



**ADVERT**

**Phase Leader**

**Sybourn Primary School**

**Information for Candidates**

**October 2023**

# Welcome from the CEO

---

Dear Candidate,

Thank you for taking the time to apply for a role at the Lion Academy Trust. I am extremely proud of what our teams do on a daily basis - from teaching in classes that cater for the broadest range of needs and abilities through to the support teams that make sure that everything runs smoothly and ensures that our pupils, staff and visitors experience the very best of what primary-phase education can offer.

By seeking to engage with the Trust in applying for a new role, I would encourage you to explore our websites, social media feeds and where possible, speak to our staff about working for the Lion Academy Trust. We have high standards and expectations and work hard to make sure every pupil is afforded the education they deserve - but we cherish the staff we have and work as hard to ensure that we support and develop all our teams to achieve their full potential.

You will find all the details you need in the materials provided - if you are looking for an employer that will match and exceed your ambition to positively change the lives of the pupils and communities we serve, then the Lion Academy Trust may well be the employer for you.

Good luck on your journey to finding the right job and next steps in your career.



**Justin James**  
**Chief Executive Officer**

---

# About the Trust

---

The Lion Academy Trust was established in 2012 and has grown to run schools in London, Essex and Wellingborough. As a values-driven multi-academy trust, our moral foundations are the basis for the successes we have achieved:

## **The right to an outstanding education**

We believe that all children and students have the right to an outstanding education and access to outstanding facilities. Proven school improvement strategies and resources are deployed to meet local needs.

## **The relentless pursuit of excellence**

Our teams take responsibility to ensure that we deliver “good or better, every day”. Obstacles and barriers are overcome by clear, targeted support that drives the culture of sharing outstanding practice in the relentless pursuit of excellence.

## **Our pupils are the reason we exist**

Outstanding teaching and learning is central to every decision made and every development introduced. The Trust is tightly focused on pupils as our “stakeholders” and as the reason why the Trust and schools exist.

## **Centrally defined, locally implemented hubs of excellence**

Centralised design of pedagogy, policies and strategies are deployed via the three hubs with local relevance retained through transformative practice being implemented and developing communities of practice all working to achieve the same high standards and outcomes.

## **Investment in teams and practice is key to the transformation of education**

At the core of our ethos is the belief that investment in high-quality, bespoke training and development is critical to our continued ability to successfully transform education. This is to enable both staff and pupils to develop as individuals and as professionals in order to achieve excellence.

You will find that as a Trust and education service provider, we pride ourselves on the consistent application of what we can evidence that makes a difference; staff are measured by the impact they create, not the workload they manage. Our drive to make a tangible, positive difference in every community we serve, recognising the contribution and challenges our families can offer and are facing, means that we go beyond context or reasons ‘why not’ - and never lose sight of why we are here: every pupil in our schools.

---

# About the School

---

At Sybourn Primary school we live, work and learn through our five values:

- **ASPIRATION** – aspiring to be the best that we can be.
- **KINDNESS** – being kind to everybody – our peers, staff and the community.
- **RESPECT** – we listen to one another, we take feedback and we improve.
- **HONESTY** – we always tell the truth.
- **RESPONSIBILITY** - we take responsibility for our actions.

We are a popular and fully inclusive Primary school and serve the community in the East London area. We are committed to playing a leading role in the enhancement of all our pupils and set equally high standards for every member of our team. Every role, in every setting, can and will directly impact on how our pupils thrive during their time with us - we operate as one team, with one common goal - to ensure that we deliver the best possible education for every one of our pupils.

As a school, we benefit from being part of the Lion Academy Trust and deploying the proven systems and pedagogies to inform how we operate. From the highly resilient IT infrastructure to the fully resourced and sequenced curriculum - we proudly function as part of the family of Trust schools and celebrate the opportunities that being part of a high performing trust afford us.

We are looking for an exceptional candidate to become a Phase Leader to start January 2024. If you are ambitious, hardworking and are looking for progression as well as benefiting from research based school improvement then this is the school to further develop your career. We are looking for an individual who is a passionate, committed and a confident practitioner. We want to recruit staff that engage and inspire both pupils and colleagues. Ideal candidates will be resilient, hardworking and willing to go the extra mile to ensure that our provision is 'Good or better, everyday'.

The opportunities, skills, professional development, school improvement understanding and knowledge added to the opportunities for career progression in Lion Academy Trust and the success of the Trust through its approaches and track record mean that candidates can develop into highly successful leaders.

As an employer, we are forward-thinking, caring and, most important of all, a happy school where pupils of all abilities and social backgrounds achieve. Our values are at the heart of everything we do and all decisions we make. Our pupils are well-behaved and always aspire to be “the best versions of themselves”. The Trust believes in no ceilings and staff are promoted and supported on their abilities, merit, effectiveness and commitment to our children, not on hierarchy or length of service.

Thank you for taking the time to complete your application - you will find all the answers to any questions you may have in the supporting documents. Good luck with your application.



# Why work for the Lion Academy Trust?

---

To support all our staff, the Trust is committed to finding ways to ensure that your personal, financial, professional and pastoral needs are met during your time with the Trust. Wherever possible, we seek out innovative and impactful ways to add real benefits to our teams - from helping with cost-of-living pressures, ensuring that professional development is readily and easily accessible through to wellbeing assistance - to ensure the work-life balance is being managed effectively.

Professional support is key - and the Trust has worked extensively to fund critical benefits such as:

- Additional non-contact time for teaching staff - over and above statutory PPA time; this equates to 15% non-contact time for class teachers.
- Deploying a fully-resourced, sequenced curriculum across 11 subjects;
- Unlimited access to CPD and career development through providers such as The National College and The Key;
- Funding annual pay increments - having previously provided a boost even when these are frozen nationally;
- Meeting or exceeding the terms set out in nationally agreed terms and conditions - for both teaching and support staff;
- Clear and well-implemented policies and professional standards - in key areas like behaviour, managing parental engagement and supporting staff in challenging situations.

You'll find a raft of programmes through our Perks at Work platform that includes benefits like:

- An electric car-lease scheme, through Tusker;
- Support for bicycle and IT equipment purchases via salary sacrifice schemes;
- Cash-back on large purchases across a range of leading retailers and chains;
- Access to our employee assistance programmes and wellbeing schemes like free eye tests for display screen users; and
- Comprehensive access to support for staff and their families - including online fitness sessions, counselling and legal and financial advice.

And as an employer, we know the little things add up to happier, more productive member of staff - so we ensure:

- Free tea and coffee in all our settings;
- Actively implementing workload reduction measures around marking, lesson planning and data tracking;
- Paying staff to run clubs - and fully funding all after school clubs for our pupils;
- Minimising the impact of twilight and INSET days by planning these and managing these clearly throughout each term;
- Systems and core infrastructures work - printers, IT devices and networks, data management platforms - all are extensively vetted, tested and maintained - reducing stress, disruption and aggravation for busy staff; and
- Consistently applying our policies in every setting - and priding ourselves on being a fair and transparent employer.

And set above all this - the biggest benefit of working for The Lion Academy Trust is the pupils who come to our schools every day. The impact we have on their life chances and the preparation for the secondary phase of education and beyond is critical. By joining the Lion Academy Trust, in any role or function, you will directly benefit from being part of the team that has transformed the lives of every child who has attended one of our schools.

---

# Lion Learning Pathways

---



In addition to a leading CPD programme and published resources, to support every school role, every Trust school has access to the Lion Learning Pathways. A programme of tried-and-tested guides and lesson formats to help build and enhance the progression of learning required by the National Curriculum. An invaluable resource providing all your teaching and learning content requirements – split by key stage to support Year 1 to Year 6.

As an educator within our Trust, the Lion Pathways Teacher supports workload reduction - the provision of content-rich, fully resourced subjects - via planning aides and digitised lessons means less time / resource on sourcing material; more time and focus on precision teaching. Learn more at <https://lionpathways.net/>

## Reap the benefits:



**Quality lessons**



**Engaging content**



**Class collaboration**



**Easy assessments**



# Job Profile

---

Job Details	
Job title	Class Teacher : Phase Leader
School	Sybourn Primary School
Responsible to	Assistant Head Teacher
Location	London
Salary	MPS3-UPS3 Outer London (plus TLR2C £7,368)
Contract Type	Permanent

## Job Purpose

To lead learning in Sybourn Primary School and guide your phase (two-year group teams) in developing consistent practice in teaching and learning pastoral care, safeguarding and behaviour, and ensuring that children achieve the highest standards of attainment and achievement.

## Core Duties

**Class Teacher:** To provide a high quality educational experience for all children by leading learning in School, developing consistent practice in teaching and learning and ensuring that children achieve the highest standards of attainment and achievement. Children are expected to make rapid and sustained progress as laid out in the class teacher job description.

**Phase Leader:** In addition to the duties of a class teacher, the Phase Leader has the following leadership and management responsibilities.

## General responsibilities : Phase Leader

To assist and support the Head of school and Assistant Headteacher to:

- Lead and deliver a balanced and appropriate curriculum programme for the phase (two-year group teams) which takes account of the educational and social needs of pupils in the context of a primary school in line with the expectations set out by the Lion Academy Trust
  - Monitor, challenge and improve the effectiveness of curriculum planning and delivery within the phase to ensure rapid, sustained and improved pupil achievement.
  - Deliver, in conjunction with other Phase Leaders, a successful system of pastoral welfare for pupils in the school with particular responsibility for the Lower phase in line with the Lion Academy Trust expectations
  - Deliver, monitor and challenge in conjunction with other lead professionals, senior leaders and teachers the provision and intervention in place for underachieving children, vulnerable children, EAL and SEN children to ensure they make rapid and sustained progress in line with national expectations.
  - Maintain, challenge and ensure high standards of behaviour and discipline across the school with particular responsibility for the Lower phase in line with the Lion Academy Trust expectations and ethos
  - Develop and maintain effective lines of communication/service throughout the school and between staff, governors, parents and the wider community
  - Maintain and continue to develop the ethos of the school in line with the Lion Academy Trust Expectations
  - Contribute to the strategic development of the school as part of the leadership team. This includes monitoring and evaluating of practice and provision as part of the Lion Academy Trust self evaluation process and the development of the school improvement plan.
  - Contributing to the general day to day management of the school by having an overview of the school, being aware of the issues and concerns and ensuring that appropriate action is undertaken
-

- Keeping abreast of educational developments through your own professional training
- Supporting the head and assistant heads in trying to ensure that change is implemented effectively and smoothly
- Promoting and supporting decisions/policies agreed by the senior leadership team and the Lion Academy Trust
- Helping to maintain outstanding behaviour around the school at all times and specifically carrying out one dinner time duty per week
- Carrying out appraisal of staff as part of the Lion Academy Trust Appraisal Policy
- Ensure the school, phase provides a high quality stimulating learning environment for all children as outline in line with the Lion Academy Trust expectations
- Conducting regular assemblies within the phase and wider school
- There is an expectation that the phase leader will attend and contribute to a senior leadership team meeting once a week and undertake a lunch duty.
- Carry out any other additional duties deemed necessary directed by the Head of school.

### **Phase Leader : Planning**

With the support of the Head of School and Assistant Headteachers:

1. Liaise with class teachers and LSAs in development and delivery of an effective curriculum which meets the needs of all groups of pupils.
2. Attend and contribute to strategy meetings to support implementation of the School Improvement Plan, in accordance with school strategy and direction.
3. Liaise with the Sendco and AHTs in planning intervention and targeted support for identified underachieving groups and ensuring that their provision is accurately and precisely targeted at needs. Monitor the programmes of intervention to ensure they provide rapid and sustained progress for all individual pupils.
4. Ensure through planning, preparation and assessment sessions that learning and provision is precisely planned for and evaluated so that all pupil's specific needs are catered for.

### **Phase Leader : Staff development and support**

1. To provide leadership and support for colleagues (teachers and support assistants) with a specific focus on leading learning in each year group working within the Lion Education Trust Teaching and Learning Strategy.  
This will include:
    - managing the planning and delivery of the curriculum across the phase, including developing medium term plans;
    - leading and organising weekly planning meetings. Supporting teachers with short term planning ensuring explicit learning focus for all children's needs;
    - organising and delivering training, as needed, to groups of school staff;
    - supporting and leading staff in the use of assessment information and processes to inform teaching and learning;
    - provide a model of minimum good teaching and learning
    - providing in-class support to staff, through demonstrating high quality lessons, team teaching, observation and feedback.
  2. Undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to advise appropriately on future strategies and requirements.
  3. Conduct appraisal meetings with teachers, set professional development and pupil progress targets ensuring underperformance of children and the teachers own practice improves ensuring a minimum standard of good. Monitor, guide, support and challenge a teacher's progress towards those targets
  4. Mentor ECTs or new overseas teachers, by implementing a programme of specific support and evaluate progress towards specific identified targets ensuring that their teaching and learning is minimum good.
-



**Phase Leader: Monitoring and review**

1. Maintain consistently high standards of teaching and learning through the effective monitoring and evaluation of teachers' planning, delivery of the curriculum through lesson observations, learning walks, work scrutinies and pupil interviews.
2. Ensure identified areas of inconsistency are tackled through support in the form of guidance, exemplification, modelling of learning or challenge ensuring the LAT benchmarks are used as reference points for minimum expectation. This includes follow up and review against identified progress and expected time scales.
3. Maintain high standards of attainment and achievement through the effective monitoring of pupil progress in your phase. Lead pupil progress meetings with teachers, lead professional dialogue, maintain minimum expectations and ensure actions are being taken to ensure rapid progress or sustained progress of children where needed.
4. Monitor assessment and recording procedures, ensuring that class teachers undertake agreed procedures in line with school strategies and this is impacting directly on children's learning and progress.
5. Maintain records and report to the Leadership team on the quality of teaching, standards and actions taken to address areas for development in each year group with clear milestones.

**Phase Leader: Day-to-Day management**

1. Ensuring staff have access to appropriate resources (practical and human) to deliver lessons effectively and that resources are appropriately deployed.
2. Ensure the ethos and expectations of Lion Education Trust and Sybourn Primary are delivered in each specific year group in reference to environment, behaviour and attitudes that exemplifies our high expectations on our staff and children.
3. Take responsibility for addressing and reporting Safeguarding and Health and Safety issues as they arise in school in line with school policy. To raise awareness of Health and Safety issues amongst staff and ensure compliance.
4. Maintain and lead on ensuring high standards of pupils' behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children.
5. Ensure that new teachers or staff members covering classes are familiar with lesson plans, expectations and year group procedures in order to be able to carry out their responsibilities effectively.

**Phase Leader: External liaison**

1. Liaise with relevant external agencies as appropriate, such as external advisory staff or consultants and/or other schools on specific teaching and learning issues relevant to the year group, its pupils and staff
2. Liaise effectively within the LAT framework with parents/stakeholders to ensure excellent relationships between home and school in order to improve pupil's learning and behaviour. This includes being proactive in solving issues and reflecting a high stakeholder service to ensure that the relationships with parents and stakeholders impact positively on all pupil's outcomes

**Teacher: Core Duties**

To provide a high quality educational experience for all children by leading learning in School, developing consistent practice in teaching and learning and ensuring that children achieve the highest standards of attainment and achievement. Children are expected to make rapid and sustained progress.

---

The teacher will contribute to the schools strategic planning documentation (SIP), supporting the ethos, aims and vision of the school in accordance with the five outcomes in Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

#### **Teacher : Knowledge & Understanding**

Teachers are expected to have a minimum good knowledge of and keep up to date with the Early Years Curriculum, National Curriculum and the Agreed Syllabus for Religious Education. This includes any adaptations and curriculums the school or Lion Academy Trust adopt or use.

Teachers are expected to understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development in order to adapt and improve provision so that children exceed expectations.

Use technology in teaching and learning to enhance the learning and extend the learning experience for children. Teachers select and make good use of ICT skills for classroom and management support.

Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection Policies.

Understand and know how national, local comparative and school data including National Curriculum test data can be used to set clear targets for pupil's achievement.

#### **Class Teacher : Planning**

Liaise with colleagues, subject leaders and other middle leaders in the planning, development and delivery of an effective curriculum which meets the needs of all groups of pupils.

Attend and contribute to staff meetings to support implementation of the School Improvement Plan, in accordance with school strategy and direction.

Liaise with the Year Leader, Inclusion Manager/SENCO in planning intervention and targeted support for identified underachieving groups and ensuring that their provision is accurately and precisely targeted at needs. Monitor the programmes of intervention to ensure they provide rapid and sustained progress for all individual pupils.

Specific Planning and preparation expectations:

- Ensure through planning, preparation and assessment sessions and any additional meetings that learning and provision is precisely planned for and evaluated so that all pupils specific needs are catered for and exceeded.
  - Plan and deliver in relation to the Early Learning Goals, National Curriculum/ LAT curriculum and the Agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work, the teaching programme for all children within the class.
  - Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
  - Make effective and explicit use of assessment information on pupils' attainment and progress and in planning future lessons.
-

- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met. · Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged. · Plan opportunities for pupil explicit engagement, pupil ownership and assessment capable learners so that pupils take ownership for their learning.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.
- Evaluate their own teaching critically to improve effectiveness.

#### **Teacher : Professional Development**

- All teachers are expected with support from the school to improve their teaching and learning practice by being reflective practitioners, taking in part in professional development and practice opportunities and taking ownership of their professional development in order to aspire and achieve outstanding outcomes for all pupils.
- Teachers will achieve this by undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to adapt practice and provision appropriately in line with changing demographics, school circumstances ensuring all children make rapid and sustained progress.
- Teachers will take part in appraisal meetings with year leaders and middle managers to set professional development and pupil progress targets, ensuring practice and provision is adapted and improved so that the rapid progress of children, in particular that of underperforming children is catered for.
- Teachers will be expected to take ownership of their own teaching development with support in the form of coaching, mentoring and self reflection (including reflection processes with the support of visual recording). Teachers' own practice improves ensuring a minimum standard of good and development toward outstanding in line with OFSTED criteria. Year leaders will monitor, guide, support and challenge a teacher's progress towards those targets.

#### **Teacher: Monitoring, Evaluation, Feedback & Review**

- Maintain consistently high standards of teaching and learning through the effective monitoring and evaluation of children's' work, pupil interviews, marking and the delivery of the curriculum. This will include feedback through lesson observations, learning walks, work scrutinies, data analysis and pupil interviews.
  - Ensure identified areas of inconsistency are tackled in the adaptation of practice, reinforced learning off successful practice. Children in the form of guidance, exemplification, modelling of learning or challenge take ownership of their learning (ensuring the LAT benchmarks are used as reference points for minimum expectation) so that they make rapid and sustained practice. This includes follow up and review against identified progress and expected time scales.
  - Maintain high standards of attainment and achievement through the effective monitoring of pupil progress. Lead pupil progress meetings with children, lead learning and self reflection dialogue (children are assessment capable learners), maintain minimum expectations and aspirations through challenge and guidance. Ensure actions are being taken to ensure rapid progress or sustained progress of children where needed.
  - Implement, monitor and evaluate the schools' assessment, recording and feedback procedures; ensuring that agreed strategies are impacting directly on children's learning and progress. Children are actively engaged and reflective of their learning needs.
-

- Use assessment information/data and records to adapt practice, evolve and adapt provision so that they impact directly on the quality of teaching, standards and actions taken to address areas for development for all children in line with expected milestones.
- Assess and record each pupil's progress systematically with reference to the schools current practice, including the social progress of each child and use the results to inform planning.
- Mark and monitor class work and homework in line with our feedback policy, providing constructive feedback and setting targets/next steps of learning for future progress. Children are actively engaged in this process.
- Provide reports on individual progress to the Head of School and parents as required.

#### **Teacher : Day-to-day Expectations**

- Ensure high quality lessons are in place that impact directly on pupils' outcomes and learning and that all children's needs are exceeded. Ensure staff ( support staff) and children have access to appropriate learning resources (practical and human)to deliver lessons effectively and that resources are appropriately deployed.
- Ensure the ethos and expectations of Lion Academy Trust and associated schools are delivered in each specific year group in reference to environment, behaviour and attitudes that exemplifies our high expectations on our staff and children.
- Take responsibility for addressing and reporting Safeguarding and Health and Safety issues as they arise in school in line with school policy. To raise awareness of Health and Safety issues amongst staff and ensure compliance.
- Maintain and lead on ensuring high standards of pupils' behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children.
- Ensure that teachers or staff members covering classes are familiar with lesson plans, expectations and year group procedures in order to be able to carry out their responsibilities effectively.

#### **Teacher : External Liaison & Additional Professional Duties**

Liaise with relevant external agencies as appropriate, such as external advisory staff or consultants and/or other schools on specific teaching and learning issues relevant to the year group, its pupils and staff.

- Liaise effectively within the LAT framework with parents/stakeholders to ensure excellent relationships between home and school in order to improve pupil's learning and behaviour. This includes being proactive in solving issues and reflecting a high stakeholder service to ensure that the relationships with parents and stakeholders impact positively on all pupils' outcomes.
- To keep up to date with national and local developments and disseminate this information to staff.
- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.

*This job description sets out the duties of the post at the time it was drawn up. The above mentioned duties are neither exclusive nor exhaustive and the poster holder may be required to carry out other relevant duties as directed by the Head Teacher, SLT or Office Manager within the school as may be reasonably expected. This is not a common occurrence and would not justify a reconsideration of the grading of the post.*

*The Trust is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people.*

*The successful applicant must provide satisfactory references and will be subject to a health check along with an enhanced Disclosure and Barring Service disclosure, along with all relevant safeguarding checks.*

---

## Person Specification

---

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.

**Essential:** Requirements without which the job could not be done.

**Desirable:** Requirements that would enable the candidate to perform the job well.

**Evidence:** A = Application Form, I = Interview, R = Reference.

Qualifications and Professional Development	Essential	Desirable	Evidence
Safeguarding Training (or willingness to train)	X		A
Degree or Equivalent Qualification	X		A
Qualified Teacher Status	X		A
Completed ECT phase	X		A
Commitment to professional development	X		A
Evidence of working at Upper Pay Scale level		X	A, I, R
Evidence of continuous INSET /CPD		X	A
<b>Experience</b>			
Teaching successful placements	X		A, I
Supervising groups/classes	X		A, I
Line Management	X		A, I
Teaching across the whole primary age range		X	A, I
Working in partnership with parents		X	A, I
<b>Professional Knowledge and Understanding</b>			
An Understanding of the National Curriculum and its application	X		I, R
Knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class & provide work which is differentiated to care for the entire ability range	X		I, R
Knowledge and understanding of the Primary Curriculum and its application	X		I, R
To develop a creative curriculum to motivate and inspire pupils	X		I, R
Understanding and ability to work as part of a team	X		I, R

---

Theory & practice of providing effectively for individual needs of all children	X		I, R
The monitoring, assessment, recording and reporting of pupils attainment and progress	X		
Statutory requirements of legislations	X		I, R
Positive links necessary within school and with stakeholders	X		I, R
Effective teaching and learning styles	X		I, R
Understanding of the preparation and administration of statutory tests	X		I, R
To be able to develop a creative curriculum	X		I, R
Links between schools, especially partner schools		X	I, R
<b>Personal Skills and Attributes</b>			
Ability to communicate effectively in verbal & written for to a range of audiences	X		A, I, R
Ability to teach a range of subjects	X		A, I, R
To be able to effectively use a variety of teaching & organisational styles and resources including ICT	X		A, I, R
Develop and maintain good professional relationships	X		A, I, R
Ability to set high standards	X		A, I, R
Provide a role model for staff and pupils	X		A, I, R
Ability to deal sensitively with people and resolve conflicts	X		A, I, R
To be able to deploy staff & resources effectively	X		A, I, R
To promote the schools aims positively & use effective strategies to monitor motivation and moral	X		A, I, R
Develop good personal relationships with team	X		A, I, R
Establish & develop close relationships with parents, governors and the community	X		A, I, R
Te create a happy, challenging and effective learning environment	X		A, I, R
To be committed to raising the levels of achievement of children of all abilities	X		A, I, R
To be passionate about teaching and learning	X		A, I, R
To develop strategies for community links	X		A, I, R
To be able to contribute to specific curriculum area or areas	X		A, I, R
To be able to support, lead and mentor team	X		A, I, R

<b>Other</b>			
--------------	--	--	--



Open minded, self-evaluative & adaptable to new ideas	X		I,R
Able to enthuse & reflect upon experience	X		I,R
Willingness to be involved in the wider life of the school	X		I,R
Ability to prioritise	X		I,R
Good interpersonal and communication skill	X		I,R
Displays warmth, care and sensitivity in dealing with children	X		I,R

## How to Apply

---

The closing date for applications is 24/11/2023 at 09: 00 with interviews held 01/12/2023.

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification. Completed applications should be sent to [recruitment@sybourprimary.net](mailto:recruitment@sybourprimary.net)

Further information about the role and an application form can be found [here](#).

For more information about this position, to have a confidential discussion about the role or to arrange a tour please contact Maisy Brittain, Assistant Head Teacher via email [school@sybournprimary.net](mailto:school@sybournprimary.net)

Details about the school can be found at: <https://www.sybournprimary.net/>

The successful candidate will require two positive references from current and previous employers. The position is subject to an enhanced DBS and medical checks.

***The Lion Academy Trust is an equal opportunities employer and is committed to safeguarding and protecting the welfare of children.***

