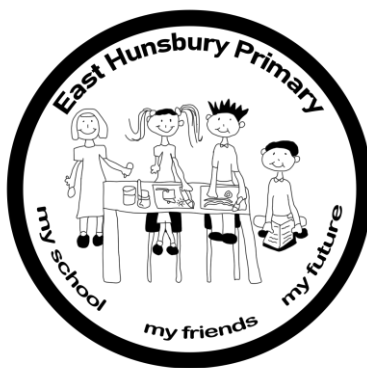


East Hunsbury Primary School



Key Stage 2 Phase Leader

A Welcome from the Headteacher

My name is Kat Pennington and I am delighted and proud to be the Headteacher of East Hunsbury Primary School. We are a two-form entry school with the most amazing 50-place Specialist Unit for pupils with Significant Learning Difficulties.

East Hunsbury Primary School (EHPS) is a truly BRILLIANT school. It is family-centred, ambitious and forward-thinking school that is not only inclusive and welcoming but we are a school with the highest of standards and expectations.

Feeling brilliant is really important to us. We want our children to realise how incredibly brilliant they are and we want our teachers to get the professional development and support that they need to do a brilliant job in the classroom. We understand that considering workload, health and happiness is all part of that.

We are a family here at EHPS and are proud of our community because it is a community in which, everyone feels confident, represented, valued. It is a community where everyone has a voice and is encouraged to contribute. It is a community in which parents are invited to work in partnership with us and one where diversity is embraced and celebrated. A community in which we all learn, laugh and celebrate together.

At EHPS, we put children at the heart of everything we do and every decision we make because we know just how much a child can achieve and understand that it is our job to ensure that they do. We want to foster an enthusiasm for learning that remains throughout life while equipping our pupils with the physical, emotional, social and intellectual skills they need to be happy and successful.

At EHPS, we are kind and behaviour is exemplary. We are committed to safeguarding all of our pupils. We want our teachers to love their job, feel fulfilled and supported. Staff wellbeing is very important to us and we pride ourselves on being a staff that cares, listens to one another, works together and one that creates a vibrant professional learning culture.

If you are still reading this then you are likely to be interested in the job that we are advertising (**great!**).

If you would like more information about our brilliant school then please check out our website: <https://easthunsburyprimary.org.uk> and Facebook page <https://www.facebook.com/EastHunsburyPrimarySchool/>.

Or, call the school office as we will be more than happy to help and answer any questions that you may have. Alternatively, you can book to come and visit us!

If you want to work at a school that values kindness, is committed to both brilliance and enjoyment, one that prioritises staff development and places children at the centre of **everything** – then East Hunsbury Primary School could just be the place for you. Come and see!

#WeareEastHunsburyPrimary
#WeareBrilliant

With best wishes,

Kathryn Pennington



Job Description: Key Stage 2 Phase Leader

Job title:	Key Stage 2 Phase Leader
Salary:	Mainscale + TLR
Hours post	Full time
Contract type:	Permanent, commencing 1 st September 2025
Reporting to:	Assistant Head and Headteacher
Responsible for:	Leading and managing the KS2 phase

Main purpose

The KS2 phase leader will:

- Be responsible for providing leadership and management of the school's KS2 curriculum
- Deliver high-quality teaching and effective use of resources, including the deployment of support staff
- Improve learning standards and achievement for all pupils, while also carrying out their duties as a classroom teacher
- Contribute to whole-school self-evaluation and school improvement planning while offering guidance and support to KS2 teaching staff, modelling best practices and showing up-to-date knowledge of current theory and practice

Duties and responsibilities

Teaching and learning

- Model exemplary practice within the classroom from which other staff can learn and be inspired from
- Use the school's systems for recording pupil progress, safeguarding concerns and behaviour within the key stage to ensure the smooth running and safety of children and staff across the key stage
- Develop pupil behaviour and discipline policies, where needed, to build an environment where high standards of learning behaviour are consistently implemented and expected
- Analyse data outcomes to identify areas for improvement, advising on strategic priorities and implementing targeted actions to raise progress and standards for all children
- Oversee the implementation of schemes/units of work and their delivery within the Key Stage, and evaluate their impact on teaching and learning implementing targeted actions to raise progress and standards for all children when necessary
- Ensure that Key Stage 2 is inclusive by design and all staff within the Key Stage are clear on their roles and responsibilities when teaching an inclusive and equitable curriculum
- Work with other teachers to review the curriculum and make sure there is continuity and progress

Leading and managing staff

- Uphold the school values of: *Be Kind. Work Hard. Believe.*
- Model and uphold high expectations at all times, serving as a positive role model for other staff within the Key Stage.
- Build strong, positive relationships with the staff they lead, fostering a supportive environment that empowers colleagues to perform at their best.

- Monitor the quality of teaching and learning within their phase through regular observations, analysis of performance data, and maintaining a visible presence, taking swift action when standards are not met.
- Induct new staff members to ensure they understand and uphold the school's values and teaching standards, while also monitoring, coaching, and supporting existing staff to continuously develop their practice.
- Maintain a learning environment that aligns with the school's expectations, ensuring that all classrooms and shared learning areas within the Key Stage are tidy, well-organised, and well-maintained.

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Uphold the school rules of: *Be ready, respectful and safe*
- Follow the school's agreed behaviour policy at all times, including:
 - ensuring that children's behaviour does not impact negatively on their own learning or that of others
- maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment both within the classroom and around the school

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development that the school may implement or request in order to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate
- Take responsibility for areas of teaching that you feel require personal development and actively take steps to improve practice.

Communication

- Communicate effectively with colleagues, pupils, professionals, parents and carers
- Use the school's agreed systems of communication e.g. Class Dojo.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school effectively and with professional conduct
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Adhere to the school's Code of Conduct at all times
- Uphold the school values of: *Be Kind. Work Hard. Believe.*
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school and Trust, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Plan and oversee the teaching content of any interventions, including tutoring, that involves children from assigned classes
- Deploy resources delegated to them
- Manage any assigned curriculum budgets

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school, including online.
- Record any safeguarding matters promptly and in a timely manner using the agreed school system

Additional areas of responsibility for the upper pay range (UPR)

- Contribute significantly to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values and to have a sustained and substantial positive impact.
- Have extensive knowledge of assigned subjects and curriculum areas, related pedagogy and assessment procedures
- Provide a critical role in the life of the school/trust
- Be a role model for teaching and learning, including behaviour
- Make a distinctive contribution to the raising of pupil standards
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- Lead on designated areas of teaching and learning, pedagogy and/or curriculum initiatives
- Provide pastoral care as required and be aware of mental health and wellbeing needs
- Provide advice, coaching and mentoring to other teachers to help them develop and meet the relevant standards

Other areas of responsibility which may change annually

- Leading fluency in mathematics
- Leading a House

Person Specification

CRITERIA	ESSENTIAL QUALITIES	DESIRABLE QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Successful teaching experience • Experience of leading a subject, role or phase. 	<ul style="list-style-type: none"> • First class honors degree • Experience of teaching in multiple Key Stages • Experience of leading KS2 • Masters • NPQLTD / NPQSL / NPQLM
Experience	<ul style="list-style-type: none"> • Teaching within the primary phase, including evidence of excellent teaching directly linked to key stage 2 delivery • Team leadership, including during school development and/or improvement • Developing and delivering staff development programmes • Implementing teaching and learning strategies to improve quality and pupil attainment 	<ul style="list-style-type: none"> • Responsibility for whole-school key stage leadership or equivalent, providing strategic and practical oversight • Experience of leading maths • Teaching using Mastery Maths and/or working with Maths Enigma Hub
Skills and knowledge	<ul style="list-style-type: none"> • Highly competent in all elements of the Teachers' Standards • Expert knowledge of legislation and guidance on curriculum requirements and key stage delivery • Knowledge of the SEND code of practice • Experience of leading a curriculum subject successfully with positive impact. • An excellent knowledge of effective teaching and learning strategies • An excellent understanding of how children learn • Extensive knowledge of how to adapt teaching to meet pupils' needs • Ability to build effective relationships with pupils and their families • An excellent knowledge of guidance and requirements around safeguarding children • Extensive knowledge of effective behaviour management strategies 	<ul style="list-style-type: none"> • Evidence of a commitment to self-reflection and personal, professional development. • Evidence of contributing to the wider ethos of the school life e.g. through the running of extra-curricular clubs or such experiences/opportunities. • Understanding of the Maths Mastery approach • An understanding of the NCETM resources • Experience of teaching using the following approaches: <ul style="list-style-type: none"> • <i>Sounds-Write (phonics)</i> • <i>Talk for Writing</i>

	<ul style="list-style-type: none"> • Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum area you teach • A more developed knowledge and understanding of your subject/curriculum area and related pedagogy, including how learning should progress • Flexible, creative and adept at designing learning sequencing within and across lessons as part of the curriculum • Good ICT skills, particularly using ICT to support learning • Ability to establish and develop effective relationships within the school community, including: <ul style="list-style-type: none"> • Teaching Colleagues • Support Staff • Governors/Trust Directors • Parents • Other professionals <p>For teachers on the Upper Pay Range:</p> <ul style="list-style-type: none"> • Achievements and contribution to educational settings are substantial and sustained 	<ul style="list-style-type: none"> • <i>Talk for Reading</i> • <i>Real PE</i> • Experience of leading parent information sessions and / or workshops.
Personal qualities	<ul style="list-style-type: none"> • A commitment and drive to uphold our school values of Work Hard. Be Kind. Believe. • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Resilience and flexible thinking. 	<ul style="list-style-type: none"> • Experience of working with a range of professionals in a variety of circumstances successfully

This job description and person specification may be amended at any time in consultation with the postholder.

Statement of Equality

Northampton Primary Academy Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills. Applications are invited from all members of the community.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

Safeguarding

Nothing is more important than keeping all our children safe, especially the most vulnerable. The NPAT Partnership is fully committed to ensuring that children with SEND, those eligible for Pupil Premium funding and other vulnerable groups are able to achieve as highly as possible. Schools within the partnership will have the most rigorous and updated procedures and policies which help keep children in our care safe. We will ensure that all vulnerable groups of children achieve highly, when compared to their peers nationally, through the following measures:

- All schools will be subjected to an annual safeguarding audit
- All schools will hold the Inclusion Quality Mark (IQM)
- Behaviour and Safety of children will be outstanding in all our schools.

Our Trust policy can be found here: <https://npatschools.org/index.php/npat-information/safeguarding>

How to Apply

To apply for this position, please complete the attached Trust Application Form and submit, together with a letter of application of no more than two sides of A4 supporting your application.

Please return by email to longi@easthunsburyprimary.org or by post to Kathryn Pennington, Headteacher, East Hunsbury Primary School, Penvale Road, Northampton. NN4 0QW

Closing date: 9am Thursday 1st May 2025

To apply for this position, please complete the attached Trust Application Form and submit, together with a letter of application of no more than two sides of A4 supporting your application.

Please note that we have the right to withdraw or close this application at any time.

