School Development Plan.</li> <li>b. Contribute to the successful implementation of the EPQ programme in the Sixth Form as requested and be prepared to supervise the research work and project.</li> <li>c. Contribute to the school's programme of extra-curricular activities.</li> <li>d. Support and contribute to the school's responsibility for safeguarding students.</li> <li>e. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors</li> <li>f. Work within the GDST's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.</li> <li>g. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.</li> <li>h. Engage actively in the performance review process.</li> <li>i. Adhere to policies as set out in the GDST Council Regulations, ORACLE and GDST circulars.</li> <li>j. Undertake other reasonable duties related to the job purpose required from time to time.</li> <li>k. Cover for absent colleagues and invigilate internal examinations as required.</li> <li>l. Undertake a share of staff duties.</li> <li>m. Attend key school events such as Prize-giving and Open Days</li> <li>n. Be a positive role model to staff and pupils.</li> <li>o. Adhere to the School's dress-code.</li> <li>p. Willingness to learn and use simple phrases in a MFL (Spanish).</li> </ul>

<b>Review and Amendment</b>	This job description should be seen as enabling rather than restrictive and will be subject to regular review.
<b>Remuneration and Time Allowance</b>	

November 2013

**Person Specification**

**Skills Required**

Excellent classroom teaching skills	Essential
Ability to communicate effectively and efficiently orally and in writing	Essential
Effective interpersonal skills	Essential
Observational skills plus the ability to feed back constructively and sensitively	Essential
Ability to share/evaluate/review/implement current/new practice	Essential
Able to create effective links across the whole school	Essential

**Knowledge Base**

Understands the nature of the phase and has secure phase knowledge	Essential
Has knowledge of current educational developments in relation to the age group	Essential
Has knowledge of key characteristics of quality teaching, learning and learning environment	Essential
Give clear direction that enables pupils to achieve the highest quality education	Essential
Has knowledge of the policies/plans of the whole school	Desirable

**Qualifications/Attainment**

Qualified Teacher Status	Essential
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**Experience**

Some experience in leading INSET/supporting colleagues/professional development	Desirable
Experience of line-managing others	Essential

**Attitude/approach**

Honesty and integrity	Essential
Able to demonstrate adaptability and flexibility	Essential
Approachable	Essential
High expectations of oneself, as well as of others,	Essential
Ability to remain calm in sensitive or potentially volatile situations	Essential
Ability to listen and make reasoned and informed judgements	Essential
Holds a strong vision, and has the necessary skills and attributes in order to fulfil that vision	Essential

**Personal Attributes**

Enthusiastic, positive and hard-working	Essential
A passion for education	Essential
Ability to inspire, motivate and support pupils	Essential
Calm, flexible, approachable attitude	Essential
Ability to solve problems, make good judgements and take decisions	Essential
Ability to work under pressure, on own initiative, accurately and with attention to detail	Essential
Commitment to the improvement and development of own performance	Essential
Drive and stamina to provide excellent opportunities for all girls in the School	Essential
Self-motivation and a willingness to accept responsibility	Essential
Willingness to play a part in the overall developments of the School	Essential
Commitment to maintaining the caring and supportive ethos of the School	Essential
Commitment to the safeguarding of children and young people	Essential