

JOB DESCRIPTION
HEAD OF PRIMARY PHASE

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| POST | Head of Primary Phase |
| RESPONSIBLE TO | Principal |
| Line Management of | Teaching Staff, Pastoral Staff, General Administrator |
| SALARY | L12-L16 |

JOB PURPOSE

To undertake the professional leadership and management of the Primary phase through:

- Driving forward the strategic vision of the Primary phase, which reflects the All Through School's ethos, vision and values, and ensures a high quality of education.
- Establishing and implementing policies for achieving these aims and objectives.
- Managing staff and resources effectively and efficiently.
- Monitoring progress towards the achievement of the Primary phase's aims and objectives.
- To act in accordance with the requirements of paragraphs 46-49 & 53 of the School Teachers' Pay and Conditions Document.
- To undertake the professional responsibilities of a Head of Primary Phase as set out in paragraph 48 of the School Teachers' Pay and Conditions Document and act within the guidance of the FMAT Leadership Standards.
- To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights.
- To provide professional leadership and management that will promote a secure foundation from which to achieve high standards in all areas of the Primary phase's work, and to secure its position within the local community.
- This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head of Primary Phase than those contained in this document and may be required to have specific job-related knowledge and skills. The allocation of duties is provisional and is subject to regular review.

MAIN DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST

The Head of Primary Phase will work closely alongside the Principal of this All Through School to:

- Drive forward the vision, leadership and direction of the primary phase;
- Be outward facing.
- Secure excellent pupil outcomes
- Promote excellence, equality and high expectations of all pupils;
- Deploy resources to achieve the Primary phase's aims;
- Evaluate the Primary phase's performance and identify priorities for continuous improvement.
- Carry out day-to-day management, organisation and administration;
- Secure the commitment of the wider community;
- Create a safe learning environment that is engaging and fulfilling for all
- Be a DSP for the Primary phase with responsibility for all aspects of safeguarding working alongside the all through DSL
- Ensure high standards of pupil behaviour and attendance;
- Ensure that the needs of pupils with special educational needs and disabilities (SEND) are met and that they achieve their full potential;
- Lead on all aspects of transition;
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Be an exemplary classroom practitioner

QUALITIES AND KNOWLEDGE

1. Play a major role, under the direction of the Principal, in formulating the aims and objectives of the academy, establishing policies through which they should be achieved.
2. Hold and articulate Trust values and moral purpose, focused on providing an outstanding education for all pupils.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, academy associates and members of the local community.
4. Lead by example modelling the Trust's values - with integrity, creativity, resilience, and clarity - drawing on own scholarship, expertise and skills, and that of those around them.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
6. Lead on the Primary's self-evaluation process and lead a team through this process.
7. Lead on the ongoing and annual review of standards of leadership, review specific areas of responsibility and support across all areas of the Primary phase, consistent with the academy's self-evaluation policy.
8. Communicate compellingly the All Through School's ethos, vision and values and drive the strategic leadership, empowering all pupils and staff to excel.
9. Work alongside the VP for Behaviour and Attitudes to develop and implement initiatives to maintain high standards of pupil behaviour.
10. Work alongside the VP for Behaviour and Attitudes to develop and implement interventions to ensure a high level of pupil attendance.
11. Promote the school's Pupil Premium strategy and oversee its implementation.
12. Work alongside the All through school DSL to lead on matters of safeguarding, attendance

and inclusion within the primary phase.

13. Provide professional leadership and management of behaviour and discipline within the Primary and maintain a high performance and culture leading to high standards of behaviour management.
14. Implement policies and practices which reflect the academy's commitment to safeguarding all pupils and staff.
15. Provide professional leadership and management of development plan priorities for the academy.
16. Be a member of the Senior Leadership Team and attend relevant meetings as well as academy functions.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

17. Engage all teaching staff in the creation, consistent implementation and improvement of behaviour management strategies which encapsulates key academy values.
18. Liaise with all through VP for Behaviour and Attitudes to develop attendance strategy to promote high levels of attendance for all groups of learners.
19. Liaise with and share information with Secondary DSL to ensure safety of all primary pupils.
20. Work alongside the all through VP for Quality of Education and Trust leads to provide regular CPD and guidance to maintain exceptional standards of safeguarding of pupils and staff.
21. Monitor and evaluate that the progress of Pupil Premium, SEND and LAC pupils is similar to that of all other Primary pupils and lead on necessary interventions to achieve this.
22. Liaise with SENCo to support SEND learners to make progress.
23. Maintain effective recording and reporting systems of pupil progress and ensure these are used to challenge underperformance and drive improvement.

STAFF MANAGEMENT RESPONSIBILITIES

24. Oversee the line management and performance management of primary teaching staff.
25. Be responsible for the line management and performance management of the direct line reports and agreeing targets linked to the development plan priorities for the Primary.
26. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
27. Hold all staff to account for their professional conduct and practice.
28. Manage staff and resources to achieve the aims and objectives of the academy and monitor progress towards their achievement.
29. Apply performance management in a rigorous, fair and transparent manner addressing any under-performance, supporting staff to improve and valuing excellent practice.
30. Participate in the recruitment and development of teaching and non-teaching staff ensuring the best quality candidates are recruited to positions within the academy.
31. Contribute to good leadership and management practice by ensuring positive staff participation, effective communication and procedures.

SYSTEMS AND PROCESSES

32. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and

probity.

33. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
34. Distribute leadership throughout the setting, ensuring colleagues have distinct roles and responsibilities and hold each other to account for their decision making.

SCHOOL IMPROVEMENT

35. Collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
36. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
37. Inspire and influence others - within and beyond school - to believe in the fundamental importance of education in pupil's lives and to promote the value of education.
38. In conjunction with the Principal, be responsible for preparing for external scrutiny (e.g. Ofsted) of the Primary phase. Lead on external scrutiny (e.g. Ofsted) of the Primary phase.

CLASS TEACHER RESPONSIBILITIES

39. Undertake such teaching duties as the Head of Primary Phase may determine as reasonably falling within the role.
40. Undertake whole academy duties as may be reasonably determined by the Head of Academy.
41. Uphold the values of Fairfax Multi-Academy Trust and Bournville 4-16 All Through Academy with all stakeholders.
42. Carry out the duties of a teacher as set out in the current Teachers' Standards Document.
43. Plan and deliver lessons in line with the Academy's Teaching and Learning Policies.
44. Develop pupils' literacy and numeracy skills within a specialist subject area.
45. Ensure **ALL** learners make good progress by differentiating tasks and liaising with Teaching Assistants as necessary.
46. Regularly assess pupils' work, giving appropriate feedback (formative and summative) and use pupil data to plan appropriate challenging objectives and differentiated tasks in lessons and homework.
47. Ensure every pupil knows their level or sub-level and understands the steps required to achieve the next stage in their progress and attainment.
48. Set an exemplary role model in terms of dress, punctuality and attendance.
49. Attend and participate in parent and open evenings as required.
50. Uphold the Academy's Behaviour for Learning Policy and Uniform Code.
51. Participate in staff training, INSET and Professional development opportunities.
52. Ensure that the learning environment is attractive, tidy, safe and conducive to pupil learning.
53. Adhere to the academy policies regarding Health and Safety, Safeguarding, ICT usage and Educational visits/trips.
54. Provide cover for staff in line with the 'Rarely Cover Agreement'.
55. Make a particular contribution to building team commitment, in particular:
 - Provide a role model for professional practice in the school;
 - Make a distinctive contribution compared with other less experienced teachers;

- Contribute effectively to the wider team.

GENERAL

1. Promote and safeguard the welfare of pupils you come into contact with.
2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
4. Be aware of, support and ensure equal opportunities for all.
5. Contribute to the overall ethos/work/aims of the Trust.
6. Appreciate and support the role of other professionals.
7. Attend and participate in relevant meetings as required.
8. Participate in training, other learning activities and performance development as required.
9. Engage actively in the performance review process.
10. Perform any other such duties as the Head of Primary Phase may from time to time determine.

I have read and accept this job description.

