



Woodfield School

Middle Leader - Primary Curriculum, Assessment and Transition Leader

Scale: UPS/MPS + TLR 2b + SEN Point 1 or 2 depending on experience
Responsible to: Senior Leader

Job Purpose:

To lead on the Curriculum at the primary phase and Transition between phases to ensure there is a policy in place which ensures a rich, broad and balanced education which equips children with knowledge and skills for future life.

To lead on assessment so attainment is baselined and progress tracked effectively from when they join the school until the end of Year 6 and support the secondary leads to ensure it continues into the transition years

To ensure Transition is seamless and information about attainment and progress is shared between teachers, when students join the school, move class or phase.

To ensure curriculum information, data about progress and attainment is reported to all stakeholders regularly i.e. parents, senior leaders and governors and on the website where necessary

Main Responsibilities:

To lead on Curriculum at primary phase and through the Transition into the secondary phase:

- Work closely with the Senior Leader responsible for Curriculum to develop the **Primary Foundation Curriculum** so that there is **well sequenced, progressive** and **ambitious curriculum maps**
- Work closely with the Head of maths and Head of English to ensure **well sequenced, progressive** and **ambitious curriculum maps**
- Develop different **pathways/curriculums** for groups of learners so it is personalised to the needs of the students
- Work closely with the Literacy leaders, Head of English and Head of Maths to ensure **reading and numeracy are regularly assessed** and **data** is shared effectively with staff so they plan accordingly based on students needs
- Ensure **Cross-Curricular** links are mapped out across the whole curriculum and real-life learning is prevalent in all curriculum areas
- Working closely with Enrichment leader ensure **Enrichment** and **Educational Trips** are closely linked to the curriculum to enable students to develop their cultural capital experiences

To lead on Assessment at primary phase and through the Transition into the secondary phase:

- Work closely with the Senior Leader responsible for Assessment to ensure the primary staff follow the **whole school Assessment Policy** and that all staff understand
- Ensure all teachers in the primary phase have the strategies to use **effective formative feedback** regularly
- Work with teachers to ensure they are tracking attainment and progress on a regular basis and it is used to inform **planning and interventions**
- Ensure **summative data** is reported on a regular basis to Senior Leaders, Governors and lead on any external assessments
- Lead on **reporting to primary Parents** including regularly reports and Parents' Evenings
- Work with the AHT Teaching and Learning and the AHT Curriculum, Data and Standards to **monitor and evaluate** the effectiveness of **Assessment** and **Feedback** through activities such as lesson observations, work scrutiny and book trawls
- Lead on the **Transition** between **key stage 1/2/3** to ensure there is **seamless progression**

To work closely with the other Leaders lead on the management of the primary phase:

- **Organise** the groupings of children i.e. classes and the associated timetable
- **Timetable staff** and ensure SIMs reflects these arrangements
- Work with the **New Technologies** leaders to use IT to support curriculum planning, teaching and learning and assessments
- Work with the **SENCo** to ensure the Assessment information compliments the Provision Map

Working with other relevant teachers in the schools, the post holder will:

- Work in partnership with the entire leadership team and relevant staff
- Identify relevant school improvement issues related to the primary Curriculum
- Define and agree appropriate improvement targets based on the primary Curriculum
- Create and evaluate a primary Curriculum action plans
- Coordinate CPD needs and opportunities for all primary Curriculum development
- Evaluate the impact of all improvement activities on the quality of teaching and learning
- Provide the Leadership team and other post holders with relevant pupil performance information

Using the schools central recording & monitoring systems the post holder will:

- Identify appropriate attainment and achievement targets and that they are met
- Monitor pupil standards and achievement against annual targets
- Monitor planning, curriculum coverage and learning outcomes
- Lead evaluation strategies to contribute to overall school self-evaluation
- Plan and implement strategies where improvement needs are identified

By leading, developing and enhancing the teaching practice of others the post holder will:

