



NORTHAMPTON PRIMARY
ACADEMY TRUST PARTNERSHIP



Phase Leader – Lower KS2, Subject Lead





Welcome from the Chair of the Board of Trustees

We are delighted that you are interested in applying for a position at the Northampton Primary Academy Trust (NPAT).

The Northampton Primary Academy Trust Partnership was founded in August 2012 and was built on the vision of five Headteachers to bring together like-minded schools to provide quality-first teaching and learning to all children across member schools, delivered and supported by passionate personnel of the highest professional calibre. Our member schools come in many shapes and sizes, from small to large, split-site primaries and cover a diverse geographical range and socio-economic mix.

Our vision is to achieve “educational excellence; creating opportunities and enriching lives”. To achieve this, our mission is to develop a Multi-Academy Trust of highly effective and sustainable schools. NPAT schools all share a common vision and are committed to the NPAT values, whilst retaining the freedom to innovate and develop their own identity and character.

The Trust is built on the principle of synergy; that a collaboration of vibrant and successful schools can achieve collectively what a single school couldn’t achieve alone. NPAT improves our schools using teamwork and innovation through partnership working that brings together children, parents, teachers, governors and school leaders.

From the original five schools we have seen progressive growth, with twelve schools currently on board and a thirteenth due to open in September 2022. Whilst we grow in size, the Trustees and Executive Team are keen to ensure that we retain the values and ethos upon which our Trust was originally built.

Joining our Trust will mean that you will benefit from excellent opportunities to learn and further your career, through strong collaboration and good career progression opportunities across our school network, and you will have great fun along the way.

We are on an amazing journey and we would be delighted to welcome you on board to be an integral part of it!

Thank you.

James Marcheider

'Achieving Extraordinary Things'

Dear Applicant

Thank you for your interest in furthering your career at Northampton Primary Academy Trust. We aim to appoint and retain the highest calibre of staff at all levels. We work hard to ensure that our staff have every opportunity to develop as professionals throughout their career.

We are committed to developing the best working practices for our staff and ensure that staff working conditions, workload and well-being are at the heart of our thinking.

Our NPAT Staff Pledge shows our ongoing commitment to our workforce and we try to ensure that anyone working in an NPAT schools can expect:

- A fair and reasonable workload.
- High quality training and CPD opportunities that meet the needs of individual members.
- A fair pay and reward package at least equal to the national agreement for teachers, and the Local Authority pay scale for support staff.
- Support and incentive to ensure positive well-being.
- Higher priority placement in the school that you work at for the admission of staff children.

NPAT is committed to providing the most innovative, creative and inclusive education possible. We pride ourselves on high expectations and outcomes for our children through a curriculum which is aimed at nurturing the whole child academically and personally.

We are committed to the personal and professional development of our staff, offering innovative, collaborative and supportive approaches to training and development courses in priority areas. We are always keen to hear about the professional needs of our staff, so please feel free to let us know of any areas that you feel we could support you with.

NPAT always aims to be at the forefront of the latest educational thinking and research, including our current work on curriculum development which will provide clarity to teachers about wider curriculum content so that their valuable time can be spent concentrating on delivery and personalising this to meet the needs of their learners. We aim to work with the very best educational researchers and give our staff every opportunity to hear the latest research evidence tied into our education strategy and priorities.

We hope that you will join us in one of our NPAT schools and look forward to working closely with you.

Yours sincerely,

Julia Kedwards, OBE

NPAT Chief Executive Officer

Follow us on Twitter: @NPATrust, ***Telephone/text:*** NPAT Office 07741 654181

Email: recruitment@npatschools.org, ***Website:*** <https://npatschools.org/index.php>

"The Northampton Primary Academy Trust (NPAT) is committed to safeguarding and promoting the welfare of children and young people and requires all staff, governors and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including the right to work in the UK, a health check, an enhanced DBS check and satisfactory references."



The Northampton Primary Academy Trust (NPAT)

NPAT was formed in 2012 by a group of five Northampton Schools who believed that by working together, they could achieve something truly special for children across Northampton Town. NPAT is now a collaboration of fourteen schools representing more than 4500 fabulous children and 700 amazing staff. Our schools are:

Abington Vale Primary School
Blackthorn Primary School
East Hunsbury Primary School
Ecton Brook Primary School
Headlands Primary School
Langland Community School (Milton Keynes)
Lings Primary School
Rectory Farm Primary School
Simon de Senlis Primary School
Stanton Cross Primary School
Park Junior School
Thorplands Primary School
Upton Meadows Primary School
Weston Favell Primary School

NPAT is driven by a vision of innovation, high aspiration and achievement, and a commitment to sport and the arts. This approach is encapsulated in our motto:

'Achieving Extraordinary Things'

NPAT schools all share a common vision - ***to achieve educational excellence, create opportunities and enrich lives*** - and are committed to shared principles and approaches whilst retaining the freedom to innovate and develop their own identity and character. Our schools span a range of communities and locations across the town, and we are able to offer staff opportunities to collaborate with others across the Trust.

The partnership is built on the principle of synergy; our collaboration of vibrant and diverse schools can collectively achieve more than a single school working alone. NPAT schools improve using collaboration and innovation through partnership working that brings together children, parents, teachers and school leaders, with the understanding that we are one organisation with many different sites:

'My school is your school; your children are 'our' children.'

Within the partnership, schools will have a range of strengths and needs and will be at different stages in their improvement journey. All schools are committed to an ethos of mutual support, sharing of best practice and co-creation of NPAT policies and curriculum approaches.

Lings Primary School

Lings Primary School is a two-form entry primary school in the Eastern District of Northampton, with our own pre-school on site. At Lings we hold our children in an unconditional positive regard and have high expectations for their future ambitions, academically, personally and socially.

We take great pride in being the heart of our community and placing our children at the centre of everything we do. We are a diverse and inclusive school and we are committed to working in partnership with our families - we believe that every child has the potential to thrive if given the right support and opportunities.

We are passionate about giving our pupils the best possible educational experience and recognise the importance and value of a broad curriculum that offers our pupils a wide range of opportunities and nurtures them to be well-rounded, responsible citizens of the future. Through being part of NPAT (Northamptonshire Primary Academy Trust) we have strong partnerships both locally and nationally, for example, with The University of Northampton, The Royal Shakespeare Company and the National Gallery.

We are committed to staff development and wellbeing, and we take an evidence-based approach to developing teaching and learning. We work collaboratively and our staff are a friendly and supportive team.

If you would like to come and visit our happy learning community, we would be delighted to welcome you.

Karen Rolf
Headteacher



Job Description

Job Title: Phase Leader, Lower KS2, Subject Lead

Teacher Upper Payscale with TLR £2000

Full time teaching commitment

Responsible to: Head Teacher, Deputy Head and Local Governing Body

OVERALL RESPONSIBILITY

- To provide effective leadership and management and thereby build and maintain an effective teaching team which continually enhances the quality of teaching and learning.
- To oversee general pupil welfare and deal with incidents related to behaviour and well-being within the phase.
- To use Leadership and Management time effectively for these purposes. A proportion of timetabled time will be designated as Dedicated Leadership and Management time.

SECTION 1 - GENERAL MANAGEMENT DUTIES

Leadership

1. Play a major role in the school's journey to outstanding by assisting the Head teacher in creating a vision, sense of purpose and pride in the school and the relevant curricular area with specific responsibility for co-ordinating teaching and learning within Lower Key Stage 2 (Years 3 and 4)
2. Contribute to the achievement of whole school aims, and the effective implementation of school policies and practices.
3. Establish good constructive working relationships among members of staff, and by delegation, teamwork and mutual support develop, in staff, positive attitudes such as confidence in their teaching/work and a sense of accountability.
4. Be responsible for continuously improving the quality of teaching and learning.
5. Liaise with other staff on the effective deployment of any Teaching Assistants or volunteers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
6. Follow the School's policies and practices regarding assessment and recording of pupil attainment, enabling all pupils to make good progress and setting targets for further improvement.
7. Report to the School Governors on a termly basis about relevant plans and policies, as well as the success in meeting objectives and targets, and subject-related professional development issues.

