

**Person Specification:**  
**Maths leader/Key Stage 2 Phase Leader**

| Attributes   | Requirement  |  |
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|  | Essential  | Desirable  |
| <p style="text-align: center;"><b>Qualifications and Training</b></p>  | <ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Evidence of recent professional development</li> <li>• Evidence enhanced DBS clearance</li> </ul>   | <ul style="list-style-type: none"> <li>• At least 4 years full time teaching experience</li> <li>• Evidence of leadership training and development</li> </ul>  |
| <p style="text-align: center;"><b>Experience and Skills</b></p>  | <ul style="list-style-type: none"> <li>• High level of expertise in teaching and learning including end of phase assessments</li> <li>• Outstanding teacher</li> <li>• A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils such as SEND and disadvantaged pupils</li> <li>• Active involvement in the development of school policies and development plans</li> <li>• Experience of a range of summative and formative assessment procedures</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of teaching within KS2</li> <li>• Experience of leading and managing an area cross phase</li> <li>• Experience of working with EAL pupils</li> </ul>   |
| <p style="text-align: center;"><b>Professional Development</b></p>   | <ul style="list-style-type: none"> <li>• Active involvement in recent and relevant CPD</li> <li>• Planning and leading CPD for other staff</li> </ul>  | <ul style="list-style-type: none"> <li>• Training in leadership and management issues and skills</li> </ul>  |
| <p style="text-align: center;"><b>Planning</b></p>   | <ul style="list-style-type: none"> <li>• Knowledge and experience of school development planning</li> </ul>  | <ul style="list-style-type: none"> <li>• Strategic management skills</li> </ul>  |
| <p style="text-align: center;"><b>Data analysis</b></p>  | <ul style="list-style-type: none"> <li>• Ability to analyse, interpret and act on data across the school</li> <li>• Experience of target setting processes</li> </ul>  | <ul style="list-style-type: none"> <li>• Knowledge of pupil premium data analysis and how to measure impact</li> </ul>   |
| <p style="text-align: center;"><b>Improving teaching and learning in core subjects and across the wider curriculum</b></p> | <ul style="list-style-type: none"> <li>• An outstanding classroom practitioner able to lead by example</li> <li>• Knowledge and experience of a range of teaching and learning styles which reflect structured sequences of learning to include cross curricular and skills focused learning.</li> <li>• Good understanding of the new national curriculum and assessment procedures</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of undertaking performance management</li> <li>• Experience of supporting whole school behaviour management</li> <li>• Experience of observing and evaluating the quality of learning and teaching.</li> <li>• Experience of mentoring or supporting colleagues</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Knowledge and understanding of ICT as a vehicle for learning</li> <li>• Experience of organising/delivering teacher or support staff training</li> </ul>   |   |
| <b>Working with People</b>                  | <ul style="list-style-type: none"> <li>• Strong interpersonal skills: ability to lead, motivate, challenge and inspire colleagues and give feedback in a supportive manner</li> <li>• Able to build team capacity</li> <li>• Able to establish credibility with all staff</li> <li>• Able to establish positive relationships with parents, carers and Academy Councillors</li> </ul>   | <ul style="list-style-type: none"> <li>• Experience of working with other agencies or organisations</li> </ul>  |
| <b>Resource Management</b>                  | <ul style="list-style-type: none"> <li>• Proven ability to maximise resources</li> </ul>  | <ul style="list-style-type: none"> <li>• Able to maximise potential of all staff</li> <li>• Knowledge and understanding of management procedures</li> </ul> |
| <b>Knowledge of education</b>               | <ul style="list-style-type: none"> <li>• Vision of education in a wider context than a single subject/school</li> </ul>   | <ul style="list-style-type: none"> <li>• Experience of wider reading and educational issues</li> </ul>  |
| <b>Key skills, qualities and attributes</b> | <ul style="list-style-type: none"> <li>• High expectations and a commitment to raising standards of attainment</li> <li>• Able to embrace change and help others to manage the change process</li> <li>• Good organisational and personal management skills</li> <li>• Able to work effectively as part of teams at all levels</li> <li>• Commitment to safeguarding procedures</li> <li>• Commitment to Oasis ethos</li> </ul> | <ul style="list-style-type: none"> <li>• Able to work independently and proactively</li> </ul>  |



## Job Description – Maths Leader (TLR)

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|--------------------------------------|-----------------------------------|
| <b>Post title:</b>                   | Maths Leader<br>KS2 phase leader  |
| <b>Academy</b>                       | Oasis Academy Fir Vale, Sheffield |
| <b>Line manager:</b>                 | Principal                         |
| <b>Supervisory responsibilities:</b> | KS2 staff                         |

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In addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with responsibilities as described below, as circumstances may require and in accordance with the academy's policies under the direction of the head teacher.

### **Purpose of the post:**

- To lead the staff of the Phase team to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
- To collect and take account of the views of learners, parents/carers and other stakeholders when developing teaching and learning strategies.
- To ensure that teachers are aware of the implications of equality of opportunity.
- To liaise effectively with senior colleagues to ensure consistency of approach in teaching and learning across the academy.
- To promote the Aims and Mission Statement of the academy and Oasis Community Learning

### **Responsibilities of the post:**

#### **- Leading, developing and enhancing the teaching practice of others**

- Provide a good role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
- Provide guidance and support to staff in planning, implementing schemes of work and evaluation of teaching to raise standards in maths
- Provide guidance to staff in observational assessment and use of learning journeys and how these inform next steps
- Ensure that the class teachers deliver the maths curriculum effectively
- Provide guidance to staff on assessing standards on entry, baseline information, and basic key skills
- Guide staff to support effective transition
- Work with the teachers to promote best and innovative practice to enrich the range of teaching and learning styles in the academy
- To support colleagues to create a stimulating and creative learning environments
- Lead staff training

### Management Responsibility:

- Lead and manage teachers and all practitioners in the phase
- To enable all teachers to achieve expertise in planning and teaching through example, support and by leading or providing high quality professional development opportunities.
- Organise regular phase meetings to ensure continuity in teaching and learning
- Ensure planning, record keeping and assessment is in line with academy policies
- Lead on moderation, ensuring consistency in assessing pupils' work
- Update teachers of changes to academy policy
- Organise materials for, and co-ordinate Assessment and data returns
- Organise meetings for parents at the beginning of the year and ensure that all agreed information (eg targets) is sent out on time
- Support transition through parental meetings, data transfer and target setting
- Liaise closely with support staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents
- Induct, support and monitor new staff within the Phase
- Lead Performance Management and professional development of Teaching Assistants in the phase

### Monitoring and evaluating the Curriculum

- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with academy policy
- Provide feedback to teachers and disseminate examples of effective planning and teaching
- Organise and lead meetings with staff to discuss portfolios of work to ensure continuity and progression of pupils' learning is maintained across the phase
- Monitor standards within the phase, analysing data from academy tracking systems, EYFS profile information and RAISE online, and use this information to action required support

### Other:

- Safeguard the health and safety of self and others in accordance with the academy's Health and Safety Policy
- Undertake decision making and policy development across the academy
- Maintain lines of communication between the Leadership Team and staff
- Promote good behaviour around the academy and support colleagues in promoting good behaviour
- Show a commitment to work outside directed time when required

It is also the duty of the Phase Leader to develop personally and professionally through:

- Reflection on own practice and private study, keeping abreast of new initiatives
- Participation in appropriate in-service programmes