Signature: _____

Print Name: _____

Date: _____

**PERSON SPECIFICATION
HEAD OF PRIMARY**

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Fairfax Multi-Academy Trust (FMAT) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

| Experience/knowledge/qualifications | Essential | Desirable |
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| Qualified teacher status (primary age range) | ✓ | |
| Educated to degree level (or higher qualification) | ✓ | |
| Substantial teaching experience in a primary school/academy | ✓ | |
| Excellent understanding of the requirements of the primary curriculum including EYFS as well as key stages 1 and 2 | ✓ | |
| Outstanding classroom practitioner | ✓ | |
| Considerable experience in aspects of leadership and management in a whole school context | ✓ | |
| Considerable experience in effective leadership of whole school/academy developments relating to inclusion, safeguarding and pastoral matters | ✓ | |
| Substantial experience in the effective raising of standards such as teaching and learning, behaviour etc. | ✓ | |
| Relevant experience in effective line management | ✓ | |
| Substantial experience in holding difficult conversations with staff and pupils | ✓ | |
| Good understanding of the Ofsted framework | ✓ | |
| Understand what constitutes high quality educational provision, the characteristics of effective through schools, and effective strategies of raising standards and achievement of all pupils | ✓ | |

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| Experience in leading the professional development of staff in a given area, e.g. mentoring, coaching, leading INSET days | ✓ | |
| Experience in using assessment data to generate intervention work | ✓ | |
| Experience of strategic financial planning and budgetary management to achieve value for money | ✓ | |
| Excellent knowledge of IT systems and proficient in the use of MS Word, Excel, PowerPoint, Outlook and e-mail | ✓ | |
| Experience in effective collaboration with external agencies | ✓ | |
| Experience in development of innovative behaviour management strategies and materials | ✓ | |
| Accomplished at planning and time management, confident working within restricted timescales, well developed organisational skills | ✓ | |
| Experience in contributing to the academy's self-evaluation form | ✓ | |
| Teaching experience in more than one school | | ✓ |
| Relevant experience in change management | | ✓ |
| Previous experience in using SIMS | | ✓ |
| Personal qualities and attitudes | Essential | Desirable |
| Ability to articulate, share and translate the trust's ethos, values and visions | ✓ | |
| Ability to communicate a clear vision | ✓ | |
| Demonstrate high expectations which inspire, enthuse, motivate and challenge colleagues to deliver outstanding teaching | ✓ | |
| Ability to write in a confident, sophisticated, accurate manner, fit for a specific context and circumstances | ✓ | |
| Ability to analyse data, developing strategic plans, setting targets and monitoring/evaluating progress to lead school improvement | ✓ | |

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| Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management | ✓ | |
| Ability to manage pupils firmly, warmly and in a manner, which makes the academy community safe | ✓ | |
| Ability to teach outstanding lessons | ✓ | |
| Strategic and creative approach to problem solving | ✓ | |
| Comfortable with outstanding practice | ✓ | |
| Ability to build and maintain effective relationships through excellent interpersonal skills | ✓ | |
| Ability to develop effective teamwork and be able to contribute effectively to a range of teams | ✓ | |
| Inclusive approach to education | ✓ | |
| High expectations of self and others | ✓ | |
| Ability to work under pressure maintaining a sense of perspective | ✓ | |
| Ability to prioritise, manage own time and that of others effectively and deal with conflicting demands | ✓ | |
| Ability to demonstrate integrity, reliability, commitment, dedication, resilience and tenacity | ✓ | |
| Ability to assist staff and pupils with various tasks | ✓ | |
| Ability to work autonomously with minimum supervision, or as part of a team if necessary | ✓ | |
| Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application | ✓ | |
| Ability to form and maintain appropriate relationships and maintain professional boundaries with pupils | ✓ | |
| Ability to follow set procedures | ✓ | |
| Have an openness to learning and change | ✓ | |

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| Be sympathetic to the needs of others | ✓ | |
| Excellent attendance and punctuality | ✓ | |
| Willing to undertake appropriate training and development with a positive attitude | ✓ | |
| A commitment to the ethos, vision and values of the Trust | ✓ | |
| Ability to travel to meetings if required | ✓ | |
| Professional Development | Essential | Desirable |
| Evidence of recent relevant further professional development | ✓ | |
| Recognition that life-long learning is an essential part of personal development | ✓ | |
| References | Essential | Desirable |
| Positive recommendation in professional references | ✓ | |
| Professional references without reservations | ✓ | |