Supporting Teachers

1. Effectively manage a phase team of staff in order to maintain and improve the quality of teaching and learning within the school, and to support staff in achieving a good work-life balance.
2. Update class teachers on changes to the school's policies.
3. Support other staff in the preparation and implementation of the year.

Supporting Pupils and Parents

1. Have a good personal knowledge of all the pupils within the phase.
2. Organise and promote activities within the appropriate year groups.
3. Assist in the organisation of parents' evenings.
4. Establish good working relationships with the parents of pupils within the phase.
5. Ensure that parents are contacted as appropriate about poor attendance or behavioural problems.

Curricular Development

1. Be responsible for overseeing, reviewing and updating the phase curriculum in liaison with Subject Leaders.
2. Analyse and interpret relevant national, local and school data, using the findings to identify underachievement and to improve the quality of teaching and learning.
3. Monitor and evaluate the progress made towards the achievement of the targets for improvement, and to evaluate the effects on teaching and learning, and use this analysis to further guide improvement.
4. Have a thorough and up-to-date knowledge of the National Curriculum, together with research and developments into new ideas related to teaching pedagogy.
5. Demonstrate the characteristics of good/excellent teaching and implement strategies that bring about improvement and sustained high standards of teaching, learning and attainment for all pupils.
6. Ensure complete coverage of the National Curriculum along with continuity and progression for all pupils, including those of high ability and those with special educational needs.
7. Ensure that teachers know how to recognise and deal with stereotyping, e.g. racial, religious, gender, etc.
8. Ensure the effective development of pupils' individual and collaborative study skills needed by them to become increasingly independent learners both in and out of school.

Stock/Resources/Budget

1. Ensure the provision and development of relevant teaching resources.
2. Advise the Head teacher about possible priorities for expenditure.
3. Take responsibility for delegated budget and keep accurate records of the annual expenditure on materials.
4. Co-ordinate the allocation of learning resources, including Teacher Assistants.
5. Maintain existing resources as well as exploring opportunities to develop and/or incorporate new resources from a range of sources both from inside and outside the School.

Liaison/Communication

1. Establish effective communications with parents involving them in their child's education as well as their child's progress and targets for improvement.
2. Provide parents with the statutory information regarding the relevant area of the School's Curriculum.
3. Communicate effectively, orally and in writing, with the Head teacher and governors, regarding the progress and achievements within the relevant subject.
4. Act as an initial person for others to contact regarding the teaching of the relevant subject, as well as providing helpful and accurate responses to parent/carer enquires.
5. Ensure that information about a pupil's attainments in previous classes and schools is readily available and can be used to secure the continuation of a high standard of progress.

6. Liaise with relevant members of staff at the point of transition and transfer all relevant information to ensure transition is smooth.
7. Inform staff through staff meetings about developments and ideas related to 'best practice' related to teaching and learning.

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development - Personal

1. In conjunction with the Head teacher, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

Continuing Professional Development - Staff

1. Contribute to, and take a leading role in, the provision of high-quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. NPAT, external training agencies, etc.
2. Consider the expectations and needs of other members of staff, and ensure that trainees and ECTs are appropriately monitored, supported and assessed in relation to QTS standards and those of the school, e.g. by the incorporation of targets related to leadership, professional development and pupils' attainment.
3. Carry out appraisal of certain teaching assistants as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff.

Assessment, Recording and Reporting

1. Manage the organisation of Teacher assessment tests at lower KS2 (NTS Papers) including the completion and submission of assessment data. (if appropriate)
2. Manage the monitoring of pupil progress within Lower Key Stage 2 and the related review process and procedures. (if appropriate)
3. Use attendance and punctuality data to develop strategies for improvement –including the praise of those individuals and groups with an excellent record.
4. Oversee the maintenance of records of pupils with behavioural incidents within the phase.

Enhancing Inclusion

1. Work with the School Attendance Officer regarding pupils with low attendance.
2. Liaise effectively with parents, carers and outside agencies with responsibility for pupils' education and welfare.
3. Meet regularly with the SLT to discuss specific and general issues related to the phase, e.g. behaviour and attendance.
4. Take a leading role in steps to reduce and deal with incidents of bullying.

SECTION 2 – SPECIFIC END OF LOWER KEY STAGE 2 DUTIES (if appropriate and undertaken by Phase Leaders)

The following tasks will be negotiated and agreed at the time of appointment and at annual review.

Teaching and learning

1. Ensure complete coverage of all curriculum statements with both core and foundation subjects.
2. Within core subjects revise and try to ensure understanding of curriculum statements prior to end of year assessments.
3. Ensure accuracy of teacher assessments judgements and prepare for transition to Upper KS2

Monitoring, Evaluation and Review

1. Provide for the member of staff responsible for co-ordinating attainment statistics end of Lower Key Stage 2 teacher assessments.
2. Review against school, local and national statistics, the levels achieved by pupils at the end of Lower Key Stage 2 in all subject areas.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties. Elements of this job description and changes to it may be negotiated at the request of either the post holder or Head teacher.

Person Specification

Category	Essential	Desirable
Qualifications	<p>Qualified teacher status</p> <p>Good Honours Degree</p> <p>Evidence of further professional development in KS2</p>	<p>Any other qualifications relevant to a leadership role</p>
Leadership	<p>Leadership experience (leading a team or leading a wider-school initiative) across key stages.</p> <p>A thorough understanding of what constitutes high quality leadership across Key stage 2 educational provision, the Characteristics of effective classroom practice, and strategies for raising standards and outcomes for children.</p> <p>Ability to lead and support other staff within the school which impacts on standards and achievements.</p>	<p>Experience of leading and developing teams</p>

Knowledge and Experience	<p>Experience of working across Key stage 1 & 2</p> <p>Proven highly successful teaching experience in KS2</p> <p>Awareness of current developments in education and the implications of these.</p> <p>An extensive knowledge and understanding of how to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership</p> <p>Extensive experience of curriculum planning, implementation, assessing and recording.</p> <p>Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.</p> <p>Commitment to the protection and safeguarding of children and young people.</p>	<p>Experience and training related to an aspect of leadership and management.</p> <p>Experience of succeeding in a school in an Ofsted category or other challenging circumstances.</p> <p>Knowledge and experience of teaching phonics e.g. Soundwrite</p>
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<p>Ethos</p>	<p>A commitment to raising achievement through partnership with parents, Schools' Services and the community.</p> <p>Experience of effective involvement with parents and governors.</p> <p>Experience of working with and developing links with parents, governors and the wider community and to empathise with the points of view of others.</p> <p>Enthusiastic, dedicated, sympathetic and approachable with a sense of humour and fun.</p> <p>Ability to inspire confidence, respect and openness.</p>	
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<p>Personal Qualities</p>	<p>Excellent interpersonal, communication and organisational skills.</p> <p>Proactive in areas of responsibility with an awareness of whole school issues.</p> <p>A commitment to school improvement and to developing own professional skills.</p> <p>A willingness to take on appropriate delegated tasks relevant to the post.</p> <p>Demonstration of a growth mind-set.</p> <p>Ability to show a committed, professional and loyal attitude to the school, openly modelling its aims and values.</p> <p>An ability to use and understand discretion, confidentiality and professionalism as a leader and role model.</p> <p>An ability to learn from mistakes and take advice.</p>	
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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.

HOW TO APPLY:

To apply for this position, please complete a Northampton Primary Academy Trust Application Form and submit, together with a letter of application of no more than two sides of A4 supporting your application - summarising your proven ability relating to the job description and person specification.

Application pack is located on advert.

Please return by email to angie.manning@lingsprimary.org.uk

Closing date: 13th May 2024

Interview date: 20th May 2024

Visits to the School are welcomed and highly recommended – please call 01604 410369 to book for a tour, we can be flexible with our times.