- Maintain personal expertise and share this with other teachers and support staff
- Act as a role model of good classroom practice for other staff, modelling effective strategies with them
- Monitor and evaluate standards of teaching, identifying areas of improvement
- Plan and implement strategies to improve teaching where needs are identified
- Induct, support and monitor new staff

When developing excellent primary Curriculum practice the post holder will:

- Identify appropriate courses and resourcing to improve educational outcomes
- Develop the practice of the Learning Support Assistants to ensure consistency
- Provide CPD where appropriate with support from Teaching and Learning leaders
- Champion and lead the further development of the Woodfield core principles ERA
- Lead on the implementation of the primary curriculum and its impact on learning
- Liaise with other MAT leaders to share good practice

Other Duties:

- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role.
- To participate in performance management arrangements.
- To adhere to published school policies and procedures.
- To attend regular meetings with line manager.
- 70-80% timetable/teaching commitment (teaching 18-20 hours/25)
- Carry out the role as a class tutor supporting the pastoral and academic progress of students.
- Line manage, where necessary, staff

Person Specification		
	Essential	Evidence
Qualifications	<ul style="list-style-type: none">• Qualified Teacher status preferably primary trained• Satisfactory enhanced CRB• Valid work visa• Evidence of commitment to further professional development	Application Form, certificates and Police checks
Experience	<ul style="list-style-type: none">• Consistently good/outstanding teaching and learning observations and work scrutiny feedback• Teaching and improving outcomes for students with SEND• Involvement in work related to raising levels of achievement• Leading the development of a curriculum area or school initiatives• Some experience of managing/leading colleagues	Application Form, Task, References and Interview

Knowledge and Understanding	<p>1.Assessment</p> <ul style="list-style-type: none"> • Assessment for Learning • Formative and Summative assessments • National attainment expectations at the end of each key stage • Progress measures • Using assessment information to raise standards <p>2.Teaching and Learning</p> <ul style="list-style-type: none"> • High expectations of all learners • Establishing positive, supportive relationships with children • A wide range of teaching & learning strategies and methods • A clear understanding of what good and outstanding teaching and learning looks like • A stimulating and purposeful learning environment appropriate for the needs of the child • Evidence of good pupil achievement and well-being • Outstanding planning, marking and feedback <p>3. Curriculum</p> <ul style="list-style-type: none"> • A sound grasp of the national curriculum • Excellent subject knowledge within the maths curriculum • The importance of a broad and balanced curriculum • Awareness of effective sequencing and progression of knowledge and skills • Child initiated and independent learning • The importance of developing learning and life skills 	Application Form, Interview, lesson Observation and references
Skills and Abilities	<ul style="list-style-type: none"> • Highest level of professional conduct • Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services • Effective communication skills (both orally and in writing) • Maintain good personal relationships within a team • Engage and communicate with a variety of stakeholders: parents, professionals, team members, children • Proven ability to prioritise and organise • Ability to demonstrate impact within their current role • Desire to lead others and share good practice • Skills to lead on an area of the curriculum • Proven ability to appreciate new technology and understand its usefulness within an educational environment • Understand and adhere to school policy • Plan effective learning opportunities that are grounded in sound assessment • Track pupils' achievement and ensure that children make progress within every lesson 	Application form, interview, task and references
Personal Characteristics	<ul style="list-style-type: none"> • Honesty and integrity • Determined and resilient • Positive and enthusiastic • Organised • Resourceful 	Interview & lesson Observation, task and references
Commitment to and awareness of	<ul style="list-style-type: none"> • Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and 	Application Form, interview, lesson

Equal opportunities issues	opportunity for children, to overcoming obstacles/barriers to this and to review practices which are counter to it	observation and references
Commitment to and the promotion of Health & Safety at work	<ul style="list-style-type: none"> • Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils • Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action 	Application Form, interview, lesson observation and references

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours