



# Year 6 Teacher & Phase Leader

*Full time, permanent  
for September 2023*

## Application Pack



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Email: [office@burleyoaks.co.uk](mailto:office@burleyoaks.co.uk)

Website: [www.burleyoaks.co.uk](http://www.burleyoaks.co.uk)

Twitter: [@BurleyOaks](https://twitter.com/BurleyOaks)

Headteacher: **Mrs Claire Lee**

Chair of Governors: **Miss Christine Smith**

Status: **Community Primary School**



## About the School

### *Belong, Believe, Achieve*

Our vision focuses on nurturing children to become: imaginative, passionate, confident, resourceful, resilient, reflective and responsible learners.

We seek to provide an enriched, vibrant and positive environment which:

- challenges children to use their initiative and to believe that achievement is limitless
- provides real life, transferable learning opportunities which inspire lifelong learning
- develops ambition and collaboration thereby promoting a positive contribution to society
- celebrates happy, secure and independent learners who will reflect on precious memories of their time at Burley Oaks.

To fulfil this, we aim to:

- ensure that each child is valued as an individual, enabling them to develop a positive self-image and respect for others
- help children to understand the importance of health and find enjoyment in their learning
- develop children's confidence in their capacity to learn both independently and as a team
- provide equality of access to long-lasting learning and high quality teaching, relevant to their lives now and in the future
- provide a well-resourced, flexible and e-confident environment
- establish a progressive learning culture which improves children's outcomes
- develop all stakeholders as learners
- develop 'children's voice' and 'parents as partners' to empower the learning community
- encourage children to understand and value others and the environment in which we live
- encourage everyone to work for the common good and make a difference for the better

### Background

Burley Oaks Primary School is a two form entry school catering for children from Reception to Year 6. There are currently 403 children on roll – March 2023. We are one of two primary schools serving the village of Burley-in-Wharfedale, which is situated between the towns of Otley and Ilkley in the Wharfe valley. Housed in the premises of the former Burley Middle School, we benefit from specialist facilities, including Art/DT, Music and ICT.



**Burley Oaks is a hard-working and caring school with a vibrant and creative ethos. We are fortunate to have a hugely committed and dedicated staff team. Have a look at [our video](#) on the home page of our website for a 'flavour' of what makes learning and working here so fabulous!**



## Organisation/Curriculum

Currently we operate with 14 classes, consisting of Head + 18.3 teachers, supported by 18 support staff (Teaching Assistants and HLTAs). Support staff are organised into teams attached to particular phases – Reception, Year 1/2, Year 3/4 or Year 5/6.

The quality of education and our cleverly designed, progressive curriculum are real strengths of our school which offer children significant and meaningful opportunities to learn and develop their skills and knowledge. Teachers and support staff plan and deliver much of the curriculum together, benefitting from true teamwork; the staff team is empowered and valued enormously.

All children are taught in single age classes. Our curriculum is enhanced with a cleverly designed enrichment programme which brings learning together in a holistic and inspirational set of activities and celebrations. Academic results at all key stages have been consistently high compared to similar schools. We are focused on quality outcomes and progress for all children and have recently been accredited as a centre of excellence for the Inclusion Quality mark.



## Our Community

There is a strong tradition of community involvement in the village and we work in partnership with local groups. We have a great deal of support from committed and interested parents. An active School Association organises Christmas and Summer Fairs and many social events for parents. The school also presents many performances for parents throughout the year – Harvest, Christmas, Easter, Y3/4 and Y5/6 productions, Y6 leavers' concert and a musical soirée.

## Wider Curriculum

At Burley Oaks there is a wide range of activities for children to participate in outside the classroom to enrich and enhance their educational experiences. We have a fabulous outdoor classroom and deliver a Forest School's Programme to embed outdoor learning in our curriculum. We are incredibly fortunate to have such extensive grounds and to be surrounded by greenery.



We are proud of the fact we were one of the first schools nationally to have achieved 'Sing Up Platinum' status; **music is a key strength of our school**. We look forward to seeing the fantastic musical productions our pupils perform. All Year 5 children learn to play electric guitar, drums and keyboard whilst Year 3 children learn the recorder. Peripatetic teachers teach a variety of instruments across the whole school as well as our specialist music teacher who teaches music to each class.

Our **sports provision** is excellent, supported by a variety of external coaches and events throughout the year to raise the profile of PE. Children benefit from a specially designed **cycle track** complete with skills loops and challenges.

We have a dedicated **mental health** and well-being mentor in school every day; the whole team's mental health is a key priority. We have created a bespoke wellbeing programme for children to support awareness and an understanding of positive mental health called Wellme and have been accredited with the Carnegie **Gold** School Mental Health Award.

A **designated art room** means that we can truly get creative (and messy!) in our lessons and to create scenery for productions. A **specialist Computing teacher** leads our IT provision across school and supported our work in achieving the safety mark and the Naacemmark IT award.



Our buddy classes are very important to our teachers and children alike. Children benefit from working across phase and key stage with younger and older children in themed days. Teachers benefit from working in pairs and teams to share their good practice and recent training experiences; relationships are strong and supportive.

The children are always enthusiastic about our **extra-curricular activities** which include: football, netball, cricket, dodgeball, tennis, cross country running, choir, orchestra, recorder, Lego, French, Burley Oaks Theatre

School, Mighty Chefs etc. There is clear value in the experiences undertaken. As well as after-school clubs, children also have opportunities to take part in residential visits.




Burley Oaks' partnerships with the other seven schools in the Wharfe Valley and the schools within the **2VLC Learning Collaborative** and the **Red Kite Alliance** are extremely positive. We benefit from a range of networks which nurture shared best practice in areas such as: Literacy, Assessment, SEN, Early Years etc. Our relationship with Burley and Woodhead Primary is excellent; the two schools provide excellent education for the young people in Burley.

## After School

The school currently operates before and after school clubs – **Early Birds** and **Night Owls**, which are very popular with both parents and children alike.

## Ofsted Judgements

In June 2022, we were inspected by OFSTED, who judged us to be '**outstanding**' and **described Burley Oaks as "an extraordinary school"**. Highlights of the report include:

-  PUPILS "...it is filled with happy children..." "...pupils behave exceptionally well..." "...they listen attentively and are highly focused on their learning..." "...pupils are thoughtful and kind..."
-  STAFF "...well trained staff ensure a consistent approach..." "...teaching staff are highly skilled..." "...staff are rightly proud to work at this inclusive school..." "...the impact of the work of teaching assistants is evident in the classroom..." "...the support pupils with more complex needs receive from staff is exceptional..."
-  LEADERS "...have designed an impressive curriculum that is ambitious and exciting..." "...lead to a consistently respectful school culture..." "...pupils are adamant that it is ok to be different..."



## JOB DESCRIPTION



### Burley Oaks Primary School Outline Job Description – KS2 leader



Employment details	
Job title	Key Stage 2 Phase Leader
Reports to	Headteacher
Hours of work	Full time
Salary	Negotiable dependent on experience MPS/UPS

#### GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**As a Primary school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the key stage 2 and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards within your specialist subject area/ across the curriculum.**

**You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.**

**As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.**

**In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.**



## General duties

- Ensure that safeguarding and child protection policy and practice are forefront in all decision making and that children come first.
- Establish a clear vision and direction for the phase that reflects the school's overall ethos and values.
- Be a model of best practice as a class teacher.
- Lead in the development of the school improvement plan – made in collaboration with the SLT and the relevant staff.
- To lead, manage and support staff on a day to day basis and to ensure school policies and procedures are implemented.
- Monitor and develop the quality of education and lead staff in achieving academic excellence.
- Set challenging targets for pupils and staff and provide the support they need to achieve their targets.
- Ensure all pupils have access to education and any barriers to learning are addressed
- Communicate sensitively and effectively with parents and carers.

## Leadership and management

- Support, lead, motivate and liaise with staff within the phase to ensure that provision is effective and adjustments are made as necessary to help them meet their personal and professional targets.
- To lead through example in creating a climate where distributive leadership is encouraged, regardless of position within the school structure.
- Contribute to establishing the core values of the school and assist with making management decisions on all aspects of policy, development and organisation.
- Encourage CPD opportunities for staff where possible.
- Monitor the quality of teaching and learning, including conducting lesson observations and monitoring of planning and scrutiny of pupils' work, ensuring that the appropriate action plans are in place when issues are identified.
- Oversee all aspects of the phase team to ensure that school policies and practices are being delivered and implemented consistently.
- Through effective displays and well organised and maintained resources and equipment, take a lead role in ensuring a high quality learning environment
- Develop and maintain positive links and relationships with the community, local businesses and key stakeholders to promote a positive image of the phase and wider school.
- Establish a robust system for monitoring pupil attendance and behaviour within the phase.
- Assist with planning timetables for pupils and ensure staff are deployed effectively and proportionately across the phase.
- Contribute to the management of key school events, e.g. trips, residentials, open evenings.

## Curriculum planning

- Take overall responsibility for the pastoral and academic development of pupils within the phase.
- Liaise with the curriculum lead concerning subject choices and implementing an outstanding, broad and balanced curriculum.
- Promote a love of learning and encourage all pupils to achieve their best.
- Promote the phase and wider school, and ensure its ethos and values of academic excellence are communicated within the school and throughout the local community, including developing an online presence.
- Ensure the curriculum is engaging and accessible to all, in line with the Equality Act 2010.

- To be the lead practitioner, across your phase, in embedding creativity and enrichment into the school curriculum.
- Encourage feedback from pupils and parents on the curriculum and subject offering and react positively to any feedback received.

### **Academic progress**

- Support and evaluate the team's work, ensuring staff can successfully deliver the curriculum and enrichment activities.
- To have secure knowledge of the National Curriculum.
- To demonstrate knowledge of the progression between key stages.
- To demonstrate the effective use of teaching and learning time.
- Monitor academic progress in the phase and ensure pupils receive a suitable level of support and challenge.
- Work with SLT to use assessment data to inform analysis of individual pupil progress and progress within the phase.
- Identify barriers to learning and ensure these are minimised and overcome, where possible.
- Liaise with teachers and other school staff, e.g. the SENDCO, regarding pupils' needs and ensure any additional support required is accommodated for.
- Celebrate academic achievements and give recognition to pupils who have reached their targets and performed to the best of their ability.
- Use interventions/boosters to improve attainment and monitor their success throughout the phase.
- Ensure staff within the phase can identify any pupil underperformance as soon as possible and support staff with implementing any changes to improve the pupil's attainment.

### **Administration**

- Organise and ensure the implementation of administrative tasks, e.g. SAT preparation.
- Ensure staff have access to materials required to carry out duties and deliver high quality activities.
- Establish rotas and timetables to ensure the smooth running and safety of the setting.
- Plan, risk assess and review the trips for the phase.
- Create high quality newsletters to share intended learning and expectations.
- Oversee and monitor the in-year admissions of pupils and ensure there are systems in place to help them settle into their new environment quickly and easily, including a robust induction.
- Ensure staff within the phase write detailed end of year reports for pupils and send them to parents – give parents the opportunity to discuss the reports if necessary.
- Support the recruitment and induction of staff as necessary.

### **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.



## FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

### Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

## SPECIAL CONDITIONS OF SERVICE:

- All applicants must be willing to sign a Disqualification Declaration form.
- An enhanced DBS with Children's Barred list check is required for the successful applicant.
- It is an offence to apply for the role if barred from engaging in regulated activity with children.
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable adults/finance.
- Online searches will be conducted on short listed candidates.
- All applicants' attention is drawn to the school's Child Protection and Safeguarding policies which may be found on the [Policies Page](#) on our website along with the BOPS Privacy Notice for Applicants and our DBS policy which includes information on the employment of ex-offenders.

## OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.

Must be legally entitled to work in the UK.

## Phase leader person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> <li>Have an honours degree in a relevant subject.</li> <li>Have QTS.</li> <li>Have up-to-date safeguarding training.</li> </ul>	<ul style="list-style-type: none"> <li>NPQ or similar accreditation</li> </ul>
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>Motivating and supporting school staff.</li> <li>Key Stage 2 teaching excellence</li> <li>Experience of safeguarding and additional educational needs</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience in Y6.</li> <li>Leading a team in school.</li> </ul>
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> <li>Demonstrate an ability to work with pupils and staff alike.</li> <li>Present plans and strategies in a clear and concise manner.</li> <li>Show that they have a good understanding of the principles behind school improvement, including planning, monitoring and reviewing progress.</li> <li>Judge a situation effectively and have the confidence to act on their initiative so that an effective solution is developed.</li> <li>Demonstrate a sound knowledge of the responsibilities and roles that come with being the leader of a phase.</li> <li>Present improvement and effectiveness strategies for the phase.</li> <li>Demonstrate knowledge of quality assurance processes within curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a working knowledge of how to manage the reputation of the school and engage with the school community.</li> <li>Demonstrate a sound knowledge of the needs of pupils who are preparing for the next stage of education.</li> </ul>



## Personal traits

### The successful candidate will have

- Excellent verbal and written communication skills.
- Excellent time management and organisation skills.
- A flexible approach towards working practices.
- High expectations of self and professional standards.
- The ability to work as both part of a team and independently.
- The ability to maintain successful working relationships with colleagues.
- High levels of drive, energy and integrity.
- A commitment to equal opportunities and empowering others.
- Respect and understanding that individuals may have fundamental differences, and the ability to adapt plans to accommodate for these.
- A commitment to promoting high-quality care of pupils and implementing plans which allow pupils to reach their potential.
- Demonstrable dedication to promoting their professional development and achieving desired qualifications.
- The ability to plan and take control of situations.
- A commitment to contributing to the wider school and its community.
- The capability to handle a demanding workload and successfully prioritise work.
- The ability to be professionally assertive and demonstrate clear thinking.
- Dedication to being a good team player, with the ability to also work on their own initiative.

## Additional requirements

### The successful candidate will have

- Evidence of an enhanced DBS check, or willingness to undertake one.
- Suitable references from their previous employer.

## The Recruitment Process

### How to apply:

1. If you wish to apply for this post, please download the application form (or complete online) outlining how you meet the criteria on the job description and the attributes required.
2. You may supplement your application with a letter of **no longer than two sides of A4**. Your letter of application should outline your reasons for applying for the post and give an indication of what you can offer the school.

We would also request that you provide details of daytime and **evening** contact numbers or email address for use should you be called for an interview. Please also ensure that email addresses are available for your nominated referees.

**Closing Date:** Noon, Monday 24<sup>th</sup> April 2023

**Interviews:** 27<sup>th</sup> & 28<sup>th</sup> April 2023

If you have not been contacted by the close of business on Tuesday 25<sup>th</sup> April 2023, you should assume that your application has been unsuccessful at this time; however, we thank you for your interest in this post.

### Completed applications should be forwarded to:

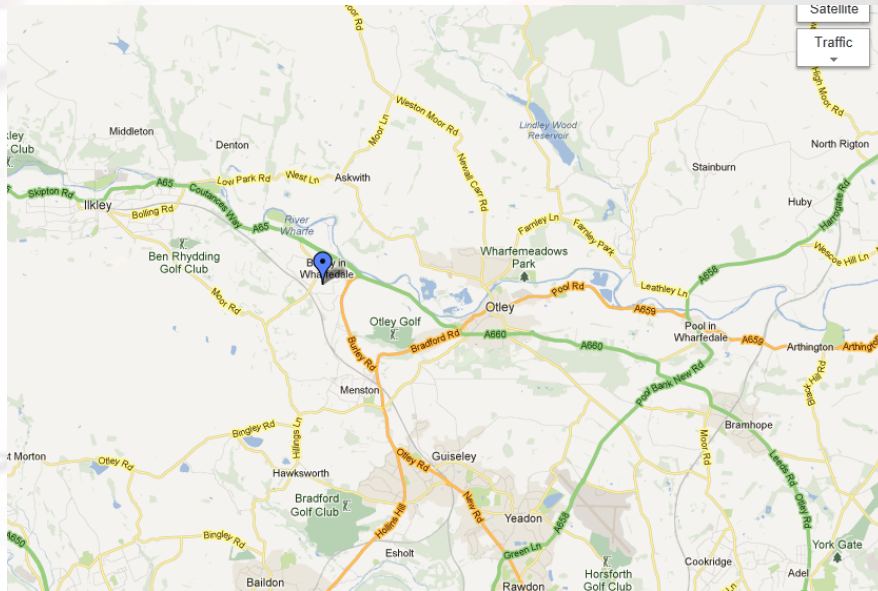
by email: [office@burleyoaks.co.uk](mailto:office@burleyoaks.co.uk)

or Burley Oaks Primary School  
Langford Lane,  
Burley in Wharfedale,  
Ilkley,  
LS29 7EJ

Thank you once again for your interest in this post; we look forward to receiving your completed application.



## How to Find Us



Our address is:

Burley Oaks Primary School  
Langford Lane  
Burley-in-Wharfedale  
LS29 7EJ

Tel. 01943 862642

Email: [office@burleyoaks.co.uk](mailto:office@burleyoaks.co.uk